

*DEPARTMENT OF MANAGEMENT*

*COURSE TITLE: ORGANIZATIONAL BEHAVIOUR*

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## **BBM 213: ORGANIZATIONAL BEHAVIOUR**

### **COURSE OUTLINE**

By the end of this unit the course the learner should be able to:-

- i. Define organizational behavior and culture
- ii. Explain quality organization leadership
- iii. Explain motivation and theories of motivation
- iv. Describe method of organization communication

### **Mode of learning/ learning methodology**

Lectures and tutorials, Group discussions, Demonstrations, Case studies,  
Individual assignments

### **Course Assessment**

Main examination	70%
Continues assess (CATs)	20%
Assignments	10%
Total	100%

### **Course Content**

<b>Week</b>	<b>Topic</b>	<b>Subtopic</b>
1	Introduction to basic concepts	Introductions Scope of organizational behavior Trends in current organizations Organizational culture
2	Organizational behavior at individual and group levels	Personality Perception Attitude and job satisfaction Learning
3	Organizations and its component parts	Organizational culture Structure

		Organizational environment
4	CAT 1	
5	Interpersonal and group relationships	Group dynamics Types of groups Group formations and characteristics Groups and conflicts
6	Decisions making process	Introduction Tools of decision making Types of decisions Type of decisions making process
7	Organization power and politics	Introduction Power and authority Viewpoints of power Power tactics and influencing strategies Politics in organizations Political behavior Power and politics in the post modern organization
8		
9	CAT 2	
10	Leadership and its role in achieving organizational goals and objectives	Need for leadership Theories of Leadership Leadership styles
11	Motivation and theories of motivation	<ul style="list-style-type: none"> <li>➤ Meaning of motivation</li> <li>➤ Nature of motivation</li> <li>➤ Importance of motivation in an organization</li> <li>➤ Features of a sound motivational system</li> <li>➤ Motivational process</li> <li>➤ Motivation theories</li> </ul>
12	Organizational communication process	<ul style="list-style-type: none"> <li>➤ Meaning of communication</li> <li>➤ Communication process</li> <li>➤ Types of communication</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Barriers to communication</li> <li>➤ How can organizational communication be improved</li> </ul>
13	Revision	
14	Revision	
15	Final Examination	
16		

## TOPIC ONE: AN INTRODUCTION TO ORGANIZATION BEHAVIOUR



### *Objectives*

*By the end of this topic the learner should be able to:*

- a) Definition organizational behavior.*
- b) Demonstrate an understanding of the importance of studying organization behavioral*
- c) Describe the scope of organization behavior as a discipline*

### **Introduction**

#### **Organization**

Organization comprise of two or more people engaged in a systematic and co-ordinate effort , persistently over a period of time in pursuit of goals .

#### **Behaviour**

Behaviour is defined as what people do which can be observed or measured.

#### **Organization Behaviour**

#### ***What is organization Behaviour?***

Organization behaviour is a field of study that investigates the impact that individuals, groups and structure have on behaviour within organizations for the purpose of applying such knowledge towards improving an organizations effectiveness .

#### ***Why study organization behaviour/ importance?***

The pace of change in organization is accelerating and transformation is occurring at work place. Therefore its time for organization, to know how to combat change for the

prosperity of the organizations. The following are trends that are currently in most organizations;

### ***Trends in Current Organizations***

The following are trends that are currently in most organization.

#### **i. Globalization**

Globalization refers to economic, social and cultural connectivity with people in other parts of the world. It's an ongoing process which influences aspects of organizations which some are advantageous and others are disadvantageous.

Globalization is applauded for increasing organizational efficiency and providing a broader network to attract valuable knowledge and skills while it also presents new challenges like; competitive pressures, market volatility, longer working hours, heavier workloads and work - family conflict amongst others.

#### **ii. Information Technology**

The internet and other forms of information technology are changing daily e.g.

It is connecting people around the planet and allowing small businesses in developing countries to compete in global market place within organization.

It has reshaped the dynamics of organization power and politics.

It has created new standards for competitive advantage through knowledge management.

It has brought about **telecommunication** where employees work from home with a computer connection to the office.

It has also facilitated **virtual teams** which are cross- functional groups that operate across space, time and organizational boundaries with members who communicate mainly through information technologies.

#### **iii. The changing workforce.**

Dimension of workforce involves primary and secondary diversity. **Primary dimension** involve; gender, ethnicity, age, race, sexual orientation, mental/physical qualities that represent individual's socialization and self identity. **Secondary dimension** involve 7

education, marital status, religion and work place. Diversity of this workforce presents both challenges and opportunities in organizations. Opportunities like ;competitive advantage , reverse of market share among others .Challenges involve racism, stereotyping conflicts e.t.c

#### **iv. Emerging Employment Relationships**

The changing workforce, new information & communication technology and globalization have fueled substantial changes in employment relationships. Employees face increasing turbulence in their work/employment, where they perform a variety of work activities rather than hold specific jobs and are expected to continuously learn skills that will keep them employed .This brings implications on job design, organizational loyalty and work stress.

#### **v. Work Place Values And Ethnics**

*Values* represent stable, long-lasting beliefs about what is important in a variety of situation that guide decisions and action, while *ethics* is the study of moral principles or values that determine whether actions are right or wrong and outcomes are good and bad. Companies are learning to apply values in a global environment and they are under pressure to abide by ethical values and higher standards of cooperate social responsibility.

#### ***Scope and Organization Disciplines***

Organization behavior is an applied behavioral science that is built on contributions from a number of behavioral disciplines;

##### **i. Psychology**

Psychology is the science that seeks to measure, explain and sometimes change the behavior of human and other animals .

Organizational psychologist have contributed to the following working conditions; learning , perception ,personality , emotions ,training, leadership effectiveness, needs and motivational forces , job satisfaction ,decision making processes, performance appraisals, attitude measurement , employee-selection techniques ,work design and job stress.



## **ii. Social psychology**

Social psychology blends concepts from both psychology and sociology , where it focuses on peoples influence on one another .Social psychologist have made significant contributions in the areas of measuring, understanding & changing attitudes , communications patterns and building trust .They have also made contributions to group behavior power and conflict.

## **iii. Sociology**

Sociology studies people in relation to their social environment or culture .It has contributed to research on organization culture , formal organizations theory & structure, organizational technology, communications ,power and conflict.

## **iv. Anthropology**

Anthropology is the study of societies to learn about human beings and their activities. Anthropologist work on cultures and environment has enabled more understanding in fundamental values, attitudes , behavioral between people in different countries and within different organizations.

## **v. Economics**

This studies the behavior of humans beings in the process of producing goods and services and also in earning and consuming of income .It includes the following ; use of resources ,scarcity , cost , decision making ,negotiation and organizational power .



### ***Revision questions***

- i. Outline the current trends in organizations*
- ii. What is the importance of studying organizational behaviour?*
- iii. Distinguish between behavior and organization*

## Reference

- i) W.Graham Astrley and Paramjit S.Sachdeva, *Structural Sources of Intraorganizational Power*: A theoretical Synthesis Academy of management review January 1984 p.104
- ii) Stephen P.Robbinson 2007, *Organization Behaviour*, 12th edition
- iii) Stephen L.Mc Shone and Mary Ann Von Glinow, *Organization Behavior*, 3rd edition
- iv) Robert. A. Baron and Jerald GreenBerg 1989, *Behaviour Organizations* Third Edition

## TOPIC TWO: THE INDIVIDUAL AND THE ORGANIZATION



### **Objectives**

*By the end of this topic the learners should demonstrate an understanding of:-*

- a) Personality*
- b) Perception*
- c) Attitudes and jobs satisfaction*
- d) learning*

### **Introduction**

People are the organization's most valuable and expensive resource but they are most difficult element of organization to manage.

Individuals are almost infinitely different, they act differently in different circumstances and are in many ways , entirely unpredictable.

Organizations are interested in the way which people behave at work for them to perform effectively in pursuit of the organizations goals.

It is important first to understand what makes people behave in the way rather do by looking into the following determinants;

### **PERSONALITY**

Personality is the sum total of ways in which an individual reacts to and interacts with others .Personality describes the growth and development of a persons whole psychological system.

“Personality is defined as the dynamic organizations within the individual of these psycho-physical system that determine his unique adjustment to his environment “ by Gordon Allport.

### ***Personality Determinants***

#### **1. Heredity**

Heredity refer to those factors that were determined at conception e.g. physical structure , facial attractiveness , gender , temperaments , muscles composition & reflexes , energy level and biological rhythms are characteristics that are influenced by biological parents either completely or substantially.

#### **2. Environment**

Environmental factors play a role in shaping personalities .They include; the norms among family, friendship and social groups. These factors determine what individual experience in life.

#### **3. Situation**

These influences the effects of heredity and environment on personality .An individual personality while generally stable and consistent , does change in different situation .

Different demands in different situations call forth different aspects of one’s personality .

### ***Personality Traits and Types***

Those characteristics describes an individuals behavior .The more consistent the characteristics, the more frequently it occurs in diverse situations ,the more important, that trait is in describing the individual.

According to Myers -Briggs Type Indicator personality has been classified as follows .

Extraverted vs. introverted

*Extraverted* individuals are outgoing , sociable and assertive while *introverts* are quiet and shy.

Sensing vs. Intuitive

*Sensing types* are practical and prefer routine and order focusing on details while *intuitive* rely on unconscious processes and look at the “Big picture”.

Thinking vs. feeling

*Thinking type* use reason and logic to handle problems while *feeling types* rely on their personal values and emotions.

Judging vs. perceiving

*Judging types* want to control and prefer world to be ordered and structured while *perceiving types* are flexible and spontaneous.

### ***Major Personality Attributes Influencing Organization Behaviour***

#### **1. Core self evaluation**

These is the degree to which individuals like or dislike themselves whether they see themselves as capable and effective and whether they feel they are in control of their environment or powerless over it .an individual core self evaluation is determined by:

Self esteem :- which is to individuals degree of liking or disliking themselves and the degree to which they feel worthy or unworthy as a person .

Locus of control :- which is the degree to which people believe that they are masters of their own fate.

Internals:-Individuals who believe that they control what happens to them.

Extends : -individuals who believe that what happens to them is controlled by outside factors such as luck or chance.

## **2. Machiavellianism**

*Machiavellianism* (Mach) is named after Niccolo ***Machiavelli*** who wrote on how to gain and use power. Machiavellianism is the degree to which an individual is pragmatic, maintains emotional distance and believes that ends in justifies means.

## **3. Narcissism**

*Narcissism* is the tendency to be arrogant, have a grandiose sense of self importance, require excessive admiration and have sense of entitlement. Narcissism's are not effective especially when dealing with people.

## **4. Self monitoring**

Self monitoring refers to an individual ability to adjust his/ her behavior to external or situational factors. Individual's high in self monitoring show considerable adaptability in adjusting their behavior to external situational factors.

## **5. Risk taking**

People differ in their willingness to take chances. This propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice. High risk taking managers are said to make more rapid decision compared to low risk taking managers

## **6. Type A personality**

A person with *type A personality* is aggressively involved in a chronic , incessant struggle to achieve more and more in less and less time and if necessary against the opposing efforts of other things or other people .*Type A's* operate under moderate to high levels of stress .They subject themselves to more or less continuous time pressure ,creating for themselves a life of deadlines.

## **7. Proactive personality**

These are people who identify opportunities , show initiative ,take caution and persevere until meaningful change occurs .They create positive change in their environment , regardless or even in spite of constraints or obstacles .

## **VALUES**

*Values* represent basic convictions that “ a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence .

Values contain a judgmental element in that they carry an individual idea as to what is right, good or desirable.

In organization behaviour values are important study because they lay on foundation for the understanding of attitudes , perceptions and motivation

### ***Sources of value systems***

The values people hold are essentially established in their early years from parents , teachers , friends and relatives .However as one grows up ,he gets exposed to other value systems and this alters some of his values.

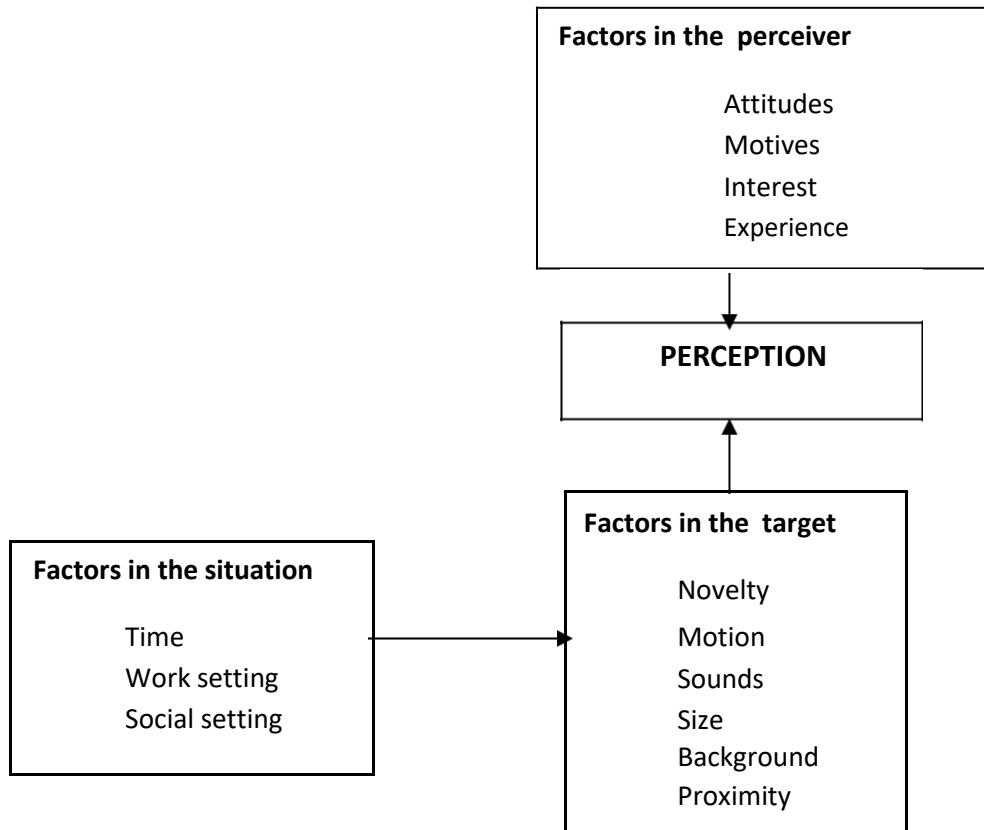
Values can be reactive ,tribalism , egocentric , conformity , manipulative ,socio centric , existential .

## **PERCEPTION AND INDIVIDUAL DECISION -MAKING**

### ***Definition***

***Perception*** is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment .

## Factors that influence perception



- These factors can reside in the perceiver ,in the object or target being perceived or in the context of the situation in which the perception is made.
- When an individual looks at a target and attempts to interpret what he/she sees that interpretation is heavily influenced by the personal characteristic of the individual perceiver .Personal characteristic that affect perception include; a person’s attitudes, personality motives , interests, past experience and expectations.
- Characteristic of the target being observed can effect what is perceived e.g. loud people are more likely to be noticed in a group than quite ones .
- The context in which objects are seen is important .The time at which an

object or event is seen can influence attention as locations ,light , heat and any number of situational factors.





***Reasons as to why people see things differently.***

- Their physical senses vary e.g. color blindness , ,less than perfect vision ,poor hearing , imperfect sense of smell .
- Healthy differences.
- Their general intelligence levels vary.
  
- Nature and effects of past experienced are different for individuals . - Individual values and attitudes cause people to see things differently
- Personality differs and thus individuals tend to adopt particular stances towards outside events.
- Individuals aspirations and goals also differ widely and these affect the relative importance attached to outside events.
- Status also effect on perception.
- The situation or context in which perception take place can have a major bearing on the behavior of the perceiver .
- The perceptual process can also be affected by the number of parties involved.

**ATTITUDES AND JOB SATISFACTION**

***Attitude*** is defined as a persistence tendency to feel and believe in a particular way towards some object .

Attitudes are complex cognitive process but can be characterized in three ways:

- They tend to persist unless something is done to change them
- Attitudes can fall anywhere along the continuum from very favorable to very unfavorable.
- Attitudes are directed towards some object about which a person has feelings and beliefs.

## *Dimensions for attitude*

### **a. Basic components**

Attitudes can be broken into basic components

#### *- Emotional*

Emotional component is the person's feelings about an object i.e. Positive, negative or neutral.

Expressions of emotions, either positive like a customer representative.

Negative, like a bill collector or a police officer.

Neutral, Like an academic administration or public.

Servant is all important to work behavior.

#### *- Informational*

These consists of the beliefs and information the individual has about the object

#### *- Behavioral*

These consist of a person tendencies to believe in a particular way towards an object

### **b. Attitude formation**

#### *- Past experience*

People come to believe or not to believe things on the basis of what they have seen happen or experienced in the past. Example; If everyone who has held **job A** has been promoted within six months , current **job A** holders are likely to believe that they also will be promoted within six months.

#### *- Available information*

If employees hears from personnel department that be **job A** holders are going to promoted rapidly ,this will influence without they believe.

- *Generalization*

This comes from similar events or situations. Examples ;if no one has held closely related *job B* has never been promoted ,this may lead *job A* holders to believe that they will not be promoted either .

The important thing about attitude formation is that it is learned. Employees learn attitude from experiences, co-workers, group membership, family and friends.

*Functions of Attitude*

1. The adjustment function

Helps people adjust to their work environment .When the employees in an organization are well treated by the boss, they will develop a positive attitude toward supervision and the organization .When the boss treats the employees negatively , the opposite is the true.

2. The ego-defensive function

Attitudes help employees to defend their self images .Examples, an older manger whose decision are continually challenged by a younger sub-ordinate manager may feel that he is brash ,cocky, immature and inexperienced, though the manager may be ineffective and poor in his strategies.

3. The value expressive

Attitudes provide people with a basis for expressing their values. Example .A manager who believes strongly in the work ethics will tend to voice attitudes toward specific individuals or work practices as a means of reflecting this value.

#### 4. Knowledge value

Attitude help supply standards and names of reference that allow people to organize and explain the world around them e.g. a union organizer may have a negative attitude toward management.

#### *Changing Attitudes*

Employees attitudes can be changed and sometimes, it is in the best interest of management to try to do so.

Attitude change is sometimes difficult to accomplish because of certain barriers .After the barriers are examined , ways of overcoming them and effectively changing attitudes will be examined .

The barriers can be overcome by providing new information ,use of fear and through dissolving discrepancies ,use of influence of friends or peers and the co-opting approach.

### **JOB SATISFACTION**

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience .It is a result of employees perception of how well their job provides those things which are reviewed as important .

#### *Dimensions of job satisfaction*

Job satisfaction is an emotional response to a job satisfaction.

Job satisfaction is often determined by how well outcomes meet or exceed expectations.

Job satisfaction represents several related attitude namely; work itself , pay ,promotion opportunity , supervision and co-workers.

## *Source and Consequences of Job Satisfaction*

### 1. Pay

Wages are a significant factor in job satisfaction .Money not only helps people to attain their basic needs, but it is instrumental in providing upper level need satisfaction

### 2. Work itself

The content of the work itself is another major source of satisfaction .Work should be challenging not boring and a job that provides status.

### 3. Promotions

Promotional opportunities seem to have a varying effect on job satisfaction .This is because promotions take a number of different forms and have a variety of accompanying rewards .

### 4. Supervision

Supervision is another moderately important source of job satisfaction .A participative climate created by the supervision has a more substantial effect on workers satisfaction than it does in participation a specific decision .

### 5. Work group

The nature of work groups will have an effect on job satisfaction. Freindly co-operative co-workers are a modest source of job satisfaction to individual employees.

### 6. Working conditions

Working conditions are another factor that have a modest effect on job satisfaction e.g. clean and attractive surroundings for instance will enable the personnel to find its easier to carry out their jobs.

## **LEARNING**

Learning is a process in which experience brings about permanent changes in behaviour or attitudes .The study of learning has had to concentrate on observable changes.

Learning is a process by which human beings becomes aware of themselves and their environment and the need to adopt the one to the other in order to survive, grow and prosper .

Learning is a process by which people acquire knowledge , understanding skills and values and apply them to solve problems throughout their daily life.

### ***Results of learning***

- Learning usually implies change.
- Learning implies relatively permanent change.
- Learning usually manifests itself through behavior.
- Learning involves some stimulus or experience.
- Learning is influenced by personal characteristics.
- Learning is influenced by others (teacher's roles model)
- Learning requires feedback.
- Learning is aided by success.
- People can also learn their mistakes or failures.

### ***Factors affecting learning***

Human learning is a complex process involving numerous internal and external factors .

## **Internal Factors**

- Health
- Intellectual capacity
- Motivation
- Special aptitudes
- Temperament
- Personal values
- Past experiences

## **External factors**

- Ability of teacher's role
- Learning consent
- Teaching methods
- Feedback of results
- Learning Aids
- Learning context

## ***Theories of learning***

### 1. Classical conditioning

Classical conditioning grew out of experiments to teach dogs to salivate in response to the ringing of a bell, conducted in the early 1900's by Ivan Pavlov. A simple surgical procedure allowed Pavlov to measure accurately the amount of saliva secreted by a dog. When Pavlov presented the dog with a piece of meat, the dog exhibited a noticeable increase in salivation. When Pavlov withheld the presentation of meat and merely rang a bell, the dog did not salivate.

Then Pavlov proceeded to link the meat and the ringing of the bell. Then Pavlov withheld the presentation of meat and merely rang a bell, the dog did not salivate. Then he proceeded to link the meat and the ringing of bell. After repeatedly hearing the bell before getting the food, the dog began to salivate as soon as the bell rang. After a



while the dog would salivate merely at the sound of the bell, even if no food was offered. The meat was an ***unconditioned stimulus*** that caused the dog to react in a specific way. The bell was an ***artificial stimulus***. Learning a conditioned response involves building up an association between a conditioned stimulus and an unconditioned stimulus. Classical conditioning is passive, meaning if something happens one reacts in a specific way.



### ***Revision questions***

- i) *What are the factors that determine personality?*
- ii) *What are the major Personality Attributes Influencing Organization Behaviour?*
- iii) *Why do people see things differently?*
- iv) *Describe the factors that affect learning.*

### **Reference**

- i) W.Graham Astrley and Paramjit S.Sachdeva, **Structural Sources of Intraorganizational Power**: A theoretical Synthesis Academy of management review January 1984 p.104
- ii) Stephen P.Robbinson 2007, **Organization Behaviour**, 12th edition
- iii) Stephen L.Mc Shone and Mary Ann Von Glinow, **Organization Behavior**, 3rd edition
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## TOPIC THREE: ORGANIZATIONS AND ITS COMPONENT PARTS



### **Objective**

*By the end of this topic the learners should be able to:*

- i. Demonstrate an understanding of the organizational culture.*
- ii. Describe the organization culture, environment and structure*
- iii. Identify the various organizational charts*

## **ORGANIZATION CULTURE**

### ***Introduction***

Culture is shared meaning, understanding and sense making .Culture sums up the dominant values visions, perspectives ,standards and models of behaviour that are in organizations.

The shared beliefs, values and expectations held by individual also constitute organization culture.

### ***Definitions:***

- ✓ Organization culture is defined as a pattern of basic assumptions invented , discovered or developed by a group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valuable and therefore to be taught to new members as the correct way to perceive ,think and feel in relation to these problems.( Edgar Schein)
- ✓ Organization culture can therefore said to be the essential collection of shared values which provide both explicit and implicit sign post to preferred behaviour in the organizations.
- ✓ Organization culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations.

### ***Functions of cultures***

- i. It creates distinction between one organization and others.
- ii. It conveys a sense of identity for organizations members.
- iii. It facilitates the generation of commitment to something larger than one's individual interest.
- iv. It enhances the stability of social system.

### ***Characteristics of Organization Culture***

- i. Innovation and risk taking

The degree to which employees are encouraged to be innovative and take risk.

- ii. Attention to detail

The degree to which employees are expected to exhibit precision ,analysis and attention to detail .

- iii. Outcome orientation

The degree to which management focuses on result or outcomes rather than on the techniques and processes used to achieve those outcomes.

- iv. People orientation

The degree to which management decisions take into consideration the effect of outcomes on people within organization.

- v. Team orientation

The degree to which work activities are organized around teams rather than individuals.

- vi. Aggressiveness

The degree to which people are aggressive and competitive rather than easy going

- vii. Stability

The degree to which organizational activities emphasize maintaining the status quo in contrast to growth.

viii. Norms

Standard to behavior exist including guidelines on how much work to do .

ix. Dominant values

These are those values that the organizations advocates and expects from the participants in an organization e.g. High quality, low absenteeism and high efficiency.

x. Rules

These are strict guidelines related to getting along in the organization.

### ***Creating an Ethical Organization Culture***

1. Be a visible role model

Employees will look to top management behaviour as bench mark for defining appropriate behavior.

2. Communicate ethical expectations

Ethical ambiguities can be minimized by creating and disseminating an organizational code of ethics. It should state the organization's primary values and ethical rules that employees are expected to follow.

3. Provide ethical training

Set up seminars ,workshops and ethical training programs .Use the training sessions to reinforce the organization's primary values, rules and standard of conduct .

4. Visibility rewards to ethical acts and punish unethical ones

Performance appraisals of managers should include a point by point evaluation of how his or her decisions measure up against the organization code of ethics .People who act ethically should be visibly rewarded for their behavior and unethical acts should be punished .

## 5. Provide protective mechanisms

The organization needs to provide formal mechanisms so that employees can discuss ethical dilemmas and report unethical behaviour without fear of reprimand.

### *Creating a Culture*

A culture is created basically by a founder or top-level manager who forms a core group that shares a common vision .

#### *Stage 1*

- i. Recruitment of like minded individuals

These people will be attracted instinctively to the founder's visions and aims.

- ii. The development of groups norms

These are likely to be strongly influenced by founders in the formative stages

- iii. Statement of espoused values

The founders or initiators will have the greatest influence on these values in the early stages , subsequently, the organizations leadership must demonstrate to other stakeholders that what is saying truly believes and not accordingly .

- iv. Production of mission statement

These provides visible evidence of espoused values and norms and the platform for the organization's relationships with various stakeholders.

#### *Stage 2*

These comprise of habit and tradition building activities, aimed at embedding the culture in the day to day activities of the organizations by means of procedural and ritualistic measures such as:

- i. The introduction of appropriate communication systems and decision making to assist integration
- ii. The installation of organizational procedures and rules which promotes integration by setting standards for members to follow.
- iii. Promotion of organization symbols  
Battle flags national emblems demonstrates the unity of the organization which come to embody a certain reputation e.g. Red Cross.
- iv. Development of key rituals, helps to establish the organizations ethos's i.e.- the part of culture to do with organization climate.
- v. The production of policy statements on the key issues .These lay the basis for relations with stakeholders.

### ***Creating a Customer Responsive Culture***

Customer responsive cultures hire service oriented employees with good listening skills and willingness to go beyond the constraints of their job description to do what's necessary to please the customer.

### ***Managerial Actions to Be Taken***

#### Selection

Customer responsive culture begins by service; contact people with the personality and attitudes consistent with a high service orientation.

#### Training and socialization

The training programs vary according to the organization but they focus on product knowledge, active listening , showing patience and displaying emotions.

#### Structural design

Organization structure need to give employee more control by reducing rules and regulations. Employers are better able to satisfy customers when they are in control.

### Empowerment

These involves consistent empowering employees with discretion to make day to day decisions about job related activities.

### Leadership

Effective leaders in customer responsive cultures deliver by conveying a customer focused vision and demonstrating by their continual behaviour that they are committed to customers.

### Performance

A customer responsive culture will be fostered by using evaluations that include, input from customers

### Reward systems

Provision of ongoing recognition to employees who have demonstrated extra - ordinary effort to please customers,i.e. the management promotes good service.

## **THE ORGANIZATION AND ITS ENVIRONMENT**

Organization does not exist in isolation .There are part of wider fabric of society in general which constitute the environment within which they operate .

Environment is analyses using an acronym PEST as follows:

### Political

These are factors affecting the requirements placed on the organizations arising from actions of national (and international ) governments and its agencies, including legislation and general political dimension which issues and activities may assume.

### Economic

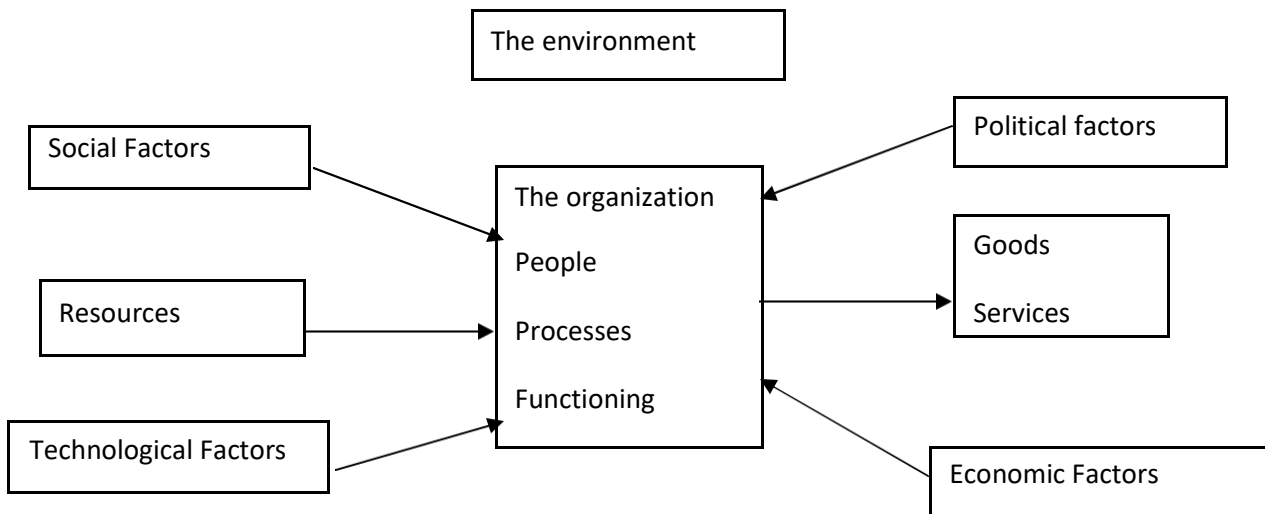
These are factors affecting financial functioning of the organization such as potential for growth , market for organizations products ,or the views of money as it impacts on reward system .

## Social

These are factors affecting the supply of labour such as demographic changes in terms of age , profile of the working population , numbers of people in the Job market and changing cultural norms of behavior and attitudes in society at large which influences people's expectations and behavior at work.

## Technology

These are factors affecting processes of production , such as changes in computer technology and communication and the implications of new manufacturing processes.



## ORGANIZATION STRUCTURE

This is the arrangement and inter-relationship of the components parts and positions of organizations. Organization structure defines how tasks are formally divided, grouped and coordinated. Organization structure is divided into two;

### *Formal Structure*

These comprises of allocation and organization of individual and group responsibilities in pursuit of organizational goals .



### ***The Informal Structure***

These comprises of patterns of social interaction within the organization which are separate from those derived from the formal structure.

### ***Key Elements to Consider When Designing Organization Structure***

#### Work specification

This is division of labour which describes the degree to which activities in organization are subdivided into separate jobs .These increases productivity and reduces boredom and promote employee satisfaction .

#### Departmentalization

These is grouping jobs which involve common tasks or by functions performed .These enhances smooth running and defines job description .

#### Chain of command

These is unbroken line of authority that extends from the top of organization to the lowest echelon and clarifies who reports to whom.

#### Span of control

These is the number of subordinates of manager can efficiency and effectively direct. The wider the span, the more efficient the organization.

#### Centralization and decentralization

**Centralization** refers to the degree to which decision making is concentrated at a single point in the organizations with little or no allocation to lower subordinates levels

**Decentralization** refers to the systematic devolution of responsibility and authority within structure of organization .These means certain levels or parts of organizations are given responsibility or authority to discharge responsibility.

Formalization: Formalization refers to the degree to which jobs within organizations are standardized .The degree of formalization vary widely between organizations and within organizations .If a job is highly formalized ,

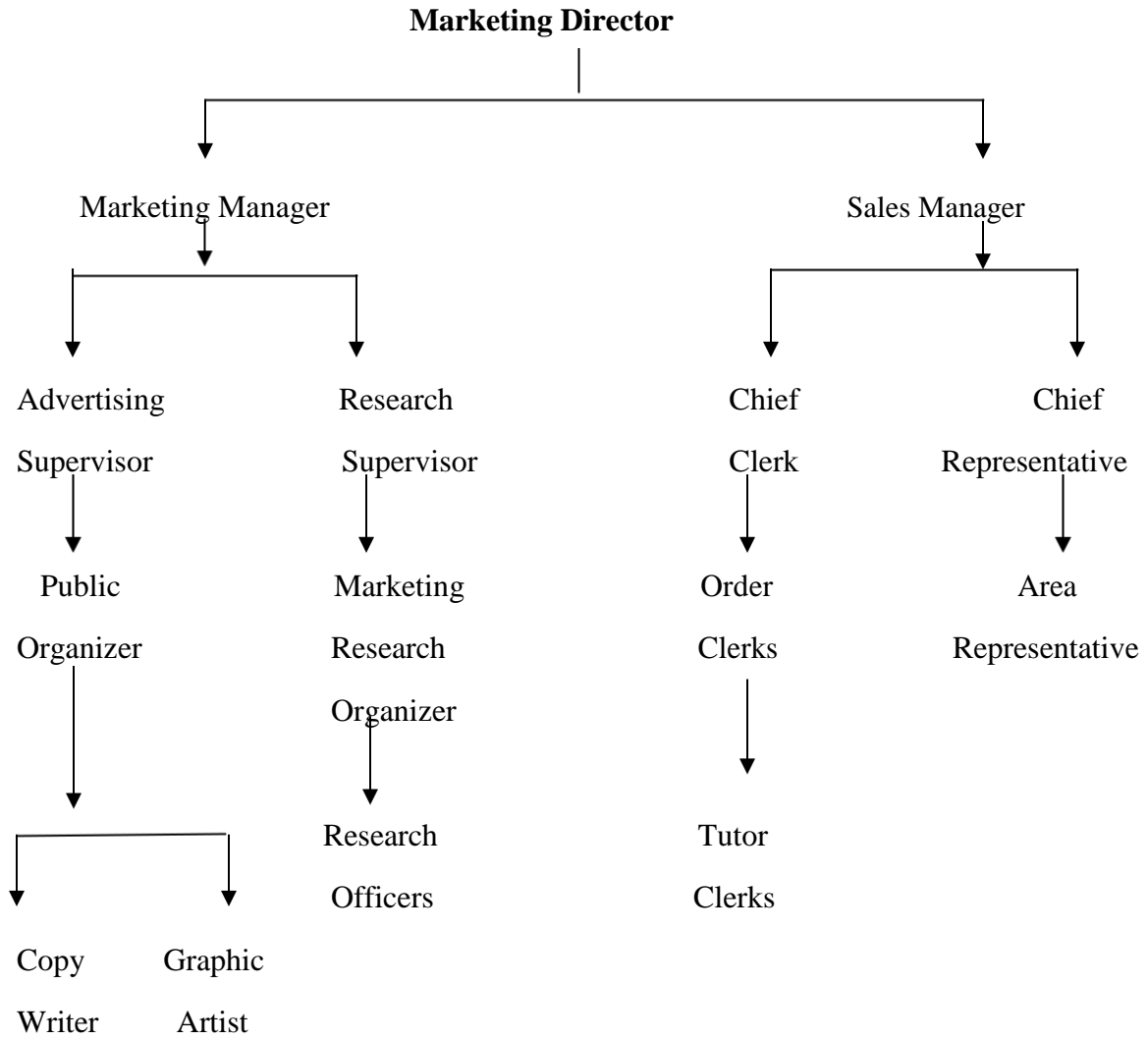
then the job incumbent has minimum amount of discretion over what is to be done, when it is to be done , and how it is to be done .

### ***Organizational Charts***

Organization's chart is a diagrammatic representation of the organization structure. Organization charts vary in the level of detail displayed but they all invariably display three elements of the organizations structure:

- The division of organizations into departments section ,unit e.t.c - The major positions in each divisions
- The interrelationships between positions and division , including the management reporting lines and channels of communication .

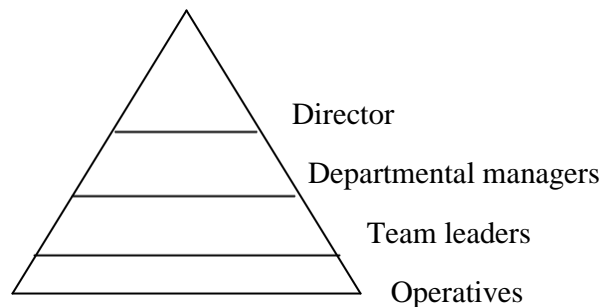
## Illustration of Organization Chart



## ***Types of Organizational Structures***

### **1. The simple structure**

This is characterized by what is not rather by when it is. It is not elaborate. The simple structure is a flat organization. It tends to be associated with broad span of control but in larger organizations broad span control. The major advantage is that there is provision, for more flexible work and greater devolution of authority and autonomy.



### **2. The Bureaucracy**

This structure has highly routine operating tasks achieved through specialization, very formalized rules and regulations. Tasks that are grouped into functional development, centralized authority, narrow spans of control and decision making that follows chain command.

### **3. The team structure**

Team structure breaks down departmental barriers and decentralizes decision making to the level of work team. It requires employees to be generalist as well as specialist.

### **4. The virtual structure**

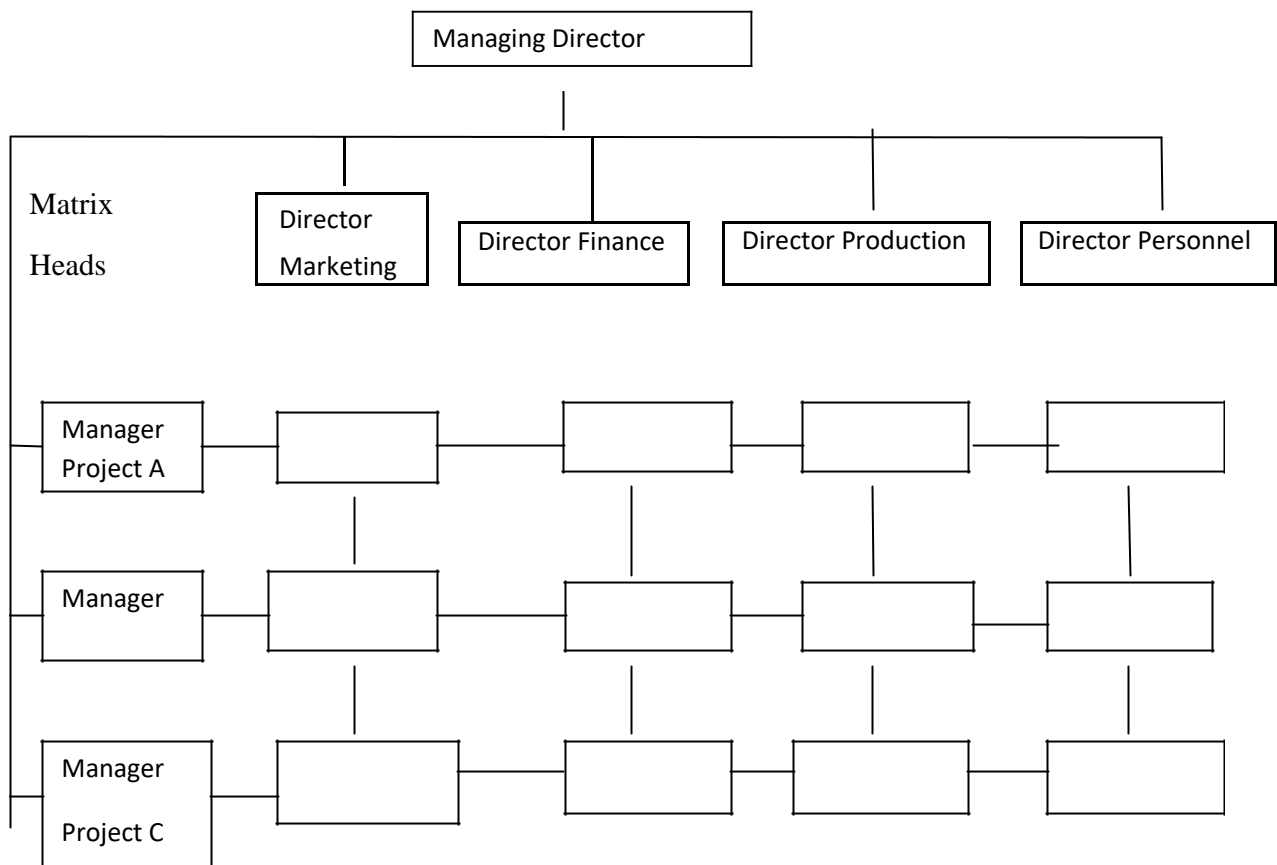
This is where the organizations outsource major business functions. The virtual structure is highly centralized with little or no departmentalization.

### **5. The borderless structured organization**

This organization seeks to eliminate the chain of command, have limitless span of control, and replace departments with empowered teams by removing vertical boundaries. Management flattens the hierarchy status and rank are minimized.

## 6. The Matrix Structure

These structure creates dual lines of authority and members functional and product departmentalization .



### Review Questions

- i) Define organization behaviour relate it to management
- ii) Contrast the contributions of psychology and sociology to organization behaviour
- iii) Why do you think O.B might be criticized as being "only common sense?"
- iv) In what ways can management departmentalized
- v) How can organization maintain their cultures?
- vi) Describe types of organization structure and the advantages and disadvantages of each

## Reference

- i) W. Graham Astrley and Paramjit S. Sachdeva, *Structural Sources of Intraorganizational Power*: A theoretical Synthesis Academy of management review January 1984 p.104
- ii) Stephen P. Robinson 2007, *Organization Behaviour*, 12th edition
- iii) Stephen L. Mc Shone and Mary Ann Von Glinow, *Organization Behavior*, 3rd edition
- iv) Robert. A. Baron and Jerald GreenBerg 1989, *Behaviour Organizations* Third Edition

## TOPIC FOUR: INTERPERSONAL AND GROUP RELATIONSHIPS



### **Objectives**

*By the end of this topic the learner should be able to:*

- 1. Describe the stages of group development*
- 2. Describe the various dynamics of groups*
- 3. Describe patterns of group interaction and communication*
- 4. Discuss function of group's organization*

## INTRODUCTION TO GROUPS

### **Definitions**

A group is defined as two or more individuals , interacting and interdependent who have come together to achieve particular objectives

Groups are classified into two categories

Formal groups

Informal groups

### **Formal groups**

Formal groups are those created to fulfill specific goals and /or carry out specific tasks. They usually have some official status bestowed on them , either by society or community at large /or organization which created them .They often have definite structures with laid down rules, group processes and formal roles.

Examples of such groups are; a trade union branch, departmental work group, local political party, parent-teacher association, branch of green peace, football supporters club, ex-college /school societies e.t.c

### ***Informal groups***

Informal groups are those which are created by individual members for the purpose of sharing a common interest and or/ serving their common needs .These groups emerge from the interactions of individuals ,often within formal groups and sometimes having all the same members. They are likely to be for less structured.

Examples of such groups are; family , friends ,colleagues who go out for a drink together ,people who jog together every morning ,an art class, the disgruntled passengers from a train complaining to a station manager.

Not all groups are clearly formal or informal, but there are degrees of formality and /or informality.

### ***OTHER CHARACTERISTICS OF GROUPS***

#### **▪ NORMS**

All groups have a set of rules governing appropriate behavior, opinions and attitudes. The expected behavior are called norms and have purpose of exerting tremendous power over members. .

- i. Purpose of norms; these norms develop to influence the way in which group will achieve its goals, e.g. standards of quality , amounts of work to be done e.t.c
- ii. Maintenance Norms develop within the group in order to keep it together. They include particular forms of social interaction (style of speaking , games played between each other, topic of conversation ) and the groups rituals such as; having lunch together .These defines the group .
- iii. Relationship norms develop to establish common ways of treating different people .These include attitudes and behavior to individuals, particularly management or to other groups.



### ✓ **Acquiring Norms**

The process of acquiring norms is known as “socialization “ and it’s a process embarked on from the earliest days of childhood and continues throughout the life as one encounter’s new and different environments.

### ✓ **Conformity**

This is adjusting one’s behavior to align with the norms of the group. These pressures derive primarily from the “sanctions” available to groups

*Sanctions may be positive or negative*

- i. Positive sanctions constitute rewards for appropriate behavior and include, approval and recognition
- ii. Negative sanction constitutes punishment for inappropriate behaviour that includes rejection and disapproval.

### ✓ **Deviance**

This is voluntary behaviour that violates significant organizational norms and in doing so, it threatens the well being of organization or its members. Disassociation is caused by a failure to internalize the group norms and this can arise from a number of factors including ;

- Personality disorders.
- Conflict with other behaviour and norms derived from membership of other groups.
- Dissatisfaction with the appropriateness of the norms in relation to the achievements of the group’s goals.

## **ROLES**

A role is a set of expected behavior patterns attributed to someone occupying a given position in a social unit .

Roles exist in nearly all social situations and particularly in groups. In formal groups these roles will be officially recognized e.g. chairperson , secretary ,treasurer .These terms

also apply to jobs which is a set of activities which the position holder is required to undertake .

Anthropologist Robert Linton suggested five kinds of social systems giving rise to roles.

- Age /sex grouping, e.g. man ,young women
- Family, household groupings e.g. mother, grandfather ,married women
- Prestige /status groupings e.g. customers , chairperson , leader ,mayor
- Occupational groupings e.g. cleaner ,clerk , administrator , manager
- Friendship and common interest groupings- e.g. friend, club member, competitor.

There are a number of ways or categorizing roles in group in terms of the contributions that an individual can make to the group;

✓ ***Certainty***

Roles provide a source of stability and certainty in social situations knowing the roles of people in a given situation helps in understand the kinds of behavior to express and how to behave ourselves.

✓ ***Role sets***

Individual hold a variety of roles in different situations at different times .Here people hold a number of permanent roles in the various groups to which they belong e.g. father , manager of work group , tutor , trade union member, badminton club member , secretary of local labour party bank .

✓ ***Role problems***

There are three classes of problems arising from roles;

- Role conflict is where there is difference between the expectations that others have of role as in the role , say of a head teacher who has to deal with a number of difference expectations of his /her position from teachers ,pupils , parents , governors and local authority .

- Role ambiguity is where there is inconsistency in the expectation of the role rather than conflicting expectations e.g. in the situation of a manager's autonomy and responsibility for certain area's of work being sometimes represented and at other times being undermined by more senior managers.
- Roles and change is where individuals are resistant to changing roles, fearing the uncertainty and frustration that this can cause. This applies both to the holder of a role to those around him/her for example the changed role of women in society can be source of difficulty for both women and men.

✓ *Role and status*

Status is a person's standing, rank or position. Status within the group often matters deeply to each member. The individual employee gains status in various ways for example:

- Technical competence e.g. "the best fitter in the shop"
- General knowledge e.g. "Chris will be bound to know"
- The court jester e.g. "cheer us all up"

## **GROUP COHESIONS**

Group cohesion is the degree to which the group stick together. There are a number of measures of this, including its attractiveness to members, such that they want to stay in it and the extent of interpersonal relationships and interdependence in pursuit of goals.

### *Factors affecting the groups*

✓ *Homogeneity*

The most important of these determinants is the extent to which members share similar attitudes and values. This conditions the degree to which members will become involved and communicate, understand and identify with each other.

✓ *Interaction*

The amount of interaction between members can also be determined. A high of degree interaction, which is common in work groups, families and campaigning at a groups particular times, can help to promote similar attitudes and values.

✓ **Goals**

The success of a group in attaining its goals is likely to influence group cohesion. It is likely to endanger positive feelings towards the group, in terms of a facilitating the individuals own goals, his/her contribution to the whole and in belonging to and being identified by outsiders with a successful group.

✓ **External threatens**

External threatens to the group can create bonding between members in a sharing of protective feelings. These can arise from competition of a feeling of having the groups attitude and values or even existence, attacked by others.

✓ **Size**

Small groups facilitate interaction and increase the possibility of shared attitudes and values. Conversely groups grow in size, become more differentiated and they attract people with differing goals and can therefore lose a degree of cohesion.

## **GROUP DEVELOPMENT**

New groups are constantly being formed in all walks of life. These may be formal units, committees working parties, project teams e.t.c. To deal with the new development or innovations or arising from a reorganization of existing work patterns. They may also be informal group based around new friendships and interest.

### ***Stage 1 Forming***

The first stage of group development is concerned with finding out the nature of situation with which the group is faced and what forms of behavior and interaction are appropriate. Members will test out attitude and behavior to establish their acceptability as ground rules for accomplishing the task and getting along with other members. Competing powerful personalities can lead to problems in early development explorations of what is acceptable within the group.

### ***Stage 2 Storming***

Leading on from the forming stage in which certain ground rules are explored, it is likely that there will be a stage of conflict and disagreement as methods of operations

and patterns of behavior start to be firmed up .This where different opinions and styles emerge with competing sub-groups, challenges for leadership , rebellions against control and resistance to the demands of meeting task requirements. A degree of compromise is necessary here in order to allow consensus to emerge.

### ***Stage 3 Norming***

As resistance is overcome and conflicts patched up, groups move into the norming stage whereby they establish norms of attitudes and behavior which the mutually accepted for the task performance and interaction .Individual members begin the process of internalizing those norms and identifying with group ,building group cohesion.

Members roles start to be clarified and accepted at this stage .The role of leader should be clearly established. the establishment of consensus brings recognition of the value and different potential contributions of individuals and this results to cooperation and mutual support from group work.

### ***Stage 4 Performing***

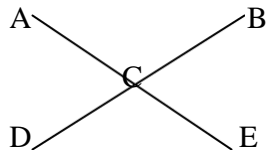
This is the final stage in development and it represents the position where the group energy is now available for effective work, completing task and maintaining the group. The established norms now support the goals of the group and roles becomes functional ,thus allowing constructive work in relation to tasks .

## **PATTERNS OF GROUP INTERACTION AND COMMUNICATION**

The way in which individual members interact and communicate within groups can have important consequences for the way in which tasks are performed and also for the satisfaction of individual group members.

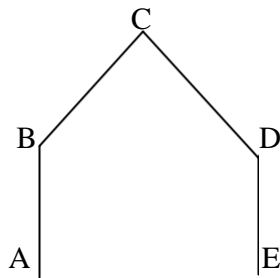
### ***✓ The wheel***

In this interaction all communication goes through the centre. This pattern is common in situation where there is little interaction between group members and there is reliance on central decision making .The wheel works very well in providing quick answers to simple questions .



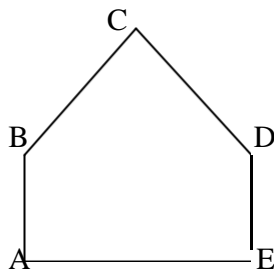
✓ *The chain*

In this pattern, no single member can interact or communicate with all the others. Although the line of information and the process can be slow. These chain is to be found in groups which are generally only concerned with transmitting messages and are geographically dispersed.



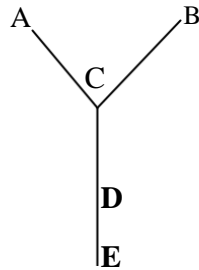
✓ *Circle*

The linking together of the ends together of the ends of chain provides the opportunity for each member to interact with two other members directly. This gives a higher level of satisfaction for all members and is a common pattern in many informal situations, such as discussion around the tables. It can also be effective for transmitting messages although it suffers from the same problems as the chain in being slow and prone to misinterpretations



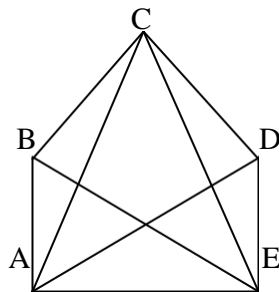
✓ *The Y*

This pattern combines elements of the wheel and the chain in that it focuses on C as the central contact but does not allow for interaction and communication among members in the different branches.



✓ *The Webs*

In the web, each person are communicates freely with every other individual within the group. This is the most common pattern of informal interaction and is often found in formal interaction and communication such as within small teams



## **GROUP IN THE ORGANIZATIONS**

Individuals are employed by organization but in the work situation individuals invariably work together in groups. A variety of factors determine the behavior of groups and how successful they are .They include;

i. *Size*

The sizes of the group will affect how the group works together and tasks completed.

*ii. Leadership /management style*

It can affect the performance of the group -It involves the organization and directions' of the group to achieve its goals .

*iii. Cohesiveness*

If the group is not cohesive it will tend to be ineffective.

*iv. Motivation of group members*

The commitment of members to the goals and tasks of the group are a key determinant of successful performance.

*v. Norms of groups*

This includes belief systems, attitudes and values of the group, that influence behavior.

*vi. Group /team roles*

Effective groups need members to carry out a variety of roles in order that goals and tasks of group may be achieved .

*vii .The environment*

The work environment will have a direct bearing on the group and its performance.

*viii. The group task*

This includes the task that groups are asked to complete , how important they are and how urgent and how the results help the company achieve its objectives.

**FUNCTIONS OF GROUPS IN ORGANIZATION**

*i. Distribution and control of work*

This is bringing together and controlling teams of peoples with certain talents and abilities.

*ii. Delegation of work*

Organization authority needs to be delegated to leaders of work groups.



iii. ***Spread of information***

Groups disseminate information better than individuals.

iv. ***Uniting the organization in pursuit of its goals***

Organization can use work groups as a means of gaining the support of workers for organizations goals.

v. ***Analyzing and solving problems***

In order to solve problems and make policy, the organization can use high level work groups made up of people with a wide range of talents.

vi. ***Conflict and resolution***

The organization cannot resolve conflicts of its employees at an individual level,

because in large organizations there may be too many conflicts hence its better done in groups.

## **GROUPS AND CONFLICT**

Conflicts within between groups are quite common. All conflict has potential to be damaging and there is need to be some constructive effort to limit it so that destructive impact is minimized.

### ***Strategies for handling conflict***

- i. Avoidance is ignoring or suppressing the problem
- ii. Accommodation is allowing the other party to win and have his/her /their own way
- iii. Competition is battling the conflict out in an attempt to win (with the risk that you may lose).
- iv. Compromise is seeking a middle way by bargaining with both parties, giving up certain desired outcome to enhance satisfaction of others.
- v. Collaboration is seeking the satisfy the desired outcome for both parties, often by changing the situation itself .



### **Review questions**

- i) *Compare and contrast command, task, interest and friendships groups*
- ii) *Describe the stages of group development*
- iii) *How are status and norms related?*
- iv) *When do groups make better decision than individually?*
- v) *Describe patterns of group interaction and communication*
- vi) *Don't groups create conflict? Isn't conflict bond? why then, would management support the concept of teams*
- vii) *Discuss function of groups organization*

### **Reference**

- i) W.Graham Astrley and Paramjit S.Sachdeva, **Structural Sources of Intraorganizational Power**: A theoretical Synthesis Academy of management review January 1984 p.104
- ii) Stephen P.Robbinson 2007, **Organization Behaviour**, 12th edition
- iii) Stephen L.Mc Shone and Mary Ann Von Glinow, **Organization Behavior**, 3rd edition
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## TOPIC FIVE: DECISION MAKING



### *Objectives*

*By end of this topic the learner should be able to:*

- i. Make a decision given a problem*
- ii. Describe the various types of problems*
- iii. Describe the various tools of decision making*

## INTRODUCTION

People at all levels of the enterprise must constantly make decision and solve problems. Decision making and problem solving are important parts of a manager job. Decision may be of nature:

How profit should be invested

Which employee should be assigned a particular task

Whether the problem is larger or small, it is usually the manager who has to confront it , and decide what to take.

## Types of Problem and Decision

Managers will make different types of decision under different circumstance and the information available when making a decision will vary.

### ✓ **Programmed**

Programmed decision are those that are made in accordance with some habit , rule or procedure .

Every organization has written or unwritten policies that simplify decision making in recurring situation . Programmed decisions are used for dealing with complex as well as with uncomplicated issues.

If a problem recurs and if its component elements can be defined, predicted and analyzed, then it may be a candidate for programmed decision making. Programmed decision limits the decision maker's freedom because the organization rather than the individuals decide what to do.

However, the policies, rules and procedure of which we make decision makers of the time needed to work out new solution to every problem, then allow the decision maker to devote attention to other important activities.

- ✓ **Non- programmed decision** are those that deal with unusual or unique problem ; problems which have not come up often enough to be covered by a policy or it is so important that it deserves special treatment , it must be handled by a non –programmed decision e.g. decisions on:
  - Allocation of resources
  - Society relation
  - Falling product lines

Most management training programs try to improve a manager ability to make non-programmed decision – usually by trying to teach them to make decision reasonably.

## TOOLS FOR DECISION MAKING

The following is a summary of decision and the traditional and modern tools used.

Types of decision	Traditional tools	Modern tools
Programmed ( Routine respective decision)	Habit Clerical routine Standard operating Procedure	Operational research Mathematic analysis Computer , electronic Data processing
Non- programmed one- shot rare special decision	Judgment , credibility, Institutional rule of thumb Selection and training of	Heuristic problem solving. Constructing heuristic computer programmes ( knowledge base

	executive	intelligence “Expert”)_
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## THE DECISION MAKING PROCESS

It involves six basic steps

### ***Step1: define the problem as an idea to be acted upon***

This step involves an accurate assessment of the problem so that management does not treat mere symptoms. This step should result in a statement of the desired results

### ***Step 2: Develop alternative solution***

Alternative are the possible course of action, only one of which may ultimately be chosen is need to have as many alternative as possible

### ***Step 3: Gather information pertinent to alternative***

Once alternative have been identified the next step in decision making is to collect information. The main information for decision making are existing rules , procedure available facts , research , feasibility studies , simulation , opinion of advisers , experience , public and forecast

### ***Step 4: consider constraints and evaluate problems***

At this step the manger eliminates some alternative because of constraints. Constraints may be either from external e.g. custom organization charters , limited money and personnel , organization policies , procedure , rules , higher level managers , laws and political consideration , the public competitors actions, labour unions , the education of potential employees , society and economy . The most common method of evaluation include: risk analysis, cost benefit analysis decision trees

### ***Step 5: Alternative Selection***

This step involves selection of alternative from those that have been proposed and not eliminated.

It is the most difficult and managers should take into account the effects of the decision.

### ***Step: 6 follow –up***

Involves implementation of the decision reached in step 5 above. It requires that the appropriate action be carried out. It may involve appropriating funds, assigning personnel, hiring new personnel, erring for work space, or purchase of equipment real estate supplies or inventory



#### ***Revision Questions***

- i. *Bring out and briefly describe the various tools of decision making used in organizations*
- ii. *How will you go about making a management decision using the rational decision making process?*
- iii. *Distinguish between programmed and none programmed decisions.*
- iv. *Citing suitable illustrations describe the routine and unique decisions*

### **Reference**

- i) W.Graham Astrley and Paramjit S.Sachdeva, **Structural Sources of Intraorganizational Power**: A theoretical Synthesis Academy of management review January 1984 p.104
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## TOPIC SIX: ORGANIZATION POWER AND POLITICS



### *Objectives*

*The objective of the topic is to:*

- i. Appreciate the importance of power and politics in the organization*
- ii. Compare and contrast different perspectives of power*
- iii. List the different bases of power*
- iv. Identify organizational factors that which enhance the power of departments*
- v. Explain why politics is a feature of organizational life.*

## **POWER**

### ▪ **INTRODUCTION**

Power means the capacity of individuals to overcome resistance on the part of others, to exert their will and to produce results, consistent with their interests and objectives (Dahl 1957).

### **Definitions**

“Power is the capacity to change the behaviour or attitudes of another in a desired manner”

“Power is referred to as a capacity that A has to influence the behavior of B so that B acts in accordance with A’s wishes”.

“Power is the ability to get things done the way one wants them to be done”.

Power is a mechanism that is continually used to achieve organizational, group and individual goals (Gibson, 1999).

The most important aspect of power is that it is a function of dependency .

The study of power and its effects is important to understanding how organizations operate. Every interaction and every social relationship in an organization involves an exercise of power.

Power involves a relationship between two or more people.(Robert Dahl 1957)

According to Weber power involves some coercion authority is a subset of power it does not carry the implication of force. It rather involves the a suspension of judgment on the part of its recipients

Authority is the formal power that a person has because of the position that he or she holds in the organization. Authority has the following properties

- i. It is invested in a person's position.
- ii. It is accepted by subordinates.
- iii. Authority is used vertically. It flows from the top to the bottom

## **BASES OF POWER**

They are categorized into two

- Formal power
- Personal power

### *i. Formal power*

Formal power is based on an individual position in an organization. Formal power can come from the ability to coerce or reward or from formal authority.

#### ✓ Coercive power

This base is dependent on fear .One reacts to this power out of fear of the negative results that might occur if one failed to comply. It lies on the application or the threat of application ,of physical sanction, such as the inflicting of pain, generation of frustration through restriction of movement ,or controlling by force of basic physiological or safety needs.



✓ Reward power

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

✓ Legitimate power

This represents the formal authority to control and use organizational resources .It broader than the two because it includes acceptance by members in an organization of the authority of a position.

*ii. Personal power*

This power comes from individuals unique characteristics.

✓ Expert power

Expert power is influence wielded as a result of expertise , special skill , or knowledge. Expertise has become one of most powerful sources of influence as the world has become technologically oriented .As jobs become specialized , experts are needed to achieve goals

✓ Referent power

Referent power is based on identification with a person who has desirable resources or personnel traits .Referent power develops out of admiration of another and a desire to be like that person .

**DEPENDENCY THE KEY TO POWER**

Dependency mean the greater *B*'s dependency on *A* ,the greater the power *A* has over *B* .When you possesses anything that others require but that you alone control, you make them dependent on you and therefore you gain power over them .

Dependency is increased when the resource you control is,

- ✓ Important

To create dependency on the things you control, must be perceived as being important .

- ✓ Scarcity

If something is plentiful ,possession of it will not increase your power. A resource needs to be perceived as scarce to create dependency.

- ✓ Non substitutability

The fewer viable substitutes for a resource ,the much power the control over that resource provides.

## **POWER TACTICS**

Power tactics is the ways in which individuals translate power bases into specific actions

- ✓ Legitimacy

Relying on one's authority position or stressing that a request is in accordance with organizational policies or rules.

- ✓ Rational persuasion

Presenting logical arguments and factual evidence to demonstrate that a request is reasonable.

- ✓ Inspirational appeals

Developing emotional commitments by appealing to targets values ,needs ,hopes and aspirations

- ✓ Consultation

Increasing the targets motivation and support by involving him or her in deciding how the plan or change will be done .

- ✓ Exchange

Rewarding the target with benefits or favors in exchange for following a request .

✓ Personal Appeals

Asking for compliance based on friendship or loyalty.

✓ Ingratiation

Using flattery ,praise ,or friendly behaviour prior to making a request .

✓ Pressure

Using warnings, repeated demands, and threats.

✓ Coalitions

Enlisting the aid of other people to persuade the target or using the support of others as a reason for the target to agree.

## **POWER IN GROUPS**

### ***Coalitions***

Coalition is an informal group bound together by the native pursuit of a single issue.

The natural way to gain influence is to become a power holder .

Coalitions in organizations often seek to maximize their size. In political, science theory , coalitions move the other way, they try to minimize their size. Coalitions in organizations affects decision making in organizations, does not end just with selection from among a set of alternatives.

For implementation of decisions , coalitions in organizations should seek a broad constituency to support the conditions objectives.

Coalitions relates to the degree of interdependence within the organizations hence they are formed when there is great deal of task and resource Interdependence.

Coalition formation finally will be influenced by the actual task that workers do.

## **UNEQUAL POWER IN THE WORKFORCE**

### ***Sexual Harassment***

Sexual harassment is any unwanted activity of a sexual nature that affects an individual's employment and creates a hostile work environment .

Organizations have made considerable progress in the past decade toward limiting overt forms of sexual harassment .

This includes unwanted physical touching ,recurring request for dates when a person is not interested and coercive threats that a person will lose the job if he or she refuse a sexual proposition .

This subject is about an individual controlling or threatening another individual which is wrong .

A manager's role in preventing sexual harassment is critical.

Managers protect themselves and their employee from sexual harassment by the following:

- Make a policy that defines what constitutes sexual harassment ,that informs employees that they can be fired for sexual harassing another employee.
- Ensure employees will not encounter retaliation if they issue a complaint.
- Investigate every complaint and include the legal and human resource department.
- Make sure that offenders are disciplined or terminated.
- Set up in house seminars to raise employee awareness of the issues surrounding sexual harassment.

## **POLITICS (Power in action)**

### **▪ INTRODUCTION**

Organizational politics is actions not officially sanctioned (approved) by an organization taken to influence others in order to meet one's personal goals.

Political behaviour is activities that are not required as part of ones' formal role in organizations but that influence or attempt to influence ,the distribution of advantages and disadvantages within the organization.

Political behaviour is divided into two:

✓ *Legitimate political behavior*

It refers to normal everyday politics e.g. complaining to your supervisor , by passing the chain of command , foaming coalitions , obstruction of organizational policies or decisions through inaction or excessive adherence to rules and developing contacts outside the organizations through one's professional activities.

✓ *Illegitimate political behaviour*

These are extreme political behaviour that violates the implied rules of the game .

Those who pursue such extreme activities are often described as individuals who play handball illegitimate activities include sabotages , whistle blowing and symbolic protest such as groups of employees simultaneously calling in sick .

## **EMPLOYEE'S RESPONSES TO ORGANIZATIONAL POLITICS**

When people perceive politics as a threat rather than as an opportunity, they often respond with defensive behavior.

Defensive behaviour are often associated with negative feelings towards the job-work environment .

People consistency rely on defensiveness, find that eventually, it is the only way they know how to behave.

## **IMPRESSION MANAGEMENT**

This is the process by which individuals attempt to control the impression others form of them .

Low self monitors tend to present images of themselves that are constituent with their personalities ,regardless of the beneficial or determined effects for them .

High self monitors are good at reading situations and molding their appearances and behaviour to fit each situation .

## **IMPRESSION MANAGEMENT TECHNIQUES**

### ✓ *Conformity*

Agreeing with someone else's opinion in order to gain his /her approval.

### ✓ *Excuses*

Explanations of a predicament, creating event aimed at minimizing the apparent severity of the predicament.

### ✓ *Apologies*

Admitting responsibility for an undesirable event and simultaneously seeking to get pardon for the notion

### ✓ **Self promotion**

Highlighting one's best qualities , downplaying one's deficits and calling attention to one's achievements.

### ✓ **Flattery**

Complementing others about their virtues in effort to make oneself appear perceptive and likeable.

### ✓ **Favors**

Doing something nice for someone to gain that person's approval.

### ✓ **Association**

Enhancing or protection one's image by managing information about people and things with which one's associated.



### **Review questions**

1. *What is power /how do you get it?*
2. *Which power base lies with individuals? Which are derived from the organization?*
3. *What creates dependency?*
4. *What is coalition? when is it likely to develop*
5. *How are power and policies related?*
6. *Define political behaviour?*
7. *What is impression management? What types of people are most likely to engage in?*

### **Reference**

- i) W.Graham Astley and Paramjit S.Sachdeva, *Structural Sources of Intraorganizational Power*: A theoretical Synthesis Academy of management review January 1984 p.104
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## TOPIC SEVEN: LEADERSHIP

### ***Objectives***

*By the end of this course unit the learner should be able to:*

- i. Define leadership*
- ii. Explain the differences between management and leadership*
- iii. Describe the various theories of leadership*
- iv. Describe the various styles of leadership*

## **INTRODUCTION**

### **Definitions**

Several definition of leadership has been given by different management writers.

Van fleet describes, “ Leadership as an influence process directed at shaping the behaviour of other ( Leadership is shaping the behaviour of others through influence)”

David Schwartz describes, “Leadership as the art of inspiring subordinates to perform their duties willingly”.

In competency and enthusiasm, a leader becomes one who by example and talent plays a directing role and command influence over others.

In simple terms leadership could be describe as getting to follow or getting others to do things willingly.

In management leadership could be seen as the use of authority in decision making.

Leadership could be exercised as an attitude of position or because of personal knowledge and wisdom, or as a function of personality. So leadership could be looked at from many perspective but what is clear is that it is a relationship through which one person influence the behaviour of others. If for example your friend convinces you to try a new product in the market, he is leading.



### ***Leadership versus management***

The question of whether leadership is synonymous with management has long been debated. While they are similar in some ways and different in more ways.

People can be leaders without being manager, manager without being in leadership or both leaders and managers.

- A manager usually direct others because of formal authority and power
- A manager is by essence required to perform the four function of planning , organizing , directing and controlling .
- Leadership is a little of management but not all of it .It involves ability to influence others to seek and set goals willingly.
- Leadership binds together and motivates it towards agreed goals.
  
- A leader needs only to influence his followers or their behaviour in whatever direction he chooses.

Unlike the manager a leaders does not rely on any formal authority , because while a manager can force people to comply by using formal authority a leaders has to such power.

However, people can be both and effective leadership does increase person's managerial capabilities.

### ***Needs for leadership***

Effective leadership gives direction to the efforts of workers;

- . Leadership guides organization efforts towards achievement of organization goals.
- . It has been said that without leadership an organization is a muddle of men and machine.
- . Leadership is the ability to persuade others to seek defined goals enthusiastically , and it is the leader who triggers the power of motivation in people and guideline them toward goals.

- Leadership transforms potential into reality
- Leadership is indispensable if an organization is too successful.
- Workers need to know how they can contribute to organization goals

### ***Power and Leadership***

The foundation of leadership is power. Leaders have power over their followers and they wield this power to exert their influence. There are five basic types of power that can be used by leaders.

#### ✓ Legitimate power

This is based on the perception that the leaders have the right to exercise influence because of his position and roles. It is power created and conferred by the organization.

#### ✓ Reward power

The power to grant and withhold various types of reward. These rewards may include pay increase, promotion, praise, recognition etc. The greater and more important the reward, the more power a leader has.

#### ✓ Coercive Power

The power to force compliance through psychological emotional or physical threat. In industrial organization coercion may be through oral, fines, demotion. In military organization coercion could actually be physical.

#### ✓ Expert Power

Power based on knowledge and expertise. The more knowledge one has and the fewer the people who are aware of it, the more power he has.

#### ✓ Referent Power

Power based on subordinate's identification with the leaders, it usually distinguishes leaders from non-leaders. The leader exerts influence because of charisma and reputation. The followers wish to be like the leader or to associate with him.

**Note:** Most leaders use several different types of power at the same time. However, regardless of the manager's skills power always has its limit. Generally people can only be influenced up to a point and willingness to follow usually is limited. Few leaders can maintain a long term support for their ideas and programs. Employees usually react to attempts to influence them either by showing commitment, compliance or resistance.

### ***Approaches to leadership***

There are three basic approaches to studying and describing leadership: trait, behaviours and contingency approaches.

#### **✓ Leadership traits**

Assumes that great leaders possess a set of stable and enduring **traits** or characteristics that set them apart from followers. Adherents of this theory attempted to identify these traits so that they could be used as a common traits such as intelligence, height, self confidence and attractiveness. However, traits proved to be ineffective bases for selection of leaders because the known good leaders had such diverse traits that it was impossible to draw a list of common traits.

#### **✓ Contingency approaches**

Contingency approaches to leadership suggested that situational factors must be considered. One kind of behavior may work in one setting but not in other. The goal of contingency approaches is to identify the situational variable that managers need to consider in assessing how different forms of leadership will be received. There are three popular contingency theories of leadership; the path goal model and the participation model.

##### **i. The LPC Model**

Called the least preferred co-worker this model was developed by Fred E FLELDER. According to him leaders become leaders not only because of their personality but also because of the various situation that effect a leader's style., These were:

- **Position Power** is the degree to which a position enables a leader to get enough members to comply with his direction.
- **Task structure** is the degree which task are spelled out clearly and people held responsible i.e. how much each person knows his roles

- **Leaders members retaliation** – the extent which group members like, and trust and leaders and are willing to follow him. From these situation fielders identified two types of leadership style.

**Task –oriented** whereby a leaders gains satisfaction from seeing task performed

**People – oriented** where the leaders aims at achieving good interpersonal relation . Fielders concluded that” leadership performance” depends both on the organization and the situation.

One cannot speak of infective leaders but only of leaders but only of leaders who tend to be effective in one situation and ineffective in other situation and ineffective in another situation .effective leadership requires both training and a conducive organization climate . The LPC model sees appropriate leadership behaviours as a function of the favorableness of the situation by the three situations.

## **ii. Path – Goals Model**

The path- goal model is another approach to situation leadership which suggest that purpose of leadership organization is to clarify for subordinates the paths to desired goals. According to this model subordinate characteristics include such things as nature of work , extent to which jobs are structured and the authority system within system within the organization . The model is general and suggests that leaders need to use a lot of common sense. It also assumes that a leader’s style is flexible and that he can change his style as needed.

## **iii. The Participation Model**

Involves a much narrower segment of leadership that other two models. it addresses the question of how much subordinates should be allowed to participate in decision making .

The model includes five different degrees of participation.

A1- the manager makes the decision alone with no input from subordinates (A- autocratic)

All- The manager asks subordinates for information that she or he needs to make the decision but makes the decision alone

cl- The manager shares the situation with selected subordinate and ask for information and advise the manager still makes the decision but keeps subordinates actively involved (C= consultative)

cII- The managers meets with subordinate as a group to discuss the situation , information is freely shared although the manager sell makes the decision.

GII – The Manager and subordinates meets as a group and freely share information and the entire group makes the decision (G- Group)

This model suggest that manager need to consider several factors in choosing the degree of participation in decision making

- Is there quality required
- Do I have enough information to make a high quality decision
- Is the problem structured
- Is acceptance by subordinates critical to implantation
- Do subordinate share the organization goals to be achieved by making this decision?
- Is conflict among subordinates likely in the preferred solution

## **LEADERSHIP STYLE**

The method or style of leadership a manager chooses to use greatly influence his effectiveness as a leader. An appropriate style coupled with a proper external motivation techniques can lead to the achievement of both individually and organization goals. If the style is appropriate goals could suffer and workers may feel resentful, aggressive , insecure and dissatisfied.

There are three main styles of leadership

### **✓ *Authoritative***

All authority and decision making is centered in the leader. He makes all decision , exercises total control by use of reward and punishment .An autocratic leaders require conformity from his subordinate and always consider his decision to be superior to those of his subordinate. One advantage o9f autocratic leadership that is that it allow faster

decision making but it can easily cause workers to experience dissatisfaction ,m dependence on the leader or passiveness toward organization goals.

✓ *Democratic or participation*

This style of leadership seeks to obtain cooperation of workers in achieving organization goals by allowing them to participate in decision making.

It does not relieve the leader of his decision making responsibility or of v his power over subordinate , but it require that he recognize subordinate as capable of contributing positively to decision making

Participative decision making can lead to improved manager- workers relation, higher morale and job satisfaction, decrease dependence on the better acceptance of decision making group think: time consuming and dilute decision due to compromising.

✓ *Laissez faire style (free reign)*

This style does not depend on the leader to provide external motivation but, the workers motivate themselves based on their needs, wants and desire. They are given goals and left on their own to achieve them. The leaders assume their goals of the role of a group member.

This approaches increase of independence and expression and force him to expression and force him to function as a member of a group. The main disadvantage is that, without a strong ladder the group could lack direction or control which may result into frustration in the worker. For laissez faire to work the subordinate must be competent reliable and well versed with the goal of the organization

## **CONTINUUM OF LEADERSHIP**

In reality there is not only three leadership style but styles could be many ranging from high boss centered style to highly employee centered leadership . According to Tannenbaum and Schmidt “the leader has flexibility in opting for the most appropriate style”. The choice of the style depends on three factors:

- ✓ ***Forces in the leaders*** which include his value system , confidence in own leadership inclination , feeling of insecurity and uncertainty , and confidence in this subordinates .
- ✓ ***Forces in subordinate*** each employee has different needs, wants, desire, experience, training ability, skills etc. It is therefore beneficial for the manager to understand the forces of workers within his employees. A manager could be instance allow participation in decision making if employees are competent. Well trained, ready to assume responsibility , have high needs for independence ,m understand and identify with the goals of the organization and necessary knowledge . If these are absent then the leader may be forced to lead autocratically.
- ✓ ***Forces in the situation***  
Include environmental pressure such as types of organization, effectiveness of workers group, and types of problem and urgency of the problem. For example production workers may work better under one style while professional may better under a different style.

## **THE MANAGERIAL GRID**

In considering the leadership orientation that a manger can take, it appears that he can be people oriented or production oriented.

A people oriented leader is concerned with the human aspects of the organization. A production oriented leader's main concern is like tasks seeing that work is accomplished. The best managers are both people and production oriented. By combining his people and production scores a manger will obtain his managerial score according to the grid. The managerial grid was developed by Blake and Mouton and its objective is to bring about a managerial style that maximizes concern for both people and production.

A low score in either area is a god indication of poor approach to management. The points on the grid give these types of management.

✓ *Impoverished Management*

Have no concern for people and also little concern for production. Effective production cannot be achieved because people are lazy apathetic and indifferent. Some and mature relationship are unobtainable.

✓ *Task Management*

Maximum concern for production and low concern people. People are seen as commodity just like machine. The manager aim to plan direct and control people activity.

✓ *Country Club Management*

Highest concern people but little concern for production is incidental to lack of conflict and good interpersonal.

✓ **Dampened Pendulum (Middle of the Road)**

“Be fair and firm “, push for production but all ways “ give some but all attitude of management.

**TEAM MANAGEMENT**

Highest concern for both people and production. Production is seen as a function of the integration of task and human requirement. Better managers are described by point toward these types of management.

*Personal Quality of Leaders*

- Ability to inspire others.
- Ability to understand human behaviours.
- Similarly with the group.
- Verbal assertiveness.
- Willingness to communicate honestly.
- Dedication to the goals of the organization.
- Ability to inspire through example.
- Willingness to take risk.
- Willingness to assume full responsibility for the group.
- Ability to tolerate criticism.



## CONCLUSION

A leader perform many function which greatly determine the success of the organization . Some of these functions include arbitrating, catalyzing representing inspiring praising providing security and supplying objective.

To be able to accomplish these function the leader require certain skills. Any skill that a manager has acquired serves to increase his leadership abilities. Included are technical skill, human skill and conventional skill.

The most appropriate leadership style depends on the situation the leader himself ,, his subordinate and the organization .

Leaders in Kenya for instance must be aware of the environmental circumstance faced by employee. These circumstances are of economic, m political, social, cultural, education, religious and geographical nature. These the manager must consider when leading his people.



### **Revision questions**

- i. *Define leadership*
- ii. *What is the differences between management and leadership*
- iii. *Describe the various theories of leadership*
- iv. *Distinguish between democratic and free reign styles of leadership*

## Reference

- i) W.Graham Astrley and Paramjit S.Sachdeva, **Structural Sources of Intraorganizational Power**: A theoretical Synthesis Academy of management review January 1984 p.104
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## TOPIC EIGHT: MOTIVATION AND THEORIES OF MOTIVATION



### *Objectives*

*By the end of this topic the learner should be able to:-*

- i. Describe the various kinds and types of motivation.*
- ii. List the importance of motivation in organizations*
- iii. List and explain the various techniques of motivation*
- iv. Distinguish between motivation, satisfaction inspiration and manipulation*
- v. Describe the theories of motivation*

### **INTRODUCTION**

The **definition** of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior.

Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion.

Motivation is derived from motive. Motive means a drive or impulse within an individual that prompts him into action. It is a complex force that inspires a person at a work to willingly use his capacity for the accomplishment of certain objectives. It is something that impels a person into action and continues him in action with enthusiasm.

Dale S. Beach motivation is an inspirational process which impels members of a team to pull their weight effectively to give their loyalty to the group to carry out properly the tasks that they have accepted and generally to play an effective role in the job that the group has undertaken.

**There are two main kinds of motivation: intrinsic and extrinsic.**

✓ *Definition of Motivation of the Extrinsic Kind*

Extrinsic motivation is external .It occurs when external factors compel the person to do something. Would include circumstances, situations, rewards or punishment, both tangible and intangible that participation in, results in an external benefit.

Tangible benefits could include monetary reward or a prize. Intangible could include things like adoration, recognition, and praise.

✓ *Definition of Motivation of the Intrinsic Kind*

Intrinsic motivation is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire. It includes involvement in behavioral pattern, thought process, action, activity or reaction for its own sake and without an obvious external incentive for doing so. A hobby is an example.

If you are desirous of mastering public speaking for the sake of mastery and not any reward, you have experienced intrinsic motivation.

In addition to forces that produce an actuation, there is a need to have the ability to fulfill the motivation.

For example, a paraplegic may have the desire to get out of a wheelchair and walk, but lacks the ability to do so. A common place that we see the need to apply motivation is in the work place. In the work force, we can see motivation play a key role in leadership success. A person unable to grasp motivation and apply it will not become or stay as leader.

Motivation is what propels life. It plays a major role in nearly everything we do. Without motivation, we would simply not care about outcomes, means, accomplishment, education, success, failure, employment, etc.

## **DIFFERENCE BETWEEN MOTIVATION, SATISFACTION, INSPIRATION AND MANIPULATION**

Motivation refers to the drive and efforts to satisfy a want or goal, whereas satisfaction refers to the contentment experienced when a want is satisfied. In contrast, inspiration is bringing about a change in the thinking pattern. On the other hand Manipulation is getting the things done from others in a predetermined manner.

### ***TYPES OF MOTIVATION***

#### **✓ Achievement Motivation**

It is the drive to pursue and attain goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success. Here, accomplishment is important for its own sake and not for the rewards that accompany it.

#### **✓ Affiliation Motivation**

It is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complimented for their favorable attitudes and co-operation.

#### **✓ Competence Motivation**

It is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience.

#### **✓ Power Motivation**

It is the drive to influence people and change situations. Power motivated people wish to create an impact on their organization and are willing to take risks to do so.

#### **✓ Attitude Motivation**

Attitude motivation is how people think and feel. It is their self confidence, their belief in themselves, their attitude to life. It is how they feel about the future and how they react to the past.

✓ **Incentive Motivation**

It is where a person or a team reaps a reward from an activity. It is “You do this and you get that”, attitude. It is the types of awards and prizes that drive people to work a little harder.

✓ **Fear Motivation**

Fear motivation coerces a person to act against will. It is instantaneous and gets the job done quickly. It is helpful in the short run.

***IMPORTANCE OF MOTIVATION***

Motivation is very important for an organization because of the following benefits it provides:-

✓ **Puts human resources into action**

Every concern requires physical, financial and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

✓ **Improves level of efficiency of employees**

The level of a subordinate or an employee does not only depend upon his qualifications and abilities. For getting best of his work performance, the gap between ability and willingness has to be filled which helps in improving the level of performance of subordinates.

✓ **Leads to achievement of organizational goals**

Goals can be achieved if co-ordination and co-operation takes place simultaneously which can be effectively done through motivation.

✓ **Builds friendly relationship**

Motivation is an important factor which brings employees satisfaction. This can be done by keeping into mind and framing an incentive plan for the benefit of the employees.

✓ **Leads to stability of work force**

Stability of workforce is very important from the point of view of reputation and goodwill of a concern. The employees can remain loyal to the enterprise only when they have a feeling of participation in the management. The skills and efficiency of employees will always be of advantage to employers as well as employees. This will lead to a good public image in the market which will attract competent and qualified people into a concern. As it is said, “Old is gold” which suffices with the role of motivation here, the older the people, more the experience and their adjustment into a concern which can be of benefit to the enterprise.

***Motivation is important to an individual as:***

- Motivation will help him achieve his personal goals.
- If an individual is motivated, he will have job satisfaction.
- Motivation will help in self-development of individual.
- An individual would always gain by working with a dynamic team.

Similarly, **motivation is important to a business as:**

- The more motivated the employees are, the more empowered the team is.
- The more is the team work and individual employee contribution, more profitable and successful is the business.
- During period of amendments, there will be more adaptability and creativity.
- Motivation will lead to an optimistic and challenging attitude at work place

**MOTIVATIONAL FORCES**

***Negative motivational forces***

Some managers believe that they can achieve results from their teams by shouting and swearing at them or by threatening them with disciplinary action. However, although this fear factor can indeed produce results, the effects will probably be much more short-term and will mean that staffs are not focused on achieving business objectives but rather on simply keeping their jobs! Alternatively, setting unrealistic targets can also have a negative impact – no matter how hard the team works, they cannot reach the target and therefore can become demotivated.

### ***Positive motivational forces***

There is a wide range of positive ways to motivate a team but it is important to remember that these should also be implemented fairly.

- Offering rewards and incentives – bear in mind that rewards must be deserved and recognition should be given only to those who have earned it
- Encouraging healthy competition – this can be advantageous but can also be detrimental when pitting staff against each other

### ***Identifying individual motivational triggers***

Each member of a team can respond in different ways to motivational factors – what drives some may in fact be what leads to poor performance in others! You can find out what motivates the team by:

- Simply asking them individually – this shows your personal interest in them and that you value their input
- Holding team meetings to discuss general opinions – this can also help to improve the team spirit
- The completing of feedback forms or questionnaires – these should be confidential so that employees will be open and honest about their feelings towards company policies and procedures

## **MOTIVATIONAL TECHNIQUES**

Perhaps one of the most effective ways of motivating a team is to ensure that they understand and appreciate the aims of an organization and are supported by their managers in working towards the achievement of those aims. There are a range of motivational techniques that can be used to improve productivity, reduce workplace stress and increase self-confidence ;

These include the use of:

- Positive imagery
- Team-building activities
- Training

Enhanced communication

Targets, rewards and incentives

✓ ***Positive imagery***

Posting motivational themes and messages, in the form of slogans or quotes, can help to positively empower a team. By enabling them to visualize success, through the words of celebrities or industry professionals, they are more likely to be able to imagine similar success for themselves thus motivating them to improve their performance.

✓ ***Team-building activities***

Despite mixed feelings about team-building activities, the fact that they encourage people to work together outside the office environment can be a definite advantage. They can encourage healthy competition and give each member of staff the opportunity to be on the winning team. Improving team relationships can result in increased productivity and morale, and can lead to a much happier and healthier working environment. Such exercises can also help in the resolution of pre-existing issues within the team. It is important that all team-building exercises are carefully balanced to ensure that they do not play to the particular strengths, or weaknesses, of employees but are designed instead to give everybody a chance of success.

✓ ***Training***

People can be taught to become more motivated by showing them how to deconstruct tasks and challenges, and how to feel less intimidated by their job roles. Demonstrating to them how to cope in the workplace can lead directly to improved motivation.

✓ ***Enhanced communication***

Communication does not only mean talking to your team but also listening to them. It is important to ensure their understanding of company objectives and their individual job roles but it is equally important to show them the importance of their feedback to the achievement of targets and standards.



✓ *Targets, rewards and incentives*

It is generally accepted that having targets to work towards, as long as they are realistic, is one of the most effective ways of improving performance. Hitting targets improves morale and self-confidence but remember that those who consistently underachieve will end up feeling demotivated.

Target achievement can be rewarded not only with financial incentives but perhaps with the offer of increased responsibility or even promotion. Different people are motivated by different things so it is important to make sure that you offer the right incentives to the right member of the team.

## **THEORIES OF MOTIVATION**

There are a number of different views as to what motivates workers. The most commonly held views or theories are discussed below and have been developed over the last 100 years or so. Unfortunately these theories do not all reach the same conclusions!

There are two different categories of motivation theories such as **content theories, and process theories**. Even though there are different motivation theories, none of them are universally accepted.

✓ *Theory of Scientific Management - Frederick Winslow Taylor*

Frederick Winslow Taylor (1856 – 1917) put forward the idea that workers are motivated mainly by pay. His Theory of Scientific Management argued the following:

Workers do not naturally enjoy work and so need close supervision and control

Therefore managers should break down production into a series of small tasks

Workers should then be given appropriate training and tools so they can work as efficiently as possible on one set task.

Workers are then paid according to the number of items they produce in a set period of time-piece-rate pay.

As a result workers are encouraged to work hard and maximize their productivity.

Taylor's methods were widely adopted as businesses saw the benefits of increased productivity levels and lower unit costs. The most notable advocate was Henry Ford who used them to design the first ever production line, making Ford cars. This was the start of the era of mass production.

Taylor's approach has close links with the concept of an autocratic management style (managers take all the decisions and simply give orders to those below them) and Macgregor's Theory X approach to workers (workers are viewed as lazy and wish to avoid responsibility).

However workers soon came to dislike Taylor's approach as they were only given boring, repetitive tasks to carry out and were being treated little better than human machines. Firms could also afford to lay off workers as productivity levels increased. This led to an increase in strikes and other forms of industrial action by dis-satisfied workers.

#### ✓ *Elton Mayo*

Elton Mayo (1880 – 1949) believed that workers are not just concerned with money but could be better motivated by having their social needs met whilst at work (something that Taylor ignored). He introduced the Human Relation School of thought, which focused on managers taking more of an interest in the workers, treating them as people who have worthwhile opinions and realizing that workers enjoy interacting together.

According to Mayo workers are best motivated by:

- Better communication between managers and workers.
- Greater manager involvement in employees working lives.

#### *Working in groups or teams*

In practice therefore businesses should re-organize production to encourage greater use of team working and introduce personnel departments to encourage greater manager involvement in looking after employees' interests. His theory most closely fits in with a paternalistic style of management.

### ✓ *Hierarchy of Needs – Abraham Maslow*

Abraham Maslow (1908 – 1970) along with Frederick Herzberg (1923- ) introduced the Neo-Human Relations School in the 1950's, which focused on the **psychological needs** of employees. Maslow put forward a theory that there are five levels of human needs which employees need to have fulfilled at work.

All of the needs are structured into a hierarchy and only once a lower level of need has been fully met, would a worker be motivated by the opportunity of having the next need up in the hierarchy satisfied. For example a person who is dying of hunger will be motivated to achieve a basic wage in order to buy food before worrying about having a secure job contract or the respect of others.

A business should therefore offer different incentives to workers in order to help them fulfill each need in turn and progress up the hierarchy. Managers should also recognize that workers are not all motivated in the same way and do not all move up the hierarchy at the same pace. They may therefore have to offer a slightly different set of incentives from worker to worker.

Maslow's theory argues that individuals are motivated to satisfy a number of different kinds of needs, some of which are more powerful than others. The term **prepotency** refers to the idea that some needs are felt as being more pressing than others. Maslow argues that until these most pressing needs are satisfied, other needs have little effect on an individual's behavior. In other words, we satisfy the most prominent needs first and then progress to the less pressing ones. As one need becomes satisfied, and therefore less important to us, other needs loom up and become motivators of our behavior.

Maslow represents this prepotency of needs as a hierarchy. The most prominent needs are shown at the bottom of the ladder, with prepotency decreasing as one progress upwards.

- **SELF-ACTUALISATION** – reaching your maximum potential, doing your own best thing
- **ESTEEM** – respect from others, self-respect, recognition
- **BELONGING** – affiliation, acceptance, being part of something
- **SAFETY** – physical safety, psychological security
- **PHYSIOLOGICAL** – hunger, thirst, sex, rest

The first needs that anyone must satisfy are physiological. As Maslow says:

“Undoubtedly these physiological needs are the most prominent of all needs. What this means specifically is that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love and esteem would probably hunger for food more strongly than anything else”.

Once the first level needs are largely satisfied, Maslow maintains, the next level of needs emerges. Individuals become concerned with the need for safety and security – protection from physical harm, disaster, illness and security of income, life-style and relationships.

Similarly, once these safety needs have become largely satisfied, individuals become concerned with belonging – a sense of membership in some group or groups, a need for affiliation and a feeling of acceptance by others.

When there is a feeling that the individual belongs somewhere, he or she is next motivated by a desire to be held in esteem. People need to be thought of as worthwhile by others, to be recognized as people with some value. They also have a strong need to see themselves as worthwhile people. Without this type of self-concept, one sees oneself as drifting, cut off, pointless. Much of this dissatisfaction with certain types of job centres around the fact that they are perceived, by the people performing them, as demeaning and therefore damaging to their self-concept.

Finally, Maslow says, when all these needs have been satisfied at least to some extent, people are motivated by a desire to self-actualize, to achieve whatever they define as their maximum potential, to do their thing to the best of their ability.

Several points must be made concerning Maslow's model of motivation. First, it should be made clear that he does not mean that individuals experience only one type of need at a time. In fact, we probably experience all levels of needs all the time, only to varying degrees. In many parts of the world, hunger is a genuine reality but we have all experienced the phenomenon of not being able to concentrate upon a job because of a growling stomach. Productivity drops prior to lunch as people transfer their thoughts from their jobs to the

upcoming meal. After lunch, food is not uppermost in people's minds but perhaps rest is, as a sense of drowsiness sets in.

Similarly, in almost all organizational settings, individuals juggle their needs for security ("Can I keep this job?") with needs for esteem ("If I do what is demanded by the job, how will my peers see me, and how will I see myself?") Given a situation where management is demanding a certain level of performance, but where group norms are to produce below these levels, all these issues are experienced.

If the individual does not produce to the level demanded by management, he or she may lose the job (security). But if he or she conforms to management's norms rather than those of the group, it may ostracize him or her (belonging) while the individual may see him or herself as a turncoat (esteem) and may have a feeling of having let the side down (self-esteem.) We do not progress simply from one level in the hierarchy to another in a straightforward, orderly manner; there is a constant, but ever-changing pull from all levels and types of needs.

A second point that must be made about Maslow's hierarchy is that the order in which he has set up the needs does not necessarily reflect their prepotency for every individual. Some people may have such a high need for esteem that they are able to subordinate their needs for safety, or their physiological or belonging needs to these. The war hero springs to mind. There is little concern for safety or physical comfort as the seeker of glory rushes forward into the muzzle of destruction.

A third and very important point to be made about Maslow's hierarchical model is the assertion that once a need is satisfied it is no longer a motivator – until it re-emerges. Food is a poor motivator after a meal. The point in this is clear for management. Unfortunately, many organizations and individuals still fail to get the message. Most incentive schemes are based upon needs that have already been largely satisfied. If management placed emphasis on needs that have not been satisfied, employees would be more likely to be motivated towards achieving the goals of the organization. Human behavior is primarily directed towards unsatisfied needs.

Finally, an important aspect of Maslow's model is that it provides for constant growth of the individual. There is no point at which everything has been achieved. Having satisfied the

lower needs, one is always striving to do things to the best of one's ability, and best is always defined as being slightly better than before.

There has been a great deal of debate over Maslow's hierarchical concept of motivation. It has a basic attraction to most people because it seems to be logical, to make sense.

✓ *Dual-Factor Theory – Frederick Herzberg*

Frederick Herzberg (1923- ) had close links with Maslow and believed in a two-factor theory of motivation. He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder (**Motivators**). However there were also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder (**Hygiene factors**)

Motivators are more concerned with the actual job itself. For instance how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. Hygiene factors are factors which 'surround the job' rather than the job itself. For example a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions but these factors will not make him work harder at his job once he is there. Importantly Herzberg viewed pay as a hygiene factor which is in direct contrast to Taylor who viewed pay, and piece-rate in particular

Herzberg believed that businesses should motivate employees by adopting a democratic approach to management and by improving the nature and content of the actual job through certain methods. Some of the methods managers could use to achieve this are:

- **Job enlargement** – workers being given a greater variety of tasks to perform (not necessarily more challenging) which should make the work more interesting.
- **Job enrichment** - involves workers being given a wider range of more complex, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement.
- **Empowerment** - means delegating more power to employees to make their own decisions over areas of their working life.

There are two types of motivators, one type which results in satisfaction with the job, and the other which merely prevents dissatisfaction. The two types are quite separate and distinct from one another. Herzberg called the factors which result in job satisfaction motivators and those that simply prevented dissatisfaction hygienes

The factors that lead to job satisfaction (the motivators) are:

- achievement
- recognition
- work itself
- responsibility
- advancement

The factors which may prevent dissatisfaction (the hygienes) are:

- company policy and administration
- working conditions
- supervision
- interpersonal relations
- money
- status
- security

Hygienes, if applied effectively, can at best prevent dissatisfaction: if applied poorly, they can result in negative feelings about the job.

Motivators are those things that allow for psychological growth and development on the job. They are closely related to the concept of self-actualization, involving a challenge, an opportunity to extend oneself to the fullest, to taste the pleasure of accomplishment, and to be recognized as having done something worthwhile.

Hygienes are simply factors that describe the conditions of work rather than the work itself. Herzberg's point is that if you want to motivate people, you have to be concerned with the job itself and not simply with the surroundings.

In a medical sense, growth, healing and development occur as natural internal processes. They are the result of proper diet, exercise, sleep etc. Hygienic procedures simply prevent disease from occurring. They do not promote growth per se. Herzberg says that we should focus our attention on the individuals in jobs, not on the things that we surround them with. He maintains that we tend to think that growth and development will occur if we provide good working conditions, status, security and administration, whereas in fact what stimulates growth (and motivation to grow and develop) are opportunities for achievement, recognition, responsibility and advancement.

Herzberg goes further than Maslow, cutting the hierarchy off near the top and maintaining that motivation results only from some elements of esteem needs and self-actualization.

✓ *The Need for Achievement – David McClelland*

The one single motivating factor which has received the most attention in terms of research is the need for achievement (n-ach). As a result, we know more about n-ach than any other motivational factor. Much of this knowledge is due the work of David McClelland of Harvard. Individuals with a high n-ach have a number of distinctive characteristics which separate them from their peers. First of all, they like situations where they can take personal responsibility for finding solutions to problems. This allows them to gain personal satisfaction from their achievements. They do not like situations where success or failure results from chance. The important thing is that the outcome be the result of their own skill and effort.

A second characteristic of high n-ach people is that they like to set moderately high goals for themselves. These goals are neither so low that they can be achieved with little challenge, nor so high that they are impossible. High n-ach individuals prefer goals that require all-out effort and the exercise of all their abilities. Once again, the achievement of this type of objective results in greater personal satisfaction. This phenomenon can be observed in very young children. A child may be given a game of ring toss, told that he or she scores whenever a ring lands over the peg and then left alone to play the game.

A third distinctive characteristic of high achievers is that they want concrete feedback on their performance. Only certain types of jobs provide this kind of feedback, however, and so some kinds of jobs are unattractive to high achievers. For instance, teachers receive only



imprecise, hazy feedback as to the effectiveness of their efforts while production managers have a daily output chart to look at with either joy or disappointment.

There are some additional minor characteristics possessed by high achievers. They tend to enjoy travel, are willing to give up a bird in the hand for two in the bush and prefer experts to friends as working partners. The image is clear; the high achiever is a personality type suited admirably to certain jobs and not others. It would be wrong to treat all individuals as high achievers and attempt to motivate them by offering them challenging jobs, rapid and objective feedback on performance and personal responsibility for success or failure.

### ✓ **Expectancy Theory of motivation – Victor Vroom**

Victor Vroom has challenged the assertion of the human religionists that job satisfaction leads to increased productivity. (This theory has been called the contented cow approach to management.) The assumption is that if management keeps employees happy, they will respond by increasing productivity. Herzberg, in a delightful film of motivation, highlights the fallacy of this assumption with an interview between a manager and a secretary. The secretary is complaining about the job, and the manager lists all the things that have been done for the secretary – increases salary, new typewriter, better hours, status and so on – at the end of which she looks straight at him and asks, So what have to done for me lately?

The point may be made that satisfied needs do not motivate people Hygienes simply keep employees quiet for a time. For an individual to be motivated to perform a certain task, he or she must expect that completion of the task will lead to achievement of his or her goals. The task is not necessarily the goal itself but is often the means of goal attainment. Vroom defines motivation as:

“A process governing choices, made by persons or lower organisms, among alternative forms of voluntary behavior.”

In organizational terms, this concept of motivation pictures an individual, occupying a role, faced with a set of alternative voluntary behaviors, all of which have some associated outcomes attached to them. If the individual chooses behavior 1, outcome A results; if 2 then B results and so on.

However, Vroom makes the point that task goals (productivity, quality standards or similar goals attached to jobs) are often means to an end, rather than the end in itself. There is second level of outcomes which reflect the real goals of individuals and these may be attained, in varying degrees, through task behaviour.



### **Revision Questions**

1. *Compare and contrast Herzberg's hygiene theory with Maslow's hierarchy of needs theory*
2. *Discuss the main techniques that can be use in organizations to enhance motivation among the employees*
3. *List and explain the various types of motivations*
4. *As a manager in an organization why should you put a lot of emphasis on motivation?*
5. *What is the major difference between intrinsic and extrinsic motivation?*

### **References.**

- i) Jones, Ishmael (2008), *The Human Factor: Inside the CIA's Dysfunctional Intelligence Culture* New York.
- ii) Robbins, Stephen P.; Judge, Timothy A. (2007), *Essentials of Organizational behavior* (9 ed.)
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## TOPIC NINE: COMMUNICATION



### **Objectives**

*By the end of this topic the learner should be able to:*

- i. Define communication*
- ii. Demonstrate an understanding of the importance of communication in an organization*
- iii. Explain the various types of organizational communication*
- iv. Describe the barriers to communications*
- v. Explain how to overcome the barriers to communication*

### ***Meaning of communication***

To communicate is to make known to impart or to transmit information. Communication forms the bridge between manager and employees.

Communication is an integral part of managing because it is only through communication that manager can make himself understood by his employees.

Manager must receive and give ideas, reports, and instruction, explain problem and give demonstration. An organization must also keep in touch with relevant environments customers, suppliers, dealers, regulation etc. talking, listening, attending meetings, reading and writing occupies most of the manager's time.

Communication is therefore essential for effecting organization performance. An excellent plan that is poorly communicated is useless. Effective and efficient communication result in better overall performance. Ineffective communication leads to loss of meaning or misunderstanding which in turn leads to mistakes. The success of an organization is a reflection of the effectiveness of its communication. Many mistakes and negative results in a firm, accidents, waste, duplicate work and incomplete work can be traced directly to poor communication.

Communication is need to:

- Establish and disseminate goals of an enterprise
- Develop plans for their achievement
- Organize human and non human resources
- Select develop and appraise staff
- Control performance
- Direct lead and motive employees

Communication is a two way process where everyone is both a receiver i.e. the information received must understood by the receiver . If the receiver does not understand the meaning of the message then communication

### ***The communication process***

The process traces the movement of information from the sender to the receiver. The process has the following elements:

#### ✓ **Sender**

Any one who wants to communicate something to someone else. The sender has a thought or idea which must be put into a language by the receiver and sender ( this is called encoding)

**Message:** The information the sender wants to communicate.

**Channel (Vehicle / media)** The link between the sender and the receiver of the message i.e. the mode of transmission of the message e.g. letter, telephone or gesture. Choice of the channel is affected by the following factors

- a. Urgency – when the message is very urgent a telephone call may be the more appropriate
- b. Importance- important message are better communication face to face
- c. Needs for documentation-
- d. Delicacy of the message
- e. Cost involved- if sender is constrained by cost the mass media may be the most appropriate
- f. Future reference- when future reference is required then written message must be based
- g. Noise – Anything whether in sender, channel or receiver that

- Hinders communication e.g. a noisy or confined
  - environment may affect thinking by clogging the mind
- Ambiguous symbols and may distort meaning

✓ **Receiver**

The person the sender wants to reach with the message. Once the receiver gets the message he/ she must decode it. This is the process by which the receiver interprets the message and attaches meaning to it. If communication has to be complete (Understood) the receiver and the sender must attach the same meaning to the message.

✓ **Feedback**

The action taken by the message receiver once the message has been conveyed. It is only through feedback that the sender can know whether the process was successful

**N.B**

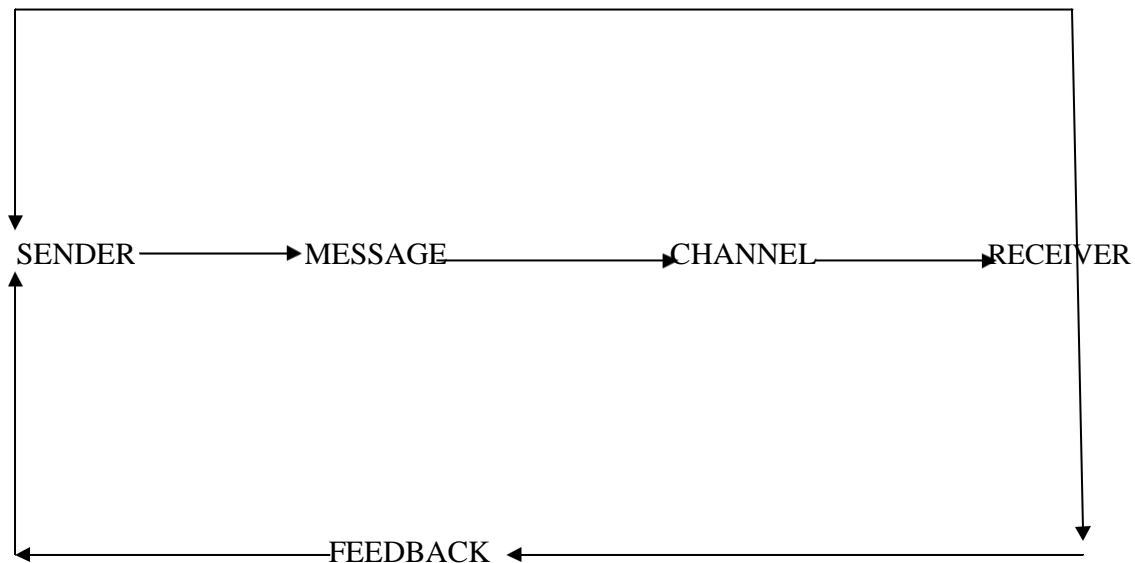
To be able to communicate effectively it is important that one gains and hold attention of the receiver. This is difficult because the competition for attention is enormous. One receiver too many message at the same time and because naturally the attention span is limited, people minds keep wondering. Manager at the top face more noise than their subordinates. They must keep up to date with many institutions outside the organization and each institution keeps sending different message to the manager which all require his attention

For communication to be effective the message sender must have a good knowledge of the receiver managers using work manual establish whether the employees are capable of reading and understanding the manuals . Overestimation of the capability of the receiver e.g. his intelligence will lead to misunderstanding of the message . Income, social status, responsibilities and position of the receiver all effects and influence the way a message is perceived.

How well the receiver knows the sender may also influence perception of the message. People differ in many ways therefore they interpret message differently. The message sender must therefore tailor each message to suit the receiver. The biggest problem of communication within business firms in Kenya is that few people understand human behaviours and this is why messages are misunderstood leading to accidents and mistake at the work place.

## A SIMPLE COMMUNICATION MODELS

### Noise



**NOTE:** The process is affected by many situational and organizational factors. Factors in the external environment include education factors , sociological factors , n legal factors , political factors , technological factors and economic factors . Time and geographical distance are also other factors that affect communication. The manager may not have the time to send out communication or the message may become invalid with passage of time. Communication is also affected by internal factors such as structure of the organization , managerial styles and change in technology .Using the communication process model manager are able to pinpoint problems and to take corrective action.

### *Types of Communication*

Communication in an organization is either external or internal.

**Internal communication** take place between people within the organization while **external communication** occurs between people in the organization and other outside organization .

Today's organizations are complex and big and the amount of information handled is very large. Therefore a lot of efficiency in communication is required. All organizations generate internal communication and other communication flow is multidirectional.

It could either be:

- Vertically upward from lower to higher level through the chain of command - Vertically downward from higher to lower levels
- Direct horizontal when an individual from one department communicates to other in another department but at the same organization level.
- Indirect horizontal occurs between people of different organization levels and in different departments.
- Depending on the nature of the firm zigzagging or diagnosing of messages cannot be ruled out.

The informal group through the grapevine forms an important communication channel. All organizations have a "grapevine" or informal communication channel. News flow through the grapevine with or without the approval of the management. The information that flows through the grapevine is rarely ever true as it is based on gossip and half truths. Where management has not devised ways of passing information promptly the grapevine "thrives. So the more fully and accurately management keeps people informed, the weaker the grapevine.

The firm also invites communication with groups outside and as the organization grows external communication grows. These groups include customers, suppliers, government competitors etc.

#### ✓ *Written Communication*

Written communication is in form of letter, memos, manual or minutes. It has the advantage of providing records and references. Written messages are to a large extent uniform.

However written communication may:

- Increase paperwork
- Provide no immediate feedback
- One is never sure the receiver got the written document

- It can be made ineffective by poor writing
- Involves danger of using technical jargon not understood by the receiver.

✓ *Oral Communication*

Most communication in organization is oral. It provide immediate feedback and nuclear issues can be classified immediately. The communicator knows the effects of communication immediately. It can easily be altered or adjusted to suit the receiver. Face to face communication when used by managers gives the subordinates a feeling of importance and self worth.

✓ *Non Verbal Communication*

Includes facial expression, body gestures, eye movement, distance maintained etc. These can either reinforce what we say or contradict it. Communication must include expression finally so a manager must be able to supplement what he says with action.

**THE ART OF ACTIVE LISTENING**

Active listening refers to a method of listening for the total meaning of a message. A sender's message has a verbal and a non verbal components as well as feeling component.

The receiver must be aware of both components in order to understand the full meaning of the message.

The feeling component expressed in experiencing it at the time of communication.

These may be of joy, hate, resentment or anger and are contained in the words may be expressed in a way to convey a sent message.

People can become more active listeners if the follow these guideline.

- Suspend premature judgment premature presents the receiver from listening for the total meaning and the sender defenses



- Listen with understanding the receiver should try and understand what is being said from the sender perspective
- Listen and respond to feelings- the content of a message often play a small part in interpersonal communication. The emotion and feeling during communication should be recognized.
- Note all non verbal cues.
- Rephrase the sender's message. The receiver may restate or paraphrase the sender's message in his own words to see if she/ he understand the sender's message.

### ***Commandments for active listening***

- stop talking and listen
- put the talker at ease
- show the talker you want to listen
- remove distraction
- sympathize with the talker
- be patient
- hold your temper
- avoid argument and criticism
- ask question

## **BARRIERS TO COMMUNICATION**

Communication barriers can arise from sender, channel, and receiver or from the surrounding.

- a) Lack of planning to communicate – good communication is not by chance. Clear thinking must precede talking or writing. Often people talk or write clear thinking and without a clear purpose for their work.
- b) Unclear assumptions most messages have an underlying assumption. for a message to be clearly understood both the sender and the receiver must understand the underlying .

- c) Semantic distortion (language ) where words are not clearly understood because they are ambiguous . Beside some words have several meaning and when used in message they may mean different things to different people.
- d) Poor expression (Language ) caused by poor chosen words, omission , lack of coherence awkward sentence structure and unfamiliar jargon.
- e) Loss of transmission – as the message is passed around people insert their own words or they paraphrase the message and it distorts the original message
- f) Poor retention – few people retain things for a long period. People forget too fast.
- g) Poor listening – human minds keeps wandering and as a message is being passed

people keep pending their own things. Some use he opportunity b to make impression on other and such people give ideas and comments totally unrelated to the message

- h) Hasty (premature) evaluation people have a common tendency to judge approve or disapprove what is being said rather than trying to understand the speaker.
- i) Distrust, threat and fear in an organization plagued by fear and distrust communication is difficult as each message is viewed aseptically.
- j) Insufficient period for adjustment to change the essence of communication is to effect change. Change usually disrupts the way people have been carrying on their work and usually people need outcome time to adjust to change.
- k) Noise- noise or interruption from without the communication e.g. giving instructions in a noisy environment, disease , weather etc

### ***HOW CAN COMMUNICATION BE IMPROVED***

Improvement in communication should be an ongoing goal for manager especially due to the vital role it plays in organization.

Effects communication requires that meaning must b e transmitted and understood. The responsibility for communication rests upon management as they are the people in charge of the enterprise. In a business enterprise knowledge of the area of business e.g. of the product , skills of doing the job and time are vital for communication .A person in charge of selling a product must for instance have a thorough knowledge of the product , must have selling and presentation skills.

Communication can be improved by either the sender or the receiver of the message

✓ **What the sender can do to improve communication**

- a) Clarify ideas before communication
- b) Examine the purpose of communication

✓ **Remove hierarchical barriers**

Status differences in organization can limit the effectiveness of communication between superiors and subordinates- this creates a psychological distance which makes employees filter the information they give to management , withholding any information they feel is distasteful.

✓ **Remove interpersonal barriers**

Communication is an interpersonal process; interpersonal barriers such as distrust, defensiveness and domination hinder open communication

✓ **Be sensitive to the receiver's perspective**

The communicator should be empathetic to the receiver's i.e. Be able to put himself in the shoes of the receiver.

✓ **Develop and maintain credibility**

Credibility is usually measured by one's expertise on the subject matters being commutated

✓ **Support words with action**

✓ **Avoid information overload**

Refrain from giving employees more information than they can handle or process .A gate keeper could be used to screen the information or filtering and prioritizing of information could help reduce overload. Giving too little information, this often leads to employee's dissatisfaction.

✓ **Be a good listener**

Effective communication takes place only when this sender is satisfied with the receiver response.

### ***What the receiver should do***

Communication is a two way process. The receiver can improve communication by becoming a better listener , by learning the art of active listening, by observing the ten commandment already outlined in section 7,34 and by practicing the art of providing feedback.

Feedback is the process of responding to what another has told you ie communicating how you feel. feedback can either be responsive where the sender's message is restated or corrective where one communities the effects of the message .certain guidelines could be observed for effective feedback by the receiver.

- Aim to help the recipient
- Consider the recipient's ability
- Focus on behaviours rather than on person
- Be descriptive rather than evaluative
- Respect the recipient's privacy

### ***Other Ways to Improve Communication***

- Brief message – a lengthy message gives room for distortion
- Appropriate vocabulary language used must be understood by both the sender and the receiver
- Accuracy and completeness
- Selective communication
- Empathy
- Use of visual devices
- Use of combined media
- Follow up
- Good listening

### ***Other Qualities for Improving Organization Communication***

1. Define specific communication goals prior to actual communication
2. Establish communication mechanism through which organization members can interact regularly
3. Facilitate frequent face to face interaction between supervisors and employee
4. Encourage employee to express their ideas and concerns in dealing with their job.
5. Solicit information from employee concerning their careers and personnel problems.
6. Involves employees with timely feedback on their job performance.
7. Provide employee with timely feedback on their job performance.
8. Inform employees on any changes in the company's goals and policies as soon as possible.
9. Periodically evaluate the firm's communication effectiveness



#### ***Revision questions***

- i. *What is communication?*
- ii. *What is the importance of communication in an organization*
- iii. *Explain the various types of organizational communication*
- iv. *Describe the various barriers to communications*
- v. *How can you overcome the barriers to communication identified in iv above?*

### **Reference**

- i) W.Graham Astrley and Paramjit S.Sachdeva, ***Structural Sources of Intraorganizational Power***: A theoretical Synthesis Academy of management review January 1984 p.104
- ii) Stephen P.Robbinson 2007, ***Organization Behaviour***, 12th edition
- iii) Stephen L.Mc Shone and Mary Ann Von Glinow, ***Organization Behavior***, 3rd edition
- iv) Robert. A. Baron and Jerald GreenBerg 1989, ***Behaviour Organizations*** Third Edition

## **SAMPLE EXAM**

### **QUESTION 1**

- a) Define motivation (2mks)
- b) Describe the three needs isolated by McClelland. How are they related to worker behavior (8mks) c) What are the implications if leaders are inflexible in adjusting their style? (10mks)
- d) Explore job redesigning for effectiveness and efficiency in an organization (10mks)

### **QUESTION 2**

“Participation is an excellent method for identifying differences and resolving conflicts” What techniques can a manager use to resolve these conflicts (20mks)

### **QUESTION 3**

Discuss types of organization design in an organization structure (20mks)

### **QUESTION 4**

Discuss the styles of leadership in an organization

### **QUESTION 5**

What can you do as a manager to increase likelihood that you employees will exert a high level of effort (20mks)

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- i) W.Graham Astley and Paramjit S.Sachdeva, *Structural Sources of Intraorganizational Power*: A theoretical Synthesis Academy of management review January 1984 p.104
- ii) Stephen P.Robbinson 2007, *Organization Behaviour*, 12th edition
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