

CHALIMBANA UNIVERSITY

School of Leadership and Business Management

Module BMO 1100, B: Organization Behaviour

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Introduction to the course

Method of Teaching

Distance learning with contact sessions

Assessment per Module

Continuous assessment		50%
Assignments	20%	
Tests	30%	
Examination		50%
Total		100%

BMO 1100 B ORGANISATIONAL BEHAVIOUR

In this module, you are addressed as a manager as well as a leader so that from the very beginning, you are put in the manager's and leader's shoes. This entails you start thinking like a manager as well as a leader to enable you understand the practice of leadership in management as you study Organisation Behaviour.

This module will introduce you to the concept of, Organisational Behaviour, its meaning and importance in the leadership and management of your institution. As you read through the module, find time to do the activities in each unit and section to enhance your understanding. All questions are likely assignment and examination questions.

In the module we are going to look at what organisation behaviour is. We shall also outline the elements and functions of an organisation. We shall then focus our attention on administration and organisation regarding organisational behaviour. The module is divided into eight units:

- Unit 1.0 Leadership and Organisational Behaviour
- Unit 2.0 Elements of Organisational Behaviour
- Unit 3.0 Models of Organisational Behaviour
- Unit 4.0 Organisation Culture, values and Ethics
- Unit 5.0 Foundations of Group Behaviour
- Unit 6.0 Group dynamics and motivation
- Unit 7.0 Understanding Work teams
- Unit 8.0 Organisation Development

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UNIT 1

Leadership and Organisational Behaviour

In this unit, you will learn the concept, origin, needs and goals of Organisational Behaviour. You will familiarise yourself with the approaches of organisational behaviour. You will further learn various perspectives of the study of organisational behaviour and how you can apply them at a work place.

Learning Outcomes

After completing this unit, you should be able to:

1. Define Organisation Behaviour
2. Identify the major contributing disciplines to Organisation Behaviour
3. Identify challenges and opportunities managers have in applying organisation behaviour concepts.
4. Identify five levels of group behaviour analysis
5. Describe some of the benefits of studying Organisation Behaviour
6. Apply Organisation Behaviour concepts and principles in your work place
7. Explain the importance of personality in an organisation
8. Discuss group behaviour in relation to management of an organisation
9. Develop a personal perspective on the behaviour of people in organisational settings.
10. Analyse the behaviour of organisational members in a variety of cases and contexts.

SECTION 1

Organisational Behaviour

Why do people behave in a certain way in an organisational environment? What factors affect job performance, employee interaction, job commitment, leadership and managerial styles?

Individuals have studied this very topic for decades in order to find ways of increasing organisational performance.

Before we begin the discussion on the content of this unit, you should be clear that understanding of organisational behaviour and understanding of organisation and management developed side by side. Development of various schools of thought in various era, threw light on the development of behavioural issues in organisations.

In a simple term organisational behaviour refers to the behaviour of persons in an organisation. Everybody wants to understand others' behaviour. Understanding others behaviour helps you to influence them. As you must be aware that human behaviour is guided by the internal and external forces. The analysis of these forces provides you with an insight for understanding behaviour. In fact, managers have been working on the idea of channeling human energy towards the attainment of organisational goals. The understanding of human behaviour plays a vital role in this endeavour. Thus, the study of organisational behaviour will provide you with guidelines for influencing the behaviour of fellow staff in your organisation.

Studies have shown that individuals behave differently when acting in their organisational role as when acting separately from the organisation.

http://en.wikipedia.org/wiki/Organisational_behavior - cite note-3. Researchers study the behaviour of individuals primarily in their organisational roles. One of the main goals of organisational theorists in Organisational Behaviour is to revitalise organisational theory and develop a better conceptualization of organisational life.

To understand Organisational Behaviour, let us first consider the two terms; organisation and behaviour. Organisation is a place where two or more people work together in a structured way to achieve a specific goal or set of goals. Goals are fundamental elements of organisations. Organisations are social interventions for accomplishing goals through group efforts. Various environmental forces influence organisations. There are two types of environmental forces: direct and indirect.

Some of the main direct forces are customers, suppliers, competitors, labour market and regulatory agencies. Some of the main indirect forces include economic, technological, socio-cultural, political and international. Behaviour is anything that we, as humans, do. Behaviour is response to stimulus that can be observed; thus, it is any response or reaction of a person.

The basic unit of behaviour is activity. Specific observable behavioural activities and their patterns provide useful data in order to analyse the interaction, which precedes the behaviour and the consequences that follow the behaviour.

Running an organisation such as a school or any learning institution, is not an easy task. The field of Organisational Behaviour provides us with many helpful insights into understanding the complexities of people's behaviour on the job. Organisational Behaviour is the study and application of knowledge about how people act within organisations.

The key elements in an organisation are: people, structure, technology, and external environment in which the organisation operates. When people join together in an organisation to accomplish a goal, some kind of structure is necessary. People also use technology to get work done. So, there is an interaction of people, structure, and technology. In addition, these elements are influenced by the external environment and they influence it.

Robbins/Judge; (2009:45), define Organisational Behaviour as, “a field of study that investigates the impact of individuals, groups, and structure on behaviour within organisations for the purpose of applying such knowledge toward improving an organisation’s effectiveness.”

Organisational behaviour is the study of both group and individual performance and activity within an organisation. This area of study examines human behaviour in a work environment and determines its impact on job structure, performance, communication, motivation, leadership, etc. Organisational behaviour (OB) is broadly concerned with the study of work organisations and those who are employed in them. It is the study and application of knowledge about how people, individuals and groups act in organisations. It does this by taking a system approach. That is, it interprets people-organisation relationships in terms of the whole person, whole group, whole organisation, and whole social system.

Its purpose is to build better relationships by achieving human objectives, organisational objectives, and social objectives. According to Luthans, (1973), Organisational Behaviour is directly concerned with the understanding, prediction, and control of human behaviour in organisations. It investigates the impact that individuals, groups, and structure have on behaviour within organisations for the purpose of applying such knowledge towards improving an organisation’s effectiveness.

According to Baron and Greenberg, (2008), Organisational Behaviour is the field that seeks knowledge of behaviour in organisational settings by systematically studying individual, group, and organisational processes.

As you can see from the definition above, organisational behaviour encompasses a wide range of topics, such as human behaviour, change, leadership, teams, etc. Since many of these topics are covered elsewhere in the module, this unit will focus on a few parts of OB: elements, models, social systems, work life, action learning, and change. We can also draw the following conclusions related to nature and scope of Organisational Behaviour:

- **Interdisciplinary Approach:** Organisational Behaviour integrates knowledge from various relevant disciplines. This issue will be clear to you after reading the section on the contributing fields to Organisational Behaviour in this unit.
- **An Applied Science:** Organisational Behaviour is oriented towards understanding the forces that affect behaviour so that their effects may be predicted and guided towards effective functioning of organisation. This issue will be clearer to you after reading the section on goals of Organisational Behaviour in this section.
- **Behavioural Approach to Management:** Organisational Behaviour is directly connected with the human side of management, but it is not the whole of management. Organisational Behaviour is related with the conceptual and human dimensions of management.

- **Concern with Environment:** Organisational Behaviour is concerned with issues like compatibility with environment e.g., person-culture fit, cross-cultural management etc.
- **Scientific Method:** Organisational Behaviour follows the scientific method and makes use of logical theory in its investigation and in answering the research questions. It is empirical, interpretive, critical and creative science.
- **Contingency Approach:** There are very few absolutes in Organisational Behaviour. The approach is directed towards developing managerial actions that are most appropriate for a specific situation.
- **A Systems Approach:** Organisational Behaviour is a systematic vision as it takes into account all the variables affecting organisational functioning.
- **Value Centred:** Organisational Behaviour is a value-centred science.
- **Utilizes two Kinds of Logic:** It utilizes both objective and subjective logic. Objectivity is concerned with reaching a fact through empirical analyses. Subjectivity is concerned with deciding about an issue through intuition, common sense, experiences, feelings, metaphors, learning from stories and cases, persuasive literature etc.

We can also see that Organisational Behaviour focuses on five levels of analysis. These are:

- Individual behaviour
- Inter-personal behaviour
- Group behaviour and group dynamics
- Organisational issues
- Environmental issues.

Goals of Organisational Behaviour

There are some goals of organisational behaviour which are as follows:

Describe: The first goal is to describe, systematically how people behave under a variety of conditions. Achieving this goal allows managers to communicate about human behaviour at work using a common language.

Understand: A second goal is to understand how people behave as they do. The managers would be frustrated if they could talk about behaviour of their employees, but not understand the reasons behind those actions.

Predict: The managers would have capacity to predict which employees might be dedicated and productive or which ones might have absented, cause problem. And thus, the managers could take preventive actions.

Control: The final goal of Organisation Behaviour is to control and develop some human activity at work. Since managers are held responsible for performance outcome, they are vitally interested in being able to make an impact on employee behaviour, skill development, team effort, and productivity. Managers need to be able to improve results through the actions they and their employees take, and organisational behaviour can aid them in their pursuit of this goal.

Summary

Organisation Behaviour is a field of study that investigates the impact that individuals, groups and structure have on behaviour within organisations. It is the study and application of knowledge about how people act within organisations. It is a human tool for human benefit. It applies broadly

to the behaviour of people in all types of organisations, such as business, government, learning institutions and services organisations.

It covers three determinants of behaviour in organisations: individuals, groups, and structure. Organisational Behaviour is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behaviour, in order to make organisations work more effectively. Organisational Behaviour covers the core topics of motivation, leadership behaviour and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

ACTIVITY

- 1 *In your personal view how does the study of organisation behaviour improve the following?*
 - (a) *the leadership skills of the institutional manager;*
 - (b) *the interpersonal skills of the manager;*
 - (c) *the performance of an organisation such as yours?*
- 2 *Explain why organisation behaviour is (a) an applied science (b) Concern with Environment and (c) Value Centred.*

SECTION 2

Contributing Fields to Organisational Behaviour

Behavioural Science or Organisational Behaviour is not a single subject but a combination of subjects, with integrated weaving of various disciplines. In modern terminology, we can say that Organisational Behaviour is an interdisciplinary approach to the study of human behaviour in organisations. We may view the study of behaviour in terms of various main disciplines. All disciplines have made an important contribution to the field of Organisational Behaviour. These disciplines are:

Political science: Political science has greatly contributed to the field of Organisational behaviour. Stability of government at national level is one major factor for promoting international business, financial investments, expansion and employment. Various government rules and regulations play a very decisive role in growth of the organisation. All organisations have to abide by the rules of the government of the day. Political Science as a subject has many ingredients, which directly affect human behaviour in organisations since politics dominates every organisation to some extent. Many themes of interest directly related to Organisation Behaviour are, power and politics, networking, political manipulation, conflict resolution, coalition and self-interest enhancement.

Sociology: Sociology looks at the impact of culture on group behaviour and has contributed to a large extent to the field of group-dynamics, roles that an individual plays in the organisation, communication, norms, status, power, conflict management, formal and informal organisation theories, group processes and group decision-making, organisational structures, organisational change and development. Its focus is on the social system.

Psychology: Psychology is an applied science, which attempts to explain human behaviour in a particular situation and predicts actions of individuals. Psychologists have been able to modify individual behaviour largely with the help of various studies. It has contributed towards various

theories on learning, motivation, personality, training and development, theories on individual decision making, leadership, job satisfaction, performance appraisal, attitude, ego state, job design, work stress and conflict management. Studies of these theories can improve personal skills, bring change in attitude and develop positive approach to organisational systems. Various psychological tests are conducted in the organisations for selection of employees, measuring personality attributes and aptitude. Various other dimensions of human personality are also measured. These instruments are scientific in nature and have been finalised after a great deal of research. The contribution of psychology has enriched the organisational behaviour field.

Social psychology: Working organisations are formal assemblies of people who are assigned specific jobs and play a vital role in formulating human behaviour. It is a subject where concept of psychology and sociology are blended to achieve better human behaviour in organisations. The field has contributed to change management, group decision-making, communication and ability of people in the organisation to maintain social norms.

Economics: Economic environment influences organisational climate. OB has learned a great deal from such economic factors as labour market dynamics, cost-benefit analysis, marginal utility analysis, human resource planning, forecasting, and decision making.

Engineering: Industrial Engineering area has contributed a great deal in the area of human-machine relationship through time and motion study, work measurement, work flow analysis, job design, and compensation management. Each of these areas has some impact on Organisation Behaviour.

Anthropology: It is a field of study relating to human activities in various cultural and environmental frameworks. It understands differences in behaviour based on value system of different cultures of various societies. The study is more relevant to organisational behaviour today due to globalisation, mergers and acquisitions of various industries. The advent of the 21st century has created a situation wherein cross-cultural people will have to work in one particular industry. Managers will have to deal with individuals and groups belonging to different ethnic cultures and exercise adequate control or even channel behaviour in the desired direction by appropriately manipulating various cultural factors. Organisation behaviour has used the studies on comparative attitudes and cross-cultural transactions. Environment studies conducted by the field of anthropology aims to understand organisational human behaviour so that acquisitions and mergers are smooth. Organisations are bound by its culture that is formed by human beings.

Semantics: Semantics helps in the study of communications within the organisation. Misunderstood communication and lack of communication lead to many behaviour-related problems in the organisation. Accordingly, adequate and effective communication is very important for organisational effectiveness.

Summary

The behavioural sciences have had a significant impact on the field of organisational behaviour. They have provided a reference that encourages the use of the scientific method. Some of the more generally agreed upon influences of behavioural science on organisational behaviour are:

- the systematic use of theories and theory building to explain behaviour
- An empirical base to study individuals, group, and organisation.

- The increased use of rigorous research methods
- Less use of arm chair speculation in reaching managerial decisions
- Efforts to communicate theories, research and ideas to practising managers as well as members of the field.

In this unit you have learnt about the various disciplines contributing towards organisational behaviour. These disciplines are Psychology, Sociology, Social Psychology, Anthropology, Political Science, Semantics, Economics and Engineering.

ACTIVITY

1. Explain the contributions of Psychology in understanding individual behaviour.
2. Describe the role of Sociology and Social Psychology in the study of group dynamics.
3. Outline the contributions of Political Science and Economics in understanding dynamics of power and its impact in organisational behaviour.
4. Explain the extent to which knowledge of Anthropology will help understand the organisational culture.

SECTION 3

Why study organisation behaviour?

From what you have studied in sections 1 and 2 above you realise that there is a lot to learn from the study of Organisation Behaviour. Some of the benefits of studying Organisation Behaviour are following:

- It helps an individual understand oneself. It is a systematic study of the actions and attitudes that people exhibit within organisations.
- It helps managers in getting the work done through effective ways.
- It emphasises the interaction and relations between the organisation and individual behaviour, thus making an attempt to fulfil psychological contract between individuals and the organisation.
- It helps to develop work-related behaviour and job satisfaction.
- It helps in building motivating climate.
- It helps in building cordial industrial relations.
- It helps in the field of marketing through deeper insight of consumer behaviour, and managing and motivating field employees.
- It helps in predicting behaviour and applying it in some meaningful way to make organisations more effective.
- It implies effective management of human resources.
- It helps to improve functional behaviour leading to productivity, effectiveness, efficiency, organisational citizenship, and
- It also helps to reduce dysfunctional behaviour at work place like absenteeism, employee turnover, dissatisfaction, or late coming.

These benefits are not only for the chief executives alone but for all employees in their various organisations. The study of Organisation Behaviour can be said to be most important contributor

towards building managerial skills. After studying this whole subject, you would realise that contributions of Organisation Behaviour towards building the following skills and values are beyond comparison:

- Self-development
- Personality development
- Development of human values and ethical perspectives
- Managing stress, achieving mental hygiene and creative use of emotions
- Creating learning individuals and learning organisations
- Managing creativity and innovation
- Motivation and Job satisfaction
- Effective communication
- Interpersonal effectiveness including persuasion, counselling, mentoring, goal setting, decision making, negotiation and conflict handling.
- Team building and Leadership
- Creating effective organisational culture
- Managing change and continuous development through behavioural interventions.

SECTION 4

Organisation behaviour concepts and principles in an organisation

Running or managing an organisational set-up involves some basic principles of organisation that an organisation manager has to keep in mind and follow while performing various functions. For example, all such organisations have employees who need to be trained, motivated, satisfied and well-informed. Since running an organisation is a managerial task, it is essential that those running such organisations understand some basic principles of organisational behaviour and routine management principles so that they can manage their respective organisations in a better way. This section makes an effort to explain the basic and important principles of organisational behaviour so as to equip the managers with the theoretical knowledge of essential concepts and ideas which will help them in managing their work in a more organised and systematic fashion.

In this section you will learn the practical aspects of organisational behaviour. As an institutional manager, you carry out your work in an organisational set-up and therefore need to comprehend some of the concepts and problems associated with the management of behaviour in organisations. The basic purpose is to look at the relationship between individuals and the organisations in which they work. There is an emphasis on decision-making and leadership with regard to the formation and successful functioning of 'groups' in organisations.

Organisational behaviour (OB) is a term related to the study of individual and group dynamics in an organisational setting, as well as the nature of the organisations themselves. Whenever people interact in organisations, many factors come into play. The subject of Organisational Studies attempts to understand and model these factors. This subject is becoming more important as people with diverse backgrounds and cultural values have to work together effectively and efficiently. OB seeks to emphasise the understanding of behaviour in organisations so as to develop competencies in foreseeing how people are likely to behave. This knowledge may then help in controlling those

behaviours that are not befitting the objectives of the organisations. Factors like objectivity, replicability and sustainability are important while selecting the methods for this purpose. Questionnaire, interview, simulation and survey are generally used to elicit responses of individuals located in different types of organisations. To a large extent their personalities affect the nature of their responses.

Personality and Organisation

As understanding personality is crucial for knowing behaviour of an individual in an organisation, personality is often defined as an organised combination of attributes, motives, value, and behaviours unique to each individual. Personality refers to some qualities, characteristics, skills and competencies of individuals along with certain other traits like grooming and attitude. Personality means very specific patterns of behaviour of an individual in a defined situation. But there are certain uniform characteristics which always emerge in a person on the basis of which certain inferences can be drawn. Examples could be dominant or submissive nature, aggressiveness or politeness. Personality consists of organisation of feelings, thoughts, cognitions and visible behaviour. However certain patterns of behaviour are not visible and are known only after continued interaction and observations. The longer we know the individual, the more likely we can recognise his/her personality in different situations.

Job performance in an organisation is influenced in a variety of ways. Primarily, an individual brings his/her personal characteristics into the organisation. His/her knowledge, interest in the profession and attitude to work would influence his/her performance.

Moreover, the individual belongs to a society which has its peculiarities and from which many virtues and vices could affect and influence the institution. For instance, qualities such as hard work, obedience and honesty may have a positive impact on the organisation. Conversely, corruption, laziness, dishonesty and other forms of bad behaviour can be detrimental to the running of the organisation.

Individuals enter organisations with societal values which are likely to influence their activities in these organisations. We also have other inputs from the society which include human resources (e.g., learners) and material resources (e.g., learning facilities and equipment). The quality and quantity of these resources will influence, positively or negatively, the activities of the individual workers in the organisation. However, these individuals will be guided by organisational policies and style of leadership in the performance of their duties.

Group Behaviour in Relation to management

An individual also belongs to formal and informal groups within his organisation. These, according to Ford and Heaton (1980, pp 180-181), are further divided into five groups.

- 1. The organisational group:** All staff belonging to the organisation;
- 2. The functional group:** All staff performing the same function in the organisation;
- 3. The departmental group:** All staff working in the department;
- 4. The interest group:** All staff joined by a particular interest, whether or not the people are in the same department or perform the same function;
- 5. The friendship group:** All staff who associate because of an interpersonal attraction.

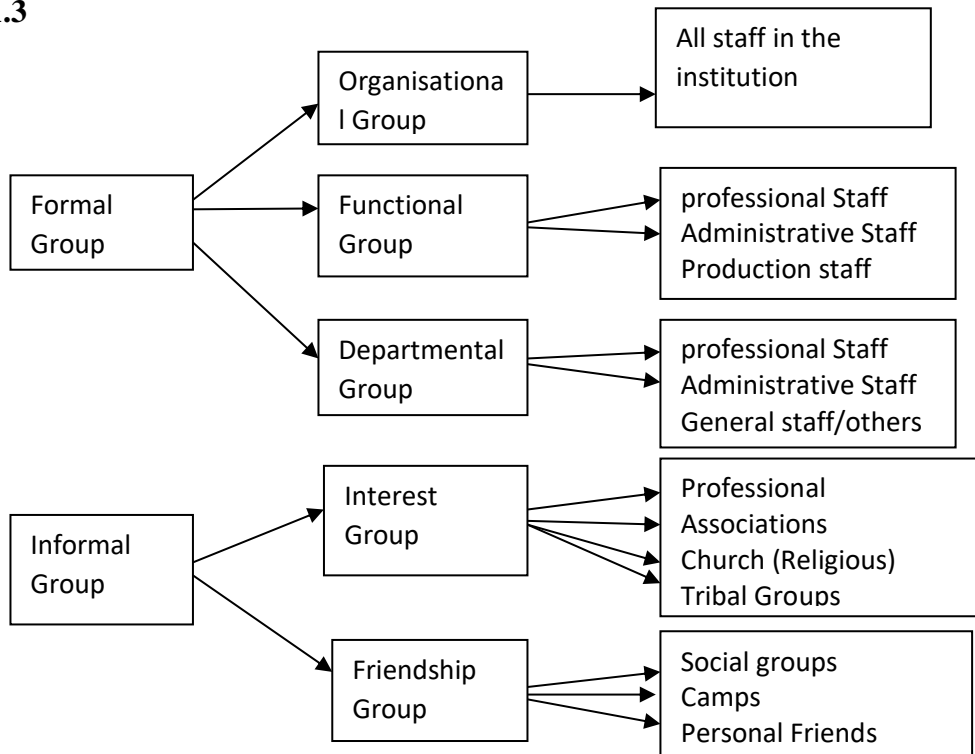
Ford and Heaton state further that a manager could exercise control on membership in the formal groups (i.e., organisational, functional and departmental groups). The manager employs or admits members into the organisation and assigns them functions within the department. Beyond managerial control are interest and friendship groups (informal groups). These groups do influence the acceptance and implementation of decisions, they concluded. An inference that could be drawn from Ford and Heaton's assertion is that the first three are formal groups while the remaining two are informal groups.

As you may be aware, all groups in an organisation are categorised in to two: formal and informal. An individual automatically becomes a member of the formal group immediately he/she joins the formal organisation. He/she belongs to the organisational group which comprises all staff in the institution, e.g., members of a university community. He also belongs to a functional group e.g., a faculty in the university, where he/she is an academic, administrative or technical staff. He/she also belongs to a departmental group. Here, he/she could be an academic, administrative or technical staff.

The individual could also belong to an informal group if he/she wishes. There are interest groups such as professional associations, religious associations, clubs and social groups. Another set of informal group consists of friendship groups (personal friends, camps and cliques). The implication is that it is not the manager alone that has influence over a subordinate. The informal groups could also dictate the pace of work and consequently the extent of achievement in the organisation. As a manager you need to be fully aware of these and develop appropriate strategies to handle them.

Five categories of groups within a formal organisation

Figure 1.3



Source: Adapted from Ford & Heaton (1980)'s five categories of groups within a formal organisation.

Influences on behaviour

It is useful to think about influences on behaviour in terms of factors primarily within the person and those that are external or interpersonal.

Within-person factors include:

- age and stage of development
- personality and temperament
- personal history and experience
- physical, sensory or medical characteristics
- skills, ability to learn
- beliefs about self and others
- resilience and self-efficacy.

External and interpersonal factors include:

- parental and family patterns and relationships
- social networks, including friends and peer groups
- neighbourhood and community factors
- the status and standing of different groups in society
- organisational factors
- time, opportunity and support for personal and social development.

Ways employees/staff can use to Handle Stress at Work

- Avoid the victim stance.
- Stay in the moment: Perspective.
- Choose your reactions wisely.
- Let go of control issues and the need to be perfect.
- Create your own personal "Happiness Box List" that is quick and easy to use.
- Keep in mind workloads are cyclical.
- Take your breaks. Mentally and physically.
- When you leave work, leave your work behind.
- Whenever all else fails, remind yourself that you chose this job.

Summary

Employees are in the organisation primarily to have their needs actualized. In their work environment, they belong to different groups who could influence their actions and reactions towards managerial behaviour. Yet, the institution head has the responsibility of ensuring the attainment of organisational goals. Educational organisations, such as schools, colleges, universities and other places of learning, are established for a purpose. The purpose could be well achieved when there are institution heads that perform their functions with appropriate styles. Adequate motivational strategies good communication, logical decision-making processes and good human relations are some of the essential tools for managerial effectiveness.

Activity

1. **Seminar Presentation:** *Presentation of theory and practice on a topic of interest in the field of organisational behaviour. Collect the thoughts and theories of **at least three different authors**, and prepare an original **synthesis** of the ideas. In your presentation, describe the synthesis, and discuss how these ideas relate to your own organisational context. Plan a class activity or discussion that helps your colleagues to express, integrate, assess, or otherwise make sense of the ideas. Prepare a **brief** handout of concepts, to be distributed to class members (**no more than 2 pages**). **Maximum length: 45 minutes***

UNIT 2 Elements of Organisational Behaviour

2.1 Key Elements of Organisational Behaviour

The key elements in organisational behaviour are people, structure, technology and the external elements in which the organisation operates. When people join together in an organisation to accomplish a goal, infrastructure is required. People also use technology to help get work done, so there is an interaction of people, structure and technology. In addition, these elements are influenced by the external environment, which they also influence. Each of the four elements of organisational behaviour will be considered briefly.

2.1.1 Learning outcomes

- Explain the key elements of organisation and its dynamics?
- Describe the two types of environment and their relationship with other structural components.
- Explain the various types of job design options and its relevance for motivation.
- Discuss the effect of technology on other key components of an organisation in particular, its structure, people and nature of tasks.
- What are the basic approaches to studying organisation behaviour?

2.1.2 People

People make up the internal social system in the organisation. They consist of individuals and groups. Groups may be large or small, formal and informal, official or unofficial. Human organisation changes every day. People are the living, thinking, feeling beings who created the organisation in order to achieve their objectives. Organisations are created and exist to serve people. People do not exist to serve organisations. The work force is one of the critical resources that need to be managed. In managing human resources, managers have to deal with:

- i) Individual employee who are expected to perform the tasks allotted to them
- ii) Dyadic relationships such as superior-subordinate interactions
- iii) Groups who work as teams and have the responsibility for getting the job done,
- iv) People outside the organisation system such as customers and government officials

2. **Structure:** Structure defines the formal relationship and use of people in the organisation.

2.1.3 Structure

Structure defines the official relationships of people in the organisation. Different jobs are required to accomplish all of an organisation's activities. Different people in an organisation are given different roles and they have certain relationship with others. These people have to be related in some structure so that their work can be effectively coordinated. The main structure relates to authority and to duties. For example, one person has authority to make decisions that affect the work of other people. Some of the key concepts of organisation structure are listed as below:

- (a) **Hierarchy of Authority:** This refers to the distribution of authority among organisational positions and authority grants the position holder certain rights including right to give direction to others and the right to punish and reward.
- (b) **Division of Labour:** This refers to the distribution of responsibilities and the way in which activities are divided up and assigned to different members of the organisation is considered to be an element of the social structure.
- (c) **Span of Control:** This refers to the total number of subordinates over whom a manager has authority
- (d) **Specialization:** This refers to the number of specialities performed within the organisation.
- (e) **Standardisation:** It refers to the existence of procedures for regularly recurring events or activities
- (f) **Formalisation:** This refers to the extent to which rules, procedures, and communications are written down
- (g) **Centralisation:** This refers to the concentration of authority to make decision.
- (h) **Complexity:** This refers to both vertical differentiation and horizontal differentiation. Vertical differentiation: outlines number of hierarchical levels; horizontal differentiation highlights the number of units within the organisation (e.g. sections, departments or divisions)

Organisations can be structured as relatively rigid, formalized systems or as relatively loose, flexible systems. Thus, the structure of the organisations can range on a continuum of high rigidity to high flexibility. There are two broad categories of organisation:

- i) Mechanistic form of organisation
- ii) Organic form of Organisation

Mechanistic form of Organisation

This form is characterised by high levels of complexity, formalisation and centralisation. A highly mechanistic system is characterised by centralised decision-making at the top, a rigid hierarchy of authority, well but narrowly defined job responsibilities especially at lower levels, and extensive rules and regulations which are explicitly made known to employees through written documents. In mechanistic organisation, labour is divided and subdivided into many highly specialised tasks (high complexity), workers are granted limited discretion in performing their tasks and rules and procedures are carefully defined (high formalisation); and there is limited participation in decision making which tends to be conducted at the highest levels of management high centralisation.

Organic form of Organisation

A highly organic system is characterised by decentralised decision-making which allows people directly involved with the job to make their own decisions. There are very few levels in the hierarchy with flexible authority and reporting patterns, loosely defined job responsibilities for members and very few written rules and regulations. It is relatively simple, informal and decentralised. Compared with mechanistic organisations, employees in organic organisations, such as research laboratories, tend to be more generalist in their orientation and operation.

Jobs and Tasks

Job refers to the sum total of an individual's assignments at the workplace. Tasks refer to the various activities that need to be performed to get the job done. The nature of tasks, how they executed by various individuals, nature of interdependence and inter-relatedness, group activities etc have implication for organisational effectiveness. Thus the jobs and tasks have to be designed and managed properly.

Core Job Characteristics: There are five job characteristics which are central to providing potential motivation to employees. They are: Skill variety, Task identity, Task significance, Autonomy, and Feedback from the job itself.

- (a) **Task Variety:** This shows the extent to which any particular job utilises a range of abilities, skills and talents of the employees. If number of different skills is used by the employee on the job, the job is going to provide challenge and growth experience to the workers.
- (b) **Task Identity:** This reflects the extent to which the job involves a 'whole' and identifiable piece of work. If the job involves the whole components (e.g. – painting a portrait), then the individual can identify with the ultimate creation turned out by him and derive pride and satisfaction from having done a good job.
- (c) **Task significance:** This refers to the meaningfulness or significance of the impact that a job has on the lives of other people– both inside and outside of the organisation. If what one does has an impact on the wellbeing of others, the job becomes psychologically rewarding to the person who performs it.
- (d) **Autonomy:** This refers to the extent to which the job provides an employee the freedom, independent and discretion to schedule work and make decision and formulate the procedures to get the job done without interference from others. The greater the degree of autonomy, the more the person doing the job feels in control.
- (e) **Feedback from the Job itself:** This denotes the extent to which the person who is working on the job can assess whether they are doing things right or wrong even as they are performing the job. That is, the job itself is a stimulating one and enjoyable.

Job Design: Jobs can be designed to range from highly simple to highly complex tasks in terms of the use of the employee's skill. Some of the job design options are as follows:

- (a) **Job Simplification:** The jobs are broken down into very small parts as in the assembly line operations where a fragmented task is repeatedly done over and over again by the same individual.
- (b) **Job Rotation:** This involves moving employees among different tasks over a period of time. Management does not have to bother with combining tasks, but at the same time, the employees do not get bored with doing one simple task over several years. The employee is periodically rotated from one job to another within the work setting

- (c) **Job Enlargement:** This involves simply adding more tasks to the job so that the workers have a variety of simple tasks to perform rather than doing just one task repetitively. Two or more tasks are combined and the individual does the combined tasks altogether.
- (d) **Job Enrichment:** This offers a greater challenge to the employees because it requires the use of variety of skills possessed by them. This involves building in motivating factors into the job, giving the employees more responsibility and control over work, and offering learning opportunities for the individual on the job.

2.1.4 Technology

Organisations have technologies for transforming inputs and outputs. These technologies consist of physical objects, knowledge, activities and processes, all of which are brought to bear on raw materials, labour and capital inputs during transformation processes. The core technology is that set of productive components most directly associated with the transformation process, for example, production or assembly line in manufacturing firm. Technology provides the physical and economic resources with which people work. They cannot accomplish much with their bare hands, so they put up buildings, design machines, create work processes and assemble resources. The technology that results has a significant influence on working relationships. The great benefit of technology is that it allows people to do more and better work, but it also restricts people in various ways. It has costs as well as benefits.

Classification of Technology:

Thomson classified technology into three categories: Long-linked technology, Mediating Technology and Intensive Technology.

- (a) **Long linked Technology:** In this, tasks are broken into a number of sequential and interdependent steps, where the outputs of one unit become the input of the next. (eg. Assembly line) this facilitates to have high volume of output and efficiency. This technology calls for mechanistic structures with high levels of specialisation, standardisation and formalisation.
- (b) **Mediating Technology:** This links different parties who need to be brought together in a direct or indirect way (eg. Banks – use mediating technology to lend money to borrowers by taking money from depositors)
- (c) **Intensive Technology:** It is used when a group of specialists are brought together to solve complex problems using a variety of technologies (e.g. Hospital – parties are treated with the help of experts drawn from different fields of specialization). Coordination of the different activities is achieved in the system primarily through mutual adjustment among those engaged in solving the problem in the different units. Organic structures would fit in this system using intensive technology.

2.1.5 Environment

All organisations operate within an external environment. A single organisation does not exist alone. It is part of a larger system that contains thousands of other elements. All these mutually influence one another in a complex system that becomes the life style of the people. Individual organisation, such as a factory or school cannot escape from being influenced by this external environment. It influences the attitudes of people, affects working conditions, and provides competition for resources and power.

Every organisation interacts with other members of its environment. The interactions allow the organisation to acquire raw material, hire employees, secure capital, obtain knowledge, and build, lease or buy facilities and equipment. Since the organisation process a product or service for consumption by the environment, it will also interact with its customers. Other environmental actions, who regulate or over see these exchanges, interact with the organisation as well (distributors, advertising agencies, trade associations, government of the countries in which business is conducted)

Two Distinct Sets of Environment:

- i) **Specific Environment:** This includes the suppliers, customers, competitors, governments' agencies, employees, unions, political parties etc.
- ii) **General Environment:** It includes the economic, political, cultural, technological and social factors in which the organisation is embedded.

Organisations are embedded in an environment within which they operate. Some of the external factors may be completely beyond the control of the organisation to change, such as the cultural, social or economic, or governmental aspects. However, many of the other factors such as sizing up the market, being in tune with the technological changes takes place, being a step ahead of competition, or stocking up and buffering supplies when certain materials are likely to be in short supply, are all within the control of the organisation. Effectively managing these situations, however, requires constant and close vigilance, adaptability to changes, and being able to manage problematical situations through good decisions making. Those organisations which are proactive (that is, watchful and take action before crisis situations occur) and can manage their external environment are more effective than those that are reactive (that is, caught off guard and wake up after facing the crises situation) and are unable to cope effectively.

ACTIVITY

1. *State and explain the key elements of organisation and their dynamics?*
2. *Describe the two types of environment and their relationship with other structural components of your institution.*
3. *State and explain five job characteristics which are central to providing potential motivation to staff in your institution.*

UNIT 3

Models of Organisational Behaviour

In this section, we will be talking about the six organisational behaviour models, and we will give a brief explanation for each one. Some leaders and managers frequently use some of these models in their organisations and departments. The six models are given below:

Learning Outcomes

After studying this unit, you should be able to:

- State and explain the six models of Organisation Behaviour
- Describe the implications and relevance of each of the models in your work place
- Explain why you should not rely on one model to run your organisation
- Explain why the application of autocratic model in an organisation would not be appropriate;
- Discuss the contribution of models of organisation behaviour in the study of organisation behaviour
- Discuss the contribution of the organisation behaviour models in improving management and leadership in organisations

Autocratic Model: In this model we find that it relies on power. For example, managers have the ability and authority to control their employees and the employee's performance in this stage is much lower than expected. The model is based on the assumption that authority is central to results. People must accept the authority of their superiors and obey their instructions. Obedience is the main employee orientation. Obedience on the part of subordinates can be for respect for the knowledge and the authority of the superiors or fear of punishment. Job security, basic needs of a person, survival and growth makes the subordinates to obey.

Custodial Model: This model usually depends on economic resources (money). For instance, managers can stimulate their employees by offering them facilities and benefits, but in this model the employee's will not work as a team (Less sharing with others) because everyone will depend on his self to get more benefits than the others. The model assumes that the organisational behaviour depends upon the economic resources. Employees work for money and desire job security. While money is the main managerial orientation, job security is the main employee orientation. For the basic need of job security employees offer a passive co-operation to the superiors. The management knows better welfare of the people and takes the role of custodian and guardian of the people and their wealth.

Supportive Model This model relies on leadership instead of power or money. Through leadership, management provides a climate to help employees grow and accomplish, in the interests of the organisation, the things of which they are capable. The leader assumes that workers are not by nature passive and resistant to organisational needs, but that they are made so by an inadequately supportive climate at work. They will take responsibility, develop a drive to contribute and improve themselves if management gives them a chance. For example, managers can support their employees by encouraging, and supporting them to perform a better job, get along with each other as well as developing their skills. The model assumes that management is leadership. The management plays the role of a supportive leadership.

The employees are performance oriented and need support for their initiative and drive for performance. This encourages participation by the subordinates. The basic need of the employee is the self-esteem and recognition. The employees need support, status and recognition for their performance. Since management supports employees in their work, the psychological result is a feeling of participation and task involvement in the organisation. Employee may say "we" instead

of “they” when referring to their organisation. Employees are more strongly motivated than by earlier models because of their status and recognition needs are better met. Thus they have awakened sense and drive for work.

Collegial Model: A useful extension of the supportive model is the collegial model. The term “collegial” relates to a body of people working together cooperatively. This model means that employees depend on one another cooperatively and work as a team to do the task. Everyone will be having a normal enthusiasm self-discipline, and responsible behaviour towards their tasks. The model is based on the assumption that generally the employees are self-disciplined and they exhibit a responsible behaviour. The main need of the employee is self actualisation. If this need is satisfied, they show enthusiastic performance. Therefore, they must be encouraged for the participation in decision making. Team building on the part of management is a must as the teamwork is the main managerial orientation.

The collegial model depends on management’s building a feeling of partnership with employees. The result is that employees feel needed and useful. They feel that managers are contributing also, so it is easy to accept and respect their roles in their organisation. Managers are seen as joint contributors rather than as bosses. The managerial orientation is toward teamwork. The manager is the coach building a better team and the employee’s response to this situation is responsibility. For example, employees produce quality work not because management tells them to do so or because the inspector will catch them if they do not, but because they feel inside themselves an obligation to provide others with high quality products or services. They also feel an obligation to uphold quality standards that will bring credit to their jobs and company.

The psychological result of the collegial approach for the employee is self-discipline. Feeling responsible, employees discipline themselves for performance on the team in the same way that the members of a football team discipline themselves to training standards and the rules of the game. In this kind of environment employees normally feel some degree of fulfilment, worthwhile contribution, and self-actualisation, even though the amount may be modest in some situation. This self-actualisation will lead to moderate enthusiasm in performance.

System Model: This model is based on trust, self-motivation, and the performance results will be more than expected, because employees will be committed to do their tasks as expected, and as well as organisational goals. This is an emerging model of organisational behaviour. It is the result of a strong search for higher meaning at work by many of today employees. They want more than a salary and job security from their job. Under the system model managers try to convey to each worker a sense of ownership. As an employee you feel that you are an important part of the whole system. Managers sincerely care for every employee and would like every member to join together to achieve a better product or provide better service to the local community and society at large. Make friendly environment, self-motivation of the employee. They take responsibility to achieve their own goals.

The System Model managers must increasingly demonstrate a sense of caring and compassion, being sensitive to the needs of a diverse workforce with rapidly changing needs and complex

personal and family needs. In response, many employees embrace the goal of organisational effectiveness, and reorganize the mutuality of organisation-employee obligations in a system viewpoint. They experience a sense of psychological ownership for the organisation and its products and/or services.

The Stimulus, Organism, Behaviour and Consequences (SOBC) model

This model is based on the assumption that every behaviour is caused. What we see are the consequences of the behaviour shown by organism due to stimulus. This model can be diagrammatically shown as follows: Stimulus > Organism > Behaviour > Consequences
(cause) (individual) (Actions) (Results)

The Stimulus is the cause that may be overt or covert, physical, social, psychological, technological, environmental etc.

The Organism can be individual or a group. They have cognitive mediators with physiological existence.

The Consequences are expressed as the results that may be overt or covert. Positive or negative and can have effects on environmental dynamics and applications.

SOBC model is based on the very practical philosophy of human behaviour that: every behaviour is caused and follows the Cause-Effect relationship.

Having looked at the models in brief you need to realize that the world nowadays requires from us necessary steps before we decide the best model to have for our organisations. One of the most important things we need to consider is that as managers and leaders we should clearly understand the nature of our organisations before making any decision. Also, we have to consider and look at the changing environment and of course our staff's needs so that we can have the best model to use to get better results.

ACTIVITY

- 1. Given each of the six models of organisation behaviour, explain how each of these models contributes to the management of staff in your organisation.*
- 2. Describe the implications and relevance of each of the models in your institution*
- 3. Explain why you should not rely on one model to run your institution*
- 4. Explain why the application of autocratic model in a learning institution would not be appropriate.*

UNIT 4

Organisation Culture, values and Ethics

In this unit you will learn about organisation culture, values and ethics in relation with organisation behaviour. Rituals, the collective interpersonal behaviour and values as demonstrated by that

behaviour, constitute the fabric of an organisation's culture. You will see as you study this unit that values and ethics are central to any organisation; those operating in the education system are no exception.

OBJECTIVES

After studying this unit, you should be able to:

- Define organisational culture
- Describe the impact of culture on the organisation
- Distinguish between strong and weak culture
- Identify factors and elements of organisation culture
- Explain the importance of organisation values
- Explain how values underpin policies, procedures, strategies, missions and visions
- Discuss the Importance of Values and Culture in Ethical Decision Making
- Explain the importance of ethics in your institution
- Explain why it is necessary for an organisation to have a code of ethics

SECTION 1

Organisational culture

Organisational culture refers to culture in any type of organisation including that of schools, universities, non-profit groups, government agencies or business entities. The values and behaviours that contribute to the unique social and psychological environment of an organisation constitute organisation culture. Organisational culture includes an organisation's expectations, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. Also called corporate culture, shown in:

- the ways the organisation conducts its business, treats its employees, customers, and the wider community,
- the extent to which freedom is allowed in decision making, developing new ideas, and personal expression,
- how power and information flow through its hierarchy, and
- how committed employees are towards collective objectives.

Organisational culture affects the organisation's productivity and performance, and provides guidelines on customer care and service, product quality and safety, attendance and punctuality, and concern for the environment. It also extends to production-methods, marketing and advertising practices, and to new product creation. Organisational culture is unique for every organisation and one of the hardest things to change.

Read more: <http://www.businessdictionary.com/definition/organisational-culture.html#ixzz3TRqpAUq7>

Organisational culture is a system of shared assumptions, values, and beliefs, which governs how people behave in organisations. These shared values have a strong influence on the people in the **organisation** and dictate how they dress, act, and perform their jobs.

Organisational culture is the behaviour of humans within an organisation and the meaning that people attach to those behaviours. According to Needle (2004), organisational culture represents the collective values, beliefs and principles of organisational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and national culture. Culture includes the organisation's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. Ravasi and Schultz (2006), say organisational culture is a set of shared assumptions that guide what happens in organisations by defining appropriate behaviour for various situations. It is also the pattern of such collective behaviours and assumptions that are taught to new organisational members as a way of perceiving and, even, thinking and feeling. Thus, organisational culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, organisational culture may affect how much employees identify with an organisation.

Schein (1992), Deal and Kennedy (2000), and Kotter (1992) advanced the idea that organisations often have very differing cultures as well as subcultures. Although an organisation may have its "own unique culture", in larger organisations there are sometimes co-existing or conflicting subcultures because each subculture is linked to a different management team.

O'Reilly, Chatman & Caldwell (1991) developed a model based on the belief that cultures can be distinguished by values that are reinforced within organisations. These are innovation, stability, respect for people, outcome orientation, attention to detail, team orientation and aggressiveness. Daniel Denison's model (1990) asserts that organisational culture can be described by four general dimensions – Mission, Adaptability, Involvement and Consistency. Each of these general dimensions is further described by the following three sub-dimensions:

- Mission - Strategic direction and intent, goals and objectives and vision
- Adaptability - Creating change, customer focus and organisational learning
- Involvement - Empowerment, team orientation and capability development
- Consistency - Core values, agreement, coordination and integration

The five basic elements of culture in organisations include:

1. Assumptions
2. Values
3. Behavioural norms
4. Behavioural patterns
5. Artefacts

According to Schein (1992), culture is the most difficult organisational attribute to change, outlasting organisational products, services, founders and leadership and all other physical attributes of the organisation. His organisational model illuminates culture from the observer's standpoint, described at three levels: *artifacts*, *espoused values* and *basic underlying assumptions*.

At the first and most cursory level of Schein's model is organisational attributes that can be seen, felt and heard by the uninitiated observer - collectively known as *artifacts*. These include facilities, offices, furnishings, visible awards and recognition, the way its members dress, how each person visibly interacts with others and with organisational outsiders, and even company slogans, mission statements and other operational creeds.

Artifacts comprise the physical components of the organisation that relay cultural meaning. Daniel Denison (1990) describes artifacts as the tangible aspects of culture shared by members of an organisation. Verbal, behavioural and physical artifacts are the surface manifestations of organisational culture.

Rituals refer to repetitive activities within an organisation that have symbolic meaning. Usually rituals have their roots in the history of an organisation's culture. They are the collective interpersonal behaviour and values as demonstrated by that behaviour, constitute the fabric of an organisation's culture. The contents of myths and stories reveal the history of an organisation and influence how people understand what their organisation values and believes. Language, stories, and myths are examples of verbal artifacts and are represented in rituals and ceremonies. Technology and art exhibited by members or an organisation are examples of physical artifacts.

The next level deals with the professed culture of an organisation's members - the *values*. Shared values are individuals' preferences regarding certain aspects of the organisation's culture (e.g. loyalty, customer service). At this level, local and personal values are widely expressed within the organisation. Basic beliefs and assumptions include individuals' impressions about the trustworthiness and supportiveness of an organisation, and are often deeply ingrained within the organisation's culture. Organisational behaviour at this level usually can be studied by interviewing the organisation's membership and using questionnaires to gather attitudes about organisational membership.

At the third and deepest level, the organisation's tacit assumptions are found. These are the elements of culture that are unseen and not cognitively identified in everyday interactions between organisational members. Additionally, these are the elements of culture which are often taboo to discuss inside the organisation. Many of these 'unspoken rules' exist without the conscious knowledge of the membership. For instance, an organisation can profess highly aesthetic and moral standards at the second level of Schein's model while simultaneously displaying curiously opposing behaviour at the third and deepest level of culture.

Factors and elements of organisation culture

Gerry Johnson (1988) described a cultural web, identifying a number of elements that can be used to describe or influence organisational culture:

- **The paradigm:** What the organisation is about, what it does, its mission, its values.
- **Control systems:** The processes in place to monitor what is going on. Role cultures would have vast rulebooks. There would be more reliance on individualism in a power culture.
- **Organisational structures:** Reporting lines, hierarchies, and the way that work flows through the business.

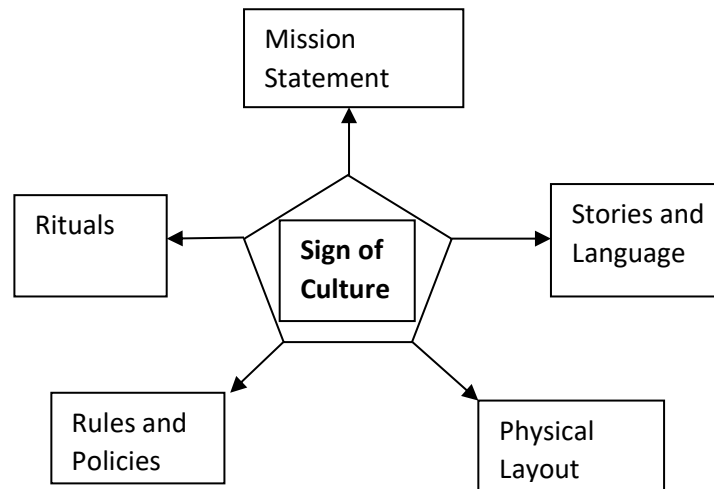
- **Power structures:** Who makes the decisions, how widely spread is power, and on what is power based?
- **Symbols:** These include organisational logos and designs, but also extend to symbols of power such as parking spaces and executive washrooms.
- **Rituals and routines:** Management meetings, board reports and so on may become more habitual than necessary.
- **Stories and myths:** build up about people and events, and convey a message about what is valued within the organisation.

These elements may overlap. Power structures may depend on control systems, which may exploit the very rituals that generate stories which may not be true.

Signs of Organisational Culture

How do you find out about an institution’s culture? You have learnt that culture influences the way members of the organisation think, behave, and interact with one another. Thus, one way of finding out about an institution’s culture is by observing employees or interviewing them. At the same time, culture manifests itself in some visible aspects of the organisation’s environment. Figure 5.1 below shows elements of visible culture.

Figure 5.1 Visual Elements of Culture



According to Schein (1992), http://en.wikipedia.org/wiki/Organisational_culture - cite note-schein2009-4 the two main reasons why cultures develop in organisations are due to external adaptation and internal integration. External adaptation reflects an evolutionary approach to organisational culture and suggests that cultures develop and persist because they help an organisation to survive and flourish. If the culture is valuable, then it holds the potential for generating sustained competitive advantages. Additionally, internal integration is an important function since social structures are required for organisations to exist. Organisational practices are learned through socialization at the workplace. Work environments reinforce culture on a daily basis by encouraging employees to exercise cultural values. Organisational culture is shaped by multiple factors such as:

- External environment
- Community, market or Industry
- Size and nature of the organisation’s workforce

- Technologies the organisation uses
- The organisation's history and ownership

Strong and weak cultures

Strong culture is said to exist where staff respond to stimulus because of their alignment to organisational values. In such environments, strong cultures help firms operate like well-oiled machines, engaging in outstanding execution with only minor adjustments to existing procedures as needed. Research shows that organisations that foster strong cultures have clear values that give employees a reason to embrace the culture. Research indicates that organisations may derive the following benefits from developing strong and productive cultures:

- Better aligning the company towards achieving its vision, mission, and goals
- High employee motivation and loyalty
- Increased team cohesiveness among the company's various departments and divisions
- Promoting consistency and encouraging coordination and control within the company
- Shaping employee behaviour at work, enabling the organisation to be more efficient

Where you have a strong culture, people do things because they believe it is the right thing to do, and there is a risk of another phenomenon called "Groupthink" Irving Janis (1972:9) define it as "a quick and easy way to refer to a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternatives of action." This is a state in which even if they have different ideas, do not challenge organisational thinking, and therefore there is a reduced capacity for innovative ideas. This could occur, for example, where there is heavy reliance on a central charismatic figure in the organisation or also in groups where a friendly climate is at the base of their identity creating avoidance of conflict. In fact, groupthink is very common and happens all the time, in almost every group. Members that are defiant are often turned down or seen as rebels who have negative influence by the rest of the group because they bring conflict.

Weak culture is where there is little alignment with organisational values, and control must be exercised through extensive procedures and bureaucracy.

Healthy organisational culture

Organisations should strive for what is considered a "healthy" organisational culture in order to increase productivity, growth, efficiency and reduce counterproductive behaviour and turnover of employees. A variety of characteristics describe a healthy culture, including:

- Acceptance and appreciation for diversity
- Regard for and fair treatment of each employee as well as respect for each employee's contribution to the institution
- Employee pride and enthusiasm for the institution and the work performed
- Equal opportunity for each employee to realise their full potential within the institution
- Strong communication with all employees regarding policies and institutional issues
- Strong institution leaders with a strong sense of direction and purpose
- Ability to compete in industry innovation and customer service, as well as price
- Lower than average turnover rates (perpetuated by a healthy culture)
- Investment in learning, training, and employee knowledge

According to Kotter and Heskett (1992), organisations with adaptive cultures perform much better than organisations with unadaptive cultures. An adaptive culture translates into organisational success; it is characterized by managers paying close attention to all of their constituencies, especially customers, initiating change when needed, and taking risks. An unadaptive culture can significantly reduce a firm's effectiveness, disabling the firm from pursuing all its competitive/operational options.

Impacts

Research suggests that numerous outcomes have been associated either directly or indirectly with organisational culture. A healthy and robust organisational culture may provide various benefits, including the following:

- Competitive edge derived from innovation and client service
- Consistent, efficient employee performance
- Team cohesiveness
- High employee morale
- Strong company alignment towards goal achievement

Summary

Organisational culture is reflected in the way people perform tasks, set objectives, and administer the necessary resources to achieve objectives. Culture affects the way individuals make decisions, feel, and act in response to the opportunities and threats affecting the organisation. Organisational culture also has an impact on recruitment and retention. Individuals tend to be attracted to and remain engaged in organisations that they perceive to be compatible. Additionally, high turnover may be a mediating factor in the relationship between culture and organisational performance. Deteriorating organisation performance and an unhealthy work environment are signs of an overdue cultural assessment.

ACTIVITY 5.1

Below are scenarios of critical decisions you may need to make as an institution head or manager one day. Read each question and select one response from each pair of statements. Then, think about the effect your choice would have on the company's culture (your organizing function) as well as on your controlling function.

1. Your company needs to lay off 10 people. Would you
 - A. *lay off the newest 10 people?*
 - B. *lay off the 10 people who have the lowest performance evaluations?*
2. You're asked to establish a dress code. Would you
 - A. *ask employees to use their best judgment?*
 - B. *create a detailed dress code highlighting what is proper and improper?*
3. You need to monitor employees during work hours. Would you
 - C. *not monitor them because they are professionals and you trust them?*
 - D. *install a program monitoring their Web usage to ensure time spent is on actual work?*
4. You're preparing performance appraisals. Would you
 - A. *evaluate people on the basis of their behaviours?*
 - B. *evaluate people on the basis of the results (numerical sales figures, etc.)?*

5. Who will be promoted? Would you promote individuals based on
 - A. *seniority*?
 - B. *objective performance*?

SECTION 2

Organisational values

Organisational values identify the principles and ethics by which the organisation and its members conduct themselves and their activities. Your institution's values can be deep rooted and hard to articulate. Often, they are the product of deep-rooted traditions and the attitudes and actions of founders and /or influential leaders, imitated and passed on until they appear unavoidable, so changing them is not easy. Values underpin policies, procedures, strategies, missions and visions by acting as an anchor and a reference point for every decision you make, whether it's everyday operations or the tough requirement of implementing organisation change. For example, some institutions, like mission schools or colleges use their values as a model and means of differentiating themselves from other institutions.

Values can be defined as those things that are important to or valued by someone. That someone can be an individual or, collectively, an organisation. One place where values are important is in relation to vision. Values are what we, as a profession, judge to be right. They are more than words- they are the moral, ethical, and professional attributes of character. There are certain core values that must be instilled in member or an organisation i.e. teachers in a school or the Ministry of Education. These are not the only values that should determine our character, but they are the ones that are central to our profession and should guide our lives as we serve our nation.

Values are the embodiment of what an organisation stands for, and should be the basis for the behaviour of its members. However, what if members of the organisation do not share and have not internalized the organisation's values? Obviously, a disconnect between *individual and organisational values* will be dysfunctional. Additionally, an organisation may publish one set of values, perhaps in an effort to push forward a positive image, while the values that really guide organisational behaviour are very different. When there is a disconnect between *stated and operating values*, it may be difficult to determine what is "acceptable."

Group members quickly learn the *operating values*, or they do not survive for long. To the extent they differ from *stated values*, the organisation will not only suffer from doing things less effectively, but also from the cynicism of its members, who have yet another reason for mistrusting the leadership, or doubting its wisdom. One of the imperatives for organisational vision is that it must be based on and consistent with the organisation's core values such as; integrity, professionalism, caring, teamwork, and stewardship- were deemed important enough to be

included with the statement of the organisation's vision. When values are shared by all members of an organisation, they are extraordinarily important tools for making judgments, assessing probable outcomes of contemplated actions, and choosing among alternatives. Perhaps more importantly, they put all members "on the same wavelength" with regard to what all members as a body consider important.

When working with people, it is imperative that we appreciate that each person's intrinsic values are different. Because values are so ingrained, we are not often aware that our responses in life are, in large part, due to the values we hold and are unique to our own culture and perspective. Furthermore, we seldom reflect on the fact that the people with whom we associate, hold their own unique set of values that may be different from our own.

Managers need to be aware that, like their staff and learners, they bring their own set of values to the institution. Thus school heads must be aware of, and open to, these differences in values as they work within their institution's regulations and standards. Institution leaders that regularly assess their ethical decisions, develop employees that function with honesty and integrity and serve their institution and community effectively.

Nurturing Values-Based Leaders

Creating a culture of values and ethical behaviour should be an integral part of an organisation's leadership development programme. It is possible to coach good leaders and turn them into great ones who lead from a sense of purpose. There are several programmes centred on values-based leadership and values-driven institutions. Good leaders recognise that values provide a compass for the organisation. Great leaders ardently accept the charge for modelling these values and infusing them within the institution. It is this consistent and persistent leadership that guides others and differentiates institutions seeing them as high and unique performers that stand out among others.

The Importance of Values and Culture in Ethical Decision Making

The foundation of ethical decision-making involves choice and balance; it is a guide to discard bad choices in favour of good ones. Therefore, in making ethical decisions, one of the first questions to consider is 'what would a reasonable person do in this situation?' For tougher decisions, advisors may find three rules of management helpful (Hojnacki, 2004).

1. **The Rule of Private Gain.** If you are the only one personally gaining from the situation, is it at the expense of another person? If so, you may benefit from questioning your ethics in advance of the decision.
2. **If Everyone Does It.** Who would be hurt? What would the world be like? These questions can help identify unethical behaviour.
3. **Benefits vs. Burden.** If benefits do result, do they outweigh the burden?

Promoting Personal and Professional Integrity

Let us put Chalimbana as the institution in question. The management may wish to have guiding principles for promoting personal and professional integrity. The University may say, each member of Chalimbana University community is expected to act in accordance with professional standards, as well as with honesty, integrity, openness, accountability and a commitment to excellence. Each individual is expected to conduct the University activities in accordance with this

Statement of Values and Code of Ethics, exercising sound judgment to support the Chalimbana University mission and serving the best interests of the University and the country. The University promotes a working environment that values respect, fairness, and integrity.

As Chalimbana University we act in accordance with these values by treating our colleagues, the public, and others with whom we interact with dignity, civility, and respect. Members of the University community exercise responsibility appropriate to their position and delegated authorities. We strive for excellence in all of our activities and acknowledge that we are responsible to one another, to the University and to the stakeholders for our actions. We are each responsible for being aware of and complying with applicable professional standards that govern our conduct, including those that relate to our particular disciplines.

ACTIVITY

1. *Explain how you would create a culture of values and ethical behaviour in your organisation.*
2. *Explain the impact values have on choices people make.*
3. *Explain why organisational vision must be based on and consistent with the organisation's core values*

SECTION 3

Organisational ethics

Ethics are very important in an organisation. Ethics are the principles and values used by an individual to govern his or her actions and decisions. An organisation forms when individuals with varied interests and different backgrounds unite on a common platform and work together towards predefined goals and objectives. A code of ethics within an organisation is a set of principles that is used to guide the organisation in its decisions, programmes, and policies. An ethical organisational culture consists of leaders and employees adhering to a code of ethics.

Organisational ethics is the ethics of an organisation, and it is how an organisation responds to an internal or external stimulus. Organisational ethics is interdependent with the organisational culture. Although, it is akin to both organisational behaviour (OB) and industrial and organisational psychology as well as business ethics on the micro and macro levels, organisational ethics is neither OB or I/O psychology, nor is it solely **business ethics** (which includes corporate governance and corporate ethics). Organisational ethics express the values of an organisation to its employees and/or other entities irrespective of governmental and/or regulatory laws.

An organisation's ethical philosophy can affect the organisation in many ways including its reputation, productivity, and bottom line of the organisation. Ethics within an organisation can offer many benefits. A positive ethical corporate culture improves the morale among the workers in an organisation which could increase productivity and employee retention. More productivity

improves the efficiency of the organisations and increased employee retention reduces the cost of replacing employees.

Organisations focusing on encouraging ethical practices are commonly viewed with respect by employees, the community, and corresponding industries. Ethical business practices of organisations has resulted in a solid financial bottom-line. This has been seen through greater sales and increased revenue by companies retaining talented personnel and attracting newly skilled employees. More importantly, an ethical organisation will have the ability to retain employees that are experienced and knowledgeable (generally referred to as human capital). This human capital results in less employee turnover, less training time for new employees, and greater output regarding services (or production of goods).

Basic Ethical Elements

There are at least four elements that aim at creating an ethical culture and behaviour of employees within an organisation. These elements are:

- 1) a written code of ethics and standards (ethical code)
- 2) ethics training for executives, managers, and employees
- 3) the availability of ethical situational advice (i.e. advice lines or offices)
- 4) confidential reporting systems

Employees must know the difference between what is acceptable and unacceptable in the workplace. These standards are found within the written code of ethics or may be referred to as the employee handbook. These standards are a written form of employee conduct and performance expectations.

Is building an ethical work environment the same as building a values-driven culture? There are similarities. In both scenarios, it's leadership's role to drive understanding and accountability. Ethical business rules and guidelines apply to employees' interactions with each other, customers, suppliers, and other external parties. Ethical codes cover a wide range including guidelines for accepting business courtesies, prohibited conflict of interest activities, guidelines regarding confidential and proprietary information, appropriate use of company property and technology, etc.

Ethics start at the top and trickle down. Accordingly, leaders are responsible for:

- Setting the tone — publicising the company's commitment to a corporate code of conduct and stressing the importance for all employees to engage in ethical business conduct.
- Establishing explicit ethics codes of conduct. Management should address the various rules, regulations and laws. It is helpful to ensure the codes are applicable across the employee population by soliciting input from diverse groups.
- Increasing awareness and understanding of how to apply ethical codes by providing communication and training for all staff. Training is most meaningful when they can work through hypothetical scenarios.

- Ensuring that staff has a reporting mechanism they can use without fear of reprisal, if they observe a violation of ethics. They need to be aware corrective action will be taken if necessary.

Building an Ethical Climate

How can the strategic leaders of an organisation build an ethical climate? Andrews suggests a number of steps that foster corporate ethics. First are the actions of the strategic leadership and the way they deal with ethical issues. The pattern of top leaders' behaviour determines organisational values. A second step is to make explicit ethics policies. Ethical codes are one common example. The next step is to increase awareness of how to apply those ethical codes. Training on how to deal with situations with an ethical dimension, and how to anticipate situations that involve ethical choices, can go a long way toward ethical institutional practices.

Another step to increase the salience of ethics is to expand the information system to focus on areas where ethics may come into play. Knowing what actually is going on in the organisation is essential to understanding the ethical principles which govern behaviour. The information system should also support ethical behaviour, and allow the strategic leader to know when or where there are potential ethical breaches so that corrective action can be taken. The real danger is that when unethical behaviour is unnoticed, or not punished, members will assume it is condoned by the organisation's leadership.

The Importance of Ethics in Organisations

Ethics are the principles and values an individual uses to govern his/her activities and decisions. In an organisation, a code of ethics is a set of principles that guide the organisation in its programmes, policies and decisions for the business. The ethical philosophy an organisation uses to conduct business can affect the reputation, productivity and bottom line of the business.

Creating an Ethical Workplace Culture:

Setting up an ethical workplace culture is more involving than writing up a values statement. It requires setting up policy or training programmes to ensure your staff are knowledgeable about the rules. Ethical workplace cultures are the ones that make it far easier to do the right thing and much harder to do the wrong thing. Unfortunately, the problem is many institutional cultures make it easier to make the wrong decisions and harder to take the ethical approach.

For you to establish an ethical culture you need to know what this would look like in your workplace. Start with the end in mind to have a futuristic picture. Next establish an atmosphere, reinforced by both formal and informal incentives processes in the company, which promotes the values such as trustworthiness, respect, responsibility, fairness, caring and citizenship that result in conduct deemed to be ethical.

The institution has to say their values, believe in them and back them up. To reinforce this concept, we use a simple structure we call T.E.A.M. which stands for four things you have to do in creating an ethical culture:

- Teach – Be certain that in training, performance reviews, mentoring and discipline processes that you are reinforcing the kind of behaviour that you expect. Identify what that value looks like in the institutional culture you are trying to establish and be sure that your staff know what it looks like.
- Enforce – Have appropriate consequences and praise that are proportional to behaviour. Remember, what you allow you encourage.
- Advocate – The values you hope to establish should be displayed on the walls, part of performance reviews and annual reports as this is what our institution stand for.
- Model – Be certain that as a head your conduct models what you expect from your staff.

Top leaders are responsible for creating and sustaining a culture that emphasizes the importance of ethical behaviour for every employee. Values based leadership: relationship between a leader and followers that is based on shared, strongly internalized values that are advocated and acted upon by the leader.

Formal Structure and Systems Structure:

- -Ethics Committee
- -Chief Ethics Officer
- -Ethics Hotlines
- Disclosure Mechanisms:
- -Confidential hotlines
- -Protection of Whistle Blowers

Codes of ethics

Expressing ethical values and embedding these into the organisation is not an easy task. However, a number of codes of conduct for various institutions and business organisations with varying degrees of expression seem to state the following:

- Operate openly, honestly and fairly
- Fight bribery and corruption
- Avoid conflicts of interest
- Operate with integrity - do what you say
- Comply with applicable laws and regulations
- Treat individuals without prejudice and never tolerate harassment
- Provide a clean, health and safe work environment
- Protect the environment and communities
- Protect confidentiality
- Keep accurate books and records
- Provide high standards of service

As a leader you involve your organisation members in creating coherent statements of purpose, values, vision and mission, and integrating ethics and values frameworks in your corporate strategy, decision tools, evaluation initiatives, organisation systems, culture, services and practices. This will lead to efficiency and effectiveness in the running of the organisation. If it is a learning institution, results will improve, staff motivation will increase and the community will appreciate the existence of the school in their area.

Elements of ethical culture that indicate employee perceptions of the way top and middle management, supervisors, and co-employees behave in their organisations.

Top Management

- Communicates ethics as a priority
- Sets a good example of ethical conduct
- Keeps promises and commitments
- Provides information about what is going on
- Employees perceive that top managers are held accountable for ethics violations

Middle Management

- Communicates ethics as a priority
- Sets a good example of ethical conduct
- Keeps promises and commitments
- Employees perceive that middle managers are held accountable for ethics violations

Supervisors

- Communicate ethics as a priority
- Set a good example of ethical conduct
- Keep promises and commitments
- Support employees in following organisational standards

Co-employees

- Consider ethics while making decisions
- Set a good example of ethical conduct
- Talk about importance of ethics
- Support employees in following organisational standards
- Employees perceive that non-managers are held accountable for ethics violations

To be ethically successful, it is paramount that we understand and respect how values impact our social environment. How we perceive ourselves and operate within our environment is of such importance that institutions establish rules of ethical behaviour that relate to practice. Institutions that examine power and responsibility and assess their ethical decisions regularly develop staff that functions with honesty and integrity in serving their institution and community. Without the emphasis on ethics, institutions can miss the opportunity to reinforce responsibility for their internal and external environment.

This failure can lead to an outcry of negative public opinion, or even worse, legal issues. The measure of ethical success within institutions of learning has always been important, but no more so than in today's environment of regulatory and public scrutiny. Ethical thinking should involve the intricate process used to consider the impact of our actions on the individuals and the institution we serve. While most decisions are routine, we can unexpectedly face an ethical dilemma when unusual situations occur suddenly for which an immediate response is needed. The foundation of

ethical decision-making therefore, should involve choice and balance; it should be a guide to discard bad choices in favour of good ones.

ACTIVITY

1. Discuss how you can build an ethical climate in your institution or organisation
2. In your group develop a code of ethics for your institutions
3. As education leaders explain why you are responsible for creating and sustaining a culture that should emphasise the importance of ethical behaviour for every staff member.

UNIT 5

Foundations of Group Behaviour

5.0 Introduction

For the head in an institution, the behaviour and performance of groups provide the primary mechanism for the attainment of institutional goals and objectives, In order to provide for effective goal achievement, the head must be familiar with:

- The process of influencing group behaviour
- The climate for maximum interaction and minimal conflict between group members.
- The means for the satisfaction of individual needs that may be different from individual to individual within each group.

5.1 Learning Outcomes

After studying this unit, you should be able to:

- Differentiate between formal and informal groups
- Compare two models of group development
- Identify the key factors in explaining group behaviour
- Explain how role requirements change in different situations

- Describe how norms exert influence on an individual's behaviour
- Define social loafing and its effect on group performance
- Identify the benefits and disadvantages of cohesive groups
- List the strengths and weaknesses of group decision making
- discuss the types of attributes and personality characteristics in the formation of groups.
- explain the phenomenon of groupthink and group shift

SECTION 1

what is a group?

Group may be defined as a collection of two or more individuals who are interdependent and interact with one another for the purpose of performing to attain a common goal or objective. The principal characteristics here are goals, interaction and performance which are crucial to the study of behaviour in organisations. In order to satisfy certain needs relating to social interactions, employees may informally (or formally) join together to form various social, civic, or recreational groups within organisations.

5.2 Types of Groups

Various methods are used to classify the types of groups that exist in our organisations. In organisations, the predominant operating groups are the functional groups, task or project groups and interest groups. In addition, groups are also classified as formal and informal groups.

Formal groups:

Formal groups are collections of employees who are made to work together by the organisation to get the job done smoothly and efficiently. For example, if five members are put together in a department to organize sport in a school, they constitute a formal group. The formal groups are those whose primary purpose is facilitating, through member interactions, the attainment of the goals of the organisation.

Informal groups:

These are groups that emerge or randomly get formed due to the formal group members' interaction with one another, and thereby develop common interest. For example, members who are showing interest in playing darts will join together and share and enjoy talking about the darts. Informal groups provide a very important service by satisfying their members' social needs. Because of interactions that result from the close proximity of task interactions, group members play darts together, spending their after-work time together to plan their games.

Functional Groups:

The functional group in an organisation is a group generally specified by the structure of the organisation. It involves a superior-subordinate relationship and involves the accomplishment of ongoing tasks and generally considered as formal group.

Interest and Friendship Groups:

These are groups where members form relationships based on some common characteristics such as age, political belief, tribe or interests. Generally, it can be considered as formal or informal group. Employees who joined together to have their fringe benefits continued, to support a peer who has been fired or to seek more outings or holidays they tend to unite together to further their common interest. Groups often develop because the individual members have one or more common characteristics. This is called friendship groups. For example, recreation clubs, social groups etc.

5.3 Reasons for Joining Groups:

The most popular reasons for joining a group are related to our needs for security, identity, affiliation, power and engaging in common tasks and activities.

Security:

When you join a group you reduce the insecurity of being alone. The membership will make you feel stronger, gaining resistant to threats, having fewer self-doubts and so on. New employees are particularly vulnerable to a sense of isolation and turn to the group for guidance and support.

Status:

Being in a group that is viewed as important by others provides recognition and status for its members. Being in the Lions Club, the members feel proud and gain status and recognition.

Self-esteem:

Groups can provide people with feelings of self-worth. That is, in addition to conveying status to those outside the group, membership can also raise feelings of worth to the group members themselves. The self-esteem is raised when members are accepted by a highly valued group. Being assigned to a task force whose purpose is to review and make recommendations for the upgrading or opening a new branch can fulfil your intrinsic needs for competence and growth.

Affiliation:

In groups we can fulfil our social needs. People tend to enjoy the regular interaction that comes with group membership. For many of us, these on-the-job interactions at work are the primary source for fulfilling our needs for affiliation.

Power:

For individuals who desire to influence others, groups can offer power without a formal position of authority in the organisation. As a group leader he or she may be able to make requests of group members and obtain compliance without any of the responsibilities that traditionally go either formal managerial position.

Goal Achievement:

There are times when it takes more than one person to accomplish a particular task- there is a need to pool talents, knowledge in order to complete a job. In such instances, management will rely on the use of a formal group.

5.4 Models of Group Development:

There are three types of Group Development Model

- (a) Five stage life cycle model. (Tuckman and Jensions)
- (b) Punctuated -equilibrium model.
- (c) Group Development Model (Bennis and Shepard)

1) Five Stage Life Cycle Model

Five Stage Life Cycle Model: Tuckman and Jensions outline five stages of group development as:

i) Forming:

At this stage, group members try to comprehend where they stand in the group and how they are being perceived by others in the group. The members are very cautious in their interactions with each other and the relationships among the group members are very superficial. Members' seldom express their feelings in the group and the individual members who are trying to understand who they are in the group have concerns about how they will fit in the group as permanent group members. This is characterised by much uncertainty about group's purpose, structure and leadership. Members are 'testing the waters' to determine what types of behaviour are acceptable. This stage is complete when members have begun to think of themselves as part of a group.

ii) Storming:

At this stage, disagreement tends to show among the group members, and feelings of anxiety and resentment are also expressed. Some power struggle may ensue at this stage to determine who should assume the informal leadership role in the group. This storming stage is also known as the sub-grouping and confrontation. This group is characterized by intra-group conflict. Members accept the existence of the group, but there is resistance to the control the group imposes on individuality. There is sometimes conflict over who will control the group. When this stage is complete, there will be a relatively clear hierarchy of leadership within the group.

iii) Norming:

This stage is characterized by close relationships and cohesiveness. The group sets norms, tries to attain a certain degree of cohesiveness, understands the goals of the group, starts making good decision, expresses feelings openly and makes attempts to resolve problems and attain group effectiveness. At this stage, members' roles become defined, and task and maintenance roles are assumed by group members. Group members also begin to express satisfaction and confidence about being members of the group.

iv) Performing:

At this stage we see members collaborating and integrating. The group members evaluate their performance so that they develop and grow. The group relationships and structures are set and accepted. Group energy has moved from getting to know and understand one another, to performing the tasks at hand. Feelings are expressed at this stage without fear, leadership roles well shared among the members, and their activities are well co-coordinated. The task performance levels are high and member satisfaction, pride and commitment to the group also high. Both performance and members' satisfaction are well sustained.

v) Adjourning:

At this stage members are concerned with wrapping up activities rather than task performance. The group prepares for its disbandment. High task performance is no longer the group's top priority. Instead, attention is directed towards finalizing activities. As the group approaches the terminal phase, members break off their bonds of affection and stop interaction with each other. Responses of group members vary in this state. Some feel proud of what the group has accomplished. Others tend to be negative and critical of the way the organisation has treated the group and others may be sad over the loss of friendship gained during the life of the work groups.

These five stages of group development are only suggestive and not prescriptive. Sometimes, groups do not always proceed clearly from one stage to the next. Sometimes, several stages go on simultaneously as when groups are storming and performing at the same time. Under some conditions, high levels of conflict are conducive to high group performance.

2) The Punctuated-Equilibrium Model:

This model emphasises the degree to which the group completes its task based on how much time is left before the task must be completed. In the group development, the timings of when groups form and change the way they work is highly consistent. It is said that the three activities such as direction of the group, inertia and major changes, occur at similar times during the formation and operation of groups.

Group's direction: During the first meetings, the members will discuss and set the group direction to achieve the assigned target. A set of behaviour pattern and various assumptions will be emerging to formulate action plans during the first meeting. These lasting patterns can appear as early as in the first few seconds of the group's life.

Inertia: During this period the group tends to stand still or becomes locked into a fixed course. The group is unlikely to re-examine the course of action and always keeps a fixated mind based on the earlier assumptions and behavioural pattern. New insights that might challenge initial patterns and assumptions might occur among individual members, but the group is often incapable of acting on these new insights. . This is called inertia.

Transition from old pattern towards major changes or new perspectives to get results:

At one point the group experiences its transition from switching the old behavioural pattern or assumptions to the new perspectives to reach the targets. This period is characterised by a large number of changes, dropping of old patterns and adoption of new perspectives. This transition sets a revised direction. During this stage, the group members are involved in a final burst of activity to finish its work, a flurry of activity occurs, with group members putting pressure on each of their time to fulfil their individual roles and responsibilities. It is as if the group experienced midlife crisis. This midpoint crisis makes members aware that their time is limited and that they need to 'get on with the job' urgently.

Comparing the two Models of Group Development:

The punctuated-equilibrium model characterizes groups as exhibiting long periods of inertia, interspersed with brief revolutionary changes triggered primarily by their members' awareness of time and deadline. In the five-stage group development model, the group begins by combining the

forming and norming stages, then goes through a period of low performance, followed by storming, then a period of high performing and finally, a last meeting of pressured activity and adjourning. The five-stage life cycle model is best known of the relationship-oriented and sequential models, while the punctuated-equilibrium model is the best researched of the outcome-oriented and non-sequential models. This punctuated-equilibrium model helps to give a clearer picture of how groups, especially task-force and project type groups operate in the workplace.

Three Critical Periods during the Group Development:

Period I - Initial Period of Meetings:

During this initial period, the group has the least structure and often is dependent on the leaders, and has unclear expectations, high anxiety, and sometimes, low member participation. Initial meetings outline priorities, define member roles, establish pecking orders, and evaluation criteria.

Period 2 - Midpoint: Tension between outcomes and relationships, the exhaustion of group creativity, and the onset of physical and emotional fatigue seem to occur most frequently at the midpoint of group's life cycle.

Period 3 - Crises Point:

While the urgency of the task can accelerate the pace of task outcomes, other factors such as cohesion, conflict management, balance between relationships and task needs, effective communication and involvement are required for well-developed groups

3) Bennis and Shepard Model of Group Development:

This model focuses primarily on task or projects groups and assumes that such groups follow four stages of development.

- i) **Orientation:** During this stage, the group members will be involved in the following activities: Establishing structure, rules and communication networks of the group, clarifying relations and interdependencies among group member, identifying leadership roles and clarifying authority and responsibility relationships, developing a plan for goal accomplishment.
- ii) **Internal Problem Solving:** The major activities of this stage include: identification and resolution of interpersonal conflict, further clarification of rules, goals and structural relationships. Developing a participative climate among group members becomes the result.
- iii) **Growth and Productivity:** In this stage, the members devote much time directing towards goal accomplishment, developing data-flow and feedback systems for task performance, growing cohesion among members of the group.
- iv) **Evaluation and Control:** During this last stage, the members, particularly leadership role emphasizes facilitation, feedback and evaluation, roles and group interdependencies are renewed, revised and strengthened, group exhibits strong motivation toward goal accomplishment.

Application of Bennis Model of Group Development: Knowing which stage of development a group is in is an important factor for manager in determining which style of leadership would be most effective for moving the group toward goal accomplishment. For example, if a group of project engineers is experiencing interpersonal conflict during the internal problem solving stage, the manager or group leader should attempt to resolve the major internal problems before sending the group on a construction site to accomplish a particular task. Unresolved internal problems may create more serious problems, which will adversely affect group performance. For the project engineers, conflict arising from questions of interdependencies may result in not completing the project on time.

5.5 External Conditions Imposed on the Group Organisational Strategy

The type of strategy formed by an organisation has an influence on the structure of the groups. A strategy outlines the organisation's goals and the means for attaining these goals. An organisations strategy might be being pioneering and innovative in their products and services offered or reducing costs as much as possible and offer low priced products, or offer a distinctive unique or customized products and services etc. The strategy will direct the organisations to be cost-effective and improve quality delivery. The strategy that an organisation pursues influences the power of various work groups and its structure which in turn determines the resources the organisation's top management is willing to allocate to it for performing its tasks.

Organisation Culture

As you have learnt in unit 5 the organisational culture that is values, attitudes, beliefs systems bind all employees together to have common way of life. Each organisation has its own written or unwritten code of conduct that defines employees' acceptable and unacceptable behaviour such as dress code, quality commitment, transparency or honesty in dealing with customers etc. Certain work groups do have its own subculture which is shared by all the members. Members of work groups have to conform to the standards imposed in the organisations dominant culture if they are to remain in good standing.

Organisation Resources and Technology

If an organisation uses a state-of-the-art modern technology in its work operations, and embraces the current information technology products and its services, such as e-mail, mobile phones, computers, teleconferencing etc, the technical nature of the work can affect the communication style, number of people in the group, job description and reporting systems etc. There will be a virtual group consisting of members operating in remote areas and accomplishing the goals of an organisation.

Authority Structures

The reporting system and the flow of authority strongly determine the structure of the group. If the structure is highly standardized, formalized, centralized, and simple in nature, the group members will be doing routine work and bound by more rules and regulations. The group member relations will vary based on the types of organisations structure.

Formal Regulations

Organisations create rules, procedures and other forms of regulation to standardize employee behaviour. The more the formal regulations that the organisations impose on all its employees, the more the behaviour of work group member will be consistent and predictable.

Personnel Selection Process

The criteria that an organisation uses in its selection decisions such as the importance to the merit, professional commitment, expertise, age, loyalty etc are very much influence the types of evaluation process and its reward system which in turn affects the work group performance.

Performance Evaluation and Reward Systems

Instituting a proper developmental oriented performance evaluation system providing opportunity for growth, assigning challenging assignment, offering competitive rewards etc. will have a significant impact on the work group members overall performance. Since work groups are part of the larger organisational system, group members' behaviour is influenced by how the organisation evaluates performance.

Union Influence

Unions can affect the selection process and also influence acceptable and unacceptable behaviour. Disagreements with management or the imposition of work conditions which the group considers unfair are often dealt with by the union. Managers often moderate what they require of a group because of concern for the union's reaction.

Physical Work Setting

Physical working conditions such as physical layout, illumination level, arrangement of equipment, work space designs particularly office furniture etc will affect the employees work behaviour. Some of them may create barrier and opportunities for work group members. Even the colour of the walls and equipment may have an effect on the mood of the work group.

Summary

Various types of groups exist within the framework of our organisations, from the formal functional and task or project groups, to the generally more informal interest and friendship groups. Whatever the classification – it is important for effective functioning of the organisation that the goals of such groups be congruent with the overall goals of the organisation. Groups with incongruent goals create a situation of conflict, inter personal problems and reduced effectiveness.

Although different types of groups develop at different rates, they all tend to follow a similar four-stage pattern – orientation, internal problem solving, growth and productivity and evaluation and control. Each of these stages is characterized by different types of behaviour required of individual members and of the organisation. Changes in the composition of the group, its task or leadership can result in the group reverting to any earlier stage.

Activity

- 1. Critically review the types of groups and its application in organisation.*
- 2. What are the reasons for joining groups?*

3. *Compare and contrast Tuckman and Jenson's Five Stage Life Cycle Model and Punctuated-Equilibrium Model.*
4. *Discuss the impact of external conditions on the formation of group and its development process.*

SECTION 2

Group Structure and Group Process

5.2.1 Introduction

In our daily work we usually see that individual members of groups bring with them certain individual characteristics that may have an influence on group behaviour in our institutions. Individuals' typical behavioural patterns such as how they react to others, and their available skills and abilities will have an impact on the overall performance of a group.

Individual Characteristics and Group Behaviour

The discussion of individual characteristics and group behaviour includes four main components:

- 1) biographical and physical characteristics,
- 2) abilities and intelligence,
- 3) personality and
- 4) expectations.

The structure of the group provides norms, social ranking influence, and the position or role that each member occupies in the group. The following components of the group structure are important:

- group composition,
- norms,
- status,
- emergent leaders
- role definition and
- group cohesiveness.

Research has shown that conformity to group norms are a function of four factors; personality of the group member; situational factors; stimulus factors; and intra-group relations. Individuals conform to group norms generally in one of the three ways: conformity, rebellion or creative individualism.

5.2.2 Group Member Attributes

A group's potential level of performance is, to a large extent dependent on the attributes that its members individually bring to the group. There are two attributes: i) knowledge, skills and abilities of an individual and ii) his personality characteristics.

Knowledge, Skills and Abilities

Intellectual abilities, skills and abilities are predicting the group's performance more confidently. It is said that individuals whose abilities are crucial for attaining the group's tasks tend to be more involved in group activity and more likely to emerge as the group leaders. Further, they are satisfied if their talents are effectively used by the group. Intellectual and task relevant abilities have both been found to be related to overall group performance. Group performance is not merely the summation of its individual member's abilities. However, these abilities set the possibilities for what members can do and how effectively they perform in a group.

Personality Characteristics

There is a great deal of relationship between personality traits, group attitudes and behaviour. It is said that personality traits usually have a positive connotation in our culture and tend to positively relate to group productivity, morale and cohesiveness. These include traits such as sociability, self-reliance and independence. The magnitude of the effect of any single characteristic is small, but all together the consequences for group behaviour are of major significance. Therefore, the personality characteristics of group members play an important role in determining group behaviour.

5.2.3 Group Structures

Formal leader of the group:

The leader is responsible for the direction and goal accomplishment of the group and can reward or punish individual member when they do not comply with the directions, orders or rules of the group. Without a leader, the group will never have direction and spirit to proceed further. Due to this, an organisation supports the leaders influence and ensures that he/she has the power to make the group members comply with directives.

Informal Group Leaders:

Informal group leaders generally are individuals who are respected by other group members and who have acquired special status. The informal group leaders generally:

- i) aid the group in directing its activities toward goal accomplishment
- ii) embody the values of the group
- iii) act for the group in presenting their viewpoint when interacting with management or other groups
- iv) facilitate the activities of the group by initiating group actions and assisting in resolving group conflict.

The informal group leadership role can and often does change from person to person, depending on the particular conditions that exist. An individual who is not able to maintain the respect, status, and prestige of the group can be replaced by others who embody the needed characteristics. To

remain an informal leader person must have the necessary qualifications, knowledge and skills needed to aid and guide the group toward goal accomplishment.

Roles

A role refers to a set of expected behaviour patterns attributed to someone occupying a given position in a social unit. Roles are classified into three ways:

Expected Role:

These are expectations of supervisors towards their subordinates on the type of behaviour or actions in their job. These expected roles can be specified by giving a detailed job description, position, title or by other directions from the organisation.

Perceived Role:

This concerns the set of activities or behaviours of the group that an individual believes he or she should do. Most of the time, the perceived roles correspond to the expected roles. Many factors may be present in a situation that can distort the individual's perception and thus make the perceived roles inaccurate.

Inter-role conflict: It is created by many simultaneous roles presenting conflicting expectations. It exists when an individual finds that compliance with one role requirement may make it more difficult than the compliance with another. At the extreme, it would include situations in which two or more role expectations are mutually contradictory.

All of us do face role conflict once in a while at our work places. The critical issue is how the different role expectations imposed by organisational requirements affect our behaviour. Certainly they increase internal tension and frustrations. There are a number of behavioural responses to resolve such conflicts by following the organisational rules, regulations and procedures that govern organisational activities. Other behavioural responses may include withdrawal, staffing and negotiations.

Norms:

Norms act as standards of behaviour and performance. You can describe norms as shared beliefs among group members as to what behaviours are appropriate if one desires to be a part of and belong to the group. You can consider them as acceptable standards of behaviour that are shared by the group members. Norms direct employees on what they ought and ought not to do under certain circumstance. When accepted by the group, norms act as means of influencing the behaviour of group members with minimum external controls. Norms become unwritten rules, or implicitly understood codes of conduct for group members. Interestingly enough, norms become explicit only when they are broken. For example, if the norms of a group include punctuality in attendance, and if group members come late, the other members are likely to react to this behaviour.

Look at some types of norms given below:

- (a) Performance related norms: Setting targets such as number of units produced per day, number of calls attended etc. will be performance related norms
- (b) Non-performance related norms: Formal dress code, visiting office during weekends, accepting transfers to distant locations etc., will be non-performance related norms.
- (c) Informal Social Arrangements: These norms come from informal work group and primarily regulate social interactions within the group. These norms influence friendships on and off the job, whom group members eat lunch with, and social activities.
- (d) Allocation of Resources. This is related to fixing pay, assignment of difficult jobs, and allocation of new tools and equipment etc.
- (e) Norm Conformity: An important issue facing all the managers of group is the degree to which employees conform to group norms.

There are certain factors which strongly influence members to conform to group norms. You may look at these given below:

- (a) Personal factors
- (b) Situational factors
- (c) Stimulus Factors
- (d) Intra-group relationship

We learn these norms through observation, and through reinforcement that is being rewarded when one conforms to valued norms and punished when one violates valued norms.

Establishing Norms

Look at the following four ways how norms are developed:

- i) Explicit statements made by a group member
- ii) Critical events in the group's history,
- iii) The initial behaviour pattern as a norm and difficult to change.
- iv) Carry-over behaviour from the past situations

The advantages of group- norms:

Enforcing group norms will help your organisation in a number of ways. Some of the advantages you may have are:

- It facilitates the group's survival
- It increases the predictability of group member's behaviour
- It reduces embarrassing interpersonal problems for group member
- It allows members to express the central values of the group and clarify what is distinctive about the group's identity.

Status:

Status is defined as a social ranking within a group and is assigned to an individual on the basis of position in the group or individual characteristics. Status can be a function of the title of individual,

wage or salary level, work schedule mobility to interaction with others with or outside the group, or seniority. Status also refers to the importance and reference that people give to others. People at higher levels of the organisations and those who have accomplished much are ascribed or bestowed higher status. People perceive those high status persons as having more control, being more competent and as having more influence over group decision than low status individuals. Group characterized by high status congruence tend to perform better than the groups in which there is status incongruence.

Formal and Informal Status

Formal Status: The hierarchical position, job title, perks assigned to these positions is formally assigned to the job holders. By virtue of holding such position, a person is viewed as high.

Informal Status: Status may be informally acquired by such characteristics as education, age, gender, skill or experience.

Status Equity: Maintaining status hierarchy in equitable manner is essential to keep the morale of the employees. When inequity is perceived, it creates disequilibrium that results in various types of corrective behaviour. This is noticed in such occasions – promotions, job assignments etc. This watermark does not appear in the registered version

Size:

The size of the group is an important determinant of overall effectiveness of the group. But it depends on the objective of the group. If the group is interested in generating creative solutions, the larger the size of the group the more ideal it will be. If the group is interested in more cohesiveness and trying to get quick output, the smaller the size the more ideal it will be.

Social Loafing: This is a tendency of group members to do less than they are capable of individually, resulting in an inverse relationship between group size and individual performance. The more the number of employees assigned to do a task, the less will be the amount of their effort that they normally tend to carry out in performing their tasks individually.

Composition and Diversity:

Group composition refers to the degree to which members of a group share a common attribute such as age, gender, race, education or length of service in the organisation and the effect of this attribute on performance, satisfaction and turnover. The composition of a group may be an important predictor of productivity, satisfaction or turnover. Group composition will be based on homogenous or heterogeneous characteristics of the members.

Homogeneous Groups:

In homogeneous groups the compatibility with respect to needs, motives and personalities has been found to be conducive to group's effectiveness because it facilitates group cooperation and communication. Although the homogeneity tends to reduce the potential for conflict, it also can create an overabundance of conformity, resulting in unproductive group activity. Groups composed of individuals with similar and compatible characteristics may be expected to behave in

similar ways and will perform more effectively on tasks that are routine and less effectively on tasks that are complex and require a diversity of problem solving approaches.

Heterogeneous Groups:

In heterogeneous groups, the variation in individual characteristics help to produce high performance levels and a high quality of problem solving because members stimulate the intellectual abilities of one another. The heterogeneity of individual characteristics in such groups can create situations in which the potential for conflict is great. Heterogeneous groups can be expected to perform more effectively on tasks that are complex and require creative or innovative approaches to the problem, but less effectively on tasks that are routine and require a high level of individual conformity and coordination.

Group Process

Synergy

Synergy is the cumulative effect of two or more substances which is different from the individual summation of those substances. It connotes the creation of a whole which is greater than the sum of the individual parts. For example, three of you are given the tasks of solving a problem. The ideas generated jointly by the three of you will be richer and more creative than if the three of you individually generated your own ideas without any interaction among you. The ideas generated jointly will be better than the individually generated ideas because the three of you now jointly and creatively explore several different alternatives, discuss the pros and cons and develop integrated thoughts which are more innovative, thus arriving at a much more powerful solution than what you would have been able to achieve individually.

Social loafing represents a negative synergy where the whole is less than the sum of the parts i.e. where you have individuals likely to reduce their effort due to diffusion of responsibility.

Group Cohesion:

Cohesion refers to the extent of unity in the group and is reflected in the members' conformity to the norms of the group, feelings of attraction for one another, and wanting to be co-members of the group. You will notice that attraction, cohesion and conforming to norms are all intertwined. The more the members feel attracted to the group, the greater will be the group cohesion. The greater the cohesion, the greater will be the influence of group members to persuade one another to conform to the group norms. The greater the conformity, the greater will be the alignment of the members to the group. Cohesive groups work together to achieve the group goals. You can consider your group members as valuable assets to your organisation if the group's goals coincide with your organisation's goals.

Factors increasing Cohesiveness: The following factors can help increase the cohesiveness of your work groups.

- (a) Agreement on Group Goals
- (b) Frequency of Interaction

- (c) Personal Attractiveness
- (d) Inter-group Competition
- (e) Favourable Evaluation
- (f) Group Size; more members less interaction
- (g) Pleasant experiences with the group
- (h) Lack of Domination
- (i) Gender of Members
- (j) Previous Success
- (k) Humour

5.5 Group Decision Making

When you utilise your groups well they can offer excellent techniques for performing many of the steps in the decision-making process. They are a source of both breadth and depth of input for information gathering. If your group is composed of individuals with diverse backgrounds, the alternatives generated should be more extensive and the analysis will be more critical.

Strengths of Group Decision-making:

The following aspects identify the main advantages that groups offer over individuals in making decisions.

- More information and knowledge.
- Increased diversity of views
- Increased acceptance of a solution
- Increased legitimacy

Weakness of group decision making:

Some of the main disadvantages are:

- Time-consuming.
- Pressures to conform
- Domination by the few
- Ambiguous responsibility

Group Think and Group Shift

Group-think

Groupthink refers to a situation where group pressure for conformity deters a group from critically evaluating unusual, unpopular or minority views. It is a phenomenon that occurs when group members become so enamoured of seeking concurrence that the norm for consensus overrides the realistic evaluation of alternative courses of action and the full expression of deviant, minority or unpopular views. It describes deterioration in an individual's mental efficiency, reality testing and moral judgment, as a result of group pressures. You will find that the results of groupthink are often such that poor quality decisions are taken and inappropriate responses are made to your situational needs. The following will help you see to the antecedents of Groupthink:

- Excessive group cohesiveness

- Insulation of group from external information and influence
- Lack of impartial leadership and of norms encouraging proper procedures
- Ideological homogeneity of members
- High stress from external threat and task complexity

These antecedents are relating to basic structural faults in the group and to the immediate decision making contexts. The following are some of the symptoms of groupthink you may look at:

- Feelings of invulnerability and unanimity
- Tendency to ignore or discredit information contrary to group's position
- Stereotyping of out-group members
- Ignore external information
- Overestimate its own abilities and capabilities to make good decision
- Rationalise or reject data that tend to disconfirm its original views and judgments
- Apply direct pressures on those who momentarily express doubts about any of the group's shared views
- Those who have doubts or different view point keep silent about misgivings and even minimising to themselves the importance of their doubts.

You will realise that in a group where the groupthink phenomenon operates, members constantly monitor and censor themselves to ensure that they are going along with the group's opinion and not deviating by expressing a different viewpoint. When you have too much cohesion there is likely to be a built-in danger of group member falling into the trap of groupthink, which in turn, compromises your good decision-making, especially in complex situations.

Group Shift

Generally, you will notice that a group is willing to take greater risks than when the same members make decision individually. For instance, when more financial commitment is involved, individuals tend to be very cautious and make conservative decisions. However, when the same kinds of decisions are made by groups, the decisions made are less conservative. Groups feel more at ease and comfortable in making risky decisions. Higher risk taking behaviours in a group are probably a function of the responsibilities for the consequences of the decision making shared by all the group members rather than one individual. This phenomenon for groups to take greater risks while making critical decisions when compared to individual decision making is called the Group-shift.

Activities

1. *Explain the role of personality characteristics and member attributes in enhancing the group cohesiveness.*
 - (a) *Explain the group dynamics and emphasize the various methods of eliciting synergy in getting group output.*
 - (b) *describe the structure of a group and explain some of the group member attributes*

- (c) *distinguish between expected roles and perceived roles*
- (d) *What are the symptoms of groupthink and group shift and the ways in which such symptoms can be overcome in your institution?*

UNIT.6.0

Group Dynamics and Motivation

In any organisation we always have groups. Where people are groups exist. Group dynamics is concerned with how people form groups and how these groups develop and interact. We know that groups can be informal or formal with a set pattern of how they function. After working together for a while groups form an identity and the group identity forms the approach the group will take when solving problems and what processes they will use to solve these problems.

Learning Outcomes

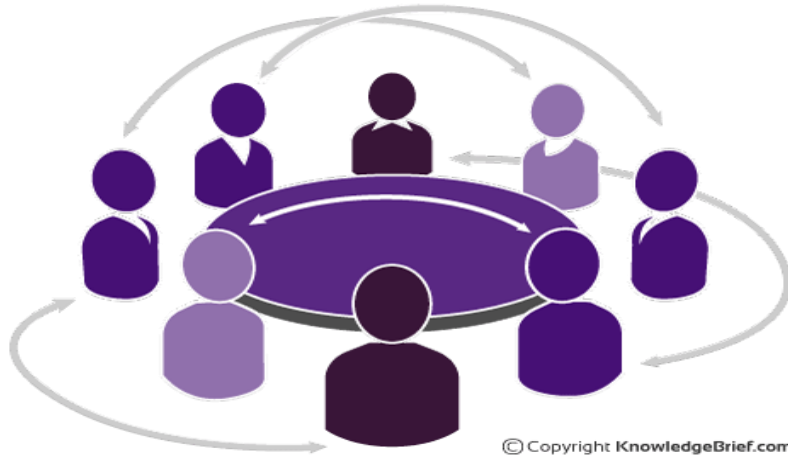
After completing this unit you should be able to:

- Explain what is meant by group dynamics
- Explain the importance of group functions
- How to manage group dynamics
- Justify why group dynamics matter
- Discuss the importance of communication in group dynamics
- Explain the link between personality and group dynamics
- Explain what motivation is
- Explain the importance of motivation in team-building
- Describe the steps you would follow to motivate your staff's Team Building

Group Dynamics

The greater the loyalty of a group toward the group, the greater is the motivation among the members to achieve the goals of the group, and the greater the probability that the group will achieve its intended goal. Group dynamics can be used as a means for problem-solving, team work, and to become more innovative and productive as an organisation as whole. The concept will provide you with the strengths, success factors and measures of, along with other professional tools.

Technique Overview



Group Dynamics Defined

Group dynamics is a set of behavioural and psychological processes that occur within a social group or between groups. It refers to the nature of groups, the laws of their development, and their interrelations with individuals, other groups, and larger institutions (Cartwright and Zander, 1968).

Group dynamics looks at how people form groups and how these groups develop and interact. Groups can be informal or formal but typically have a set pattern of how they function. When managing groups, it is important to understand the implications of group communication, alliances within groups and group motivation in order to direct the group to a positive result. Groups form an identity after working together for a while and the group identity forms the approach the group will take to solving problems and what processes will be used to solve problems.

Group dynamics are critical to the success of your institution. As the institutional manager in charge of the team, it is your job to allow the team to be democratic in their decisions and give everyone an even more role so that the group can operate as a whole and not as individuals. Let the team brainstorm together, and promote a positive atmosphere where people are not going to be knocked down for their creative ideas by other team members. This way, you can foster team success, which will continuously serve to motivate the team and everything that they do.

Management: Group Dynamics

Group dynamics considers how groups form and develop as well as how people act and react in groups. Group dynamics is an important area of study because it can have value when looking at the way people work together, live together and play together. This knowledge can then be used in the makeup of project teams, in the design of workspaces, living and recreational spaces as well as in predicting group outcomes. organisations are interested in group dynamics because the work of these organisations is seldom done by one person alone. People usually have to be organized in groups to complete the tasks needed to achieve organisational objectives. Understanding how groups form, develop and interact can help your institution understand how to best organise and communicate with groups of people in the institution. Managers are interested in group dynamics since they may have responsibility over a group of people. These managers may benefit from

training that alerts them to warning signs that a group is in trouble or headed in a direction that is counterproductive. Training can also help managers be better facilitators of group meetings and group activities to bring the best out of all team members. Communication is essential for groups to function.

Group dynamics concerns how people communicate as well as what position they play in group activities and decision making. Managers and leaders have to pay attention to the way they communicate information to a group. There is a natural tendency to communicate to others in the way an individual likes to communicate or the way that feels most comfortable. Managers and leaders will need a variety of communication skills and styles in order to reach people with different styles in a group. In groups, it is likely that there will be several communication styles present to manage. There will also be a requirement for mediating those styles in order to avoid conflict.

Researchers are interested in group dynamics because they can find out how people interact, what roles people select in groups and why they feel most comfortable in those roles. Members of groups may want to know how groups form and develop in order to improve the capabilities of the group and get results from working within the group. Buijs (2007) studied how companies are creative and innovative and determined that the innovation process is impacted by four influences:

- Innovation content.
- Group dynamics of the team responsible for innovation.
- Accepting innovation as a creative process.
- Leadership.

There is a need to have a balance among these influences because they at times may conflict making those in charge of innovation keep on responding to these conflicts. Similarly, balance is needed when trying to meet the needs of the group against other organisational and external needs. Involvement helps the group feel as if they are empowered to make decisions but if the needs of the leader conflict with allowing the group to make decisions, conflict between the group and the leader may occur.

Groups are people who are together because they have something in common. When groups of people are brought together to work as a team they experience several stages of development, see the four stages outline in unit 6. It is noted that addition to these stages of group development, team members will likely go through a "search for a shared understanding. A struggle with ambiguity and changes in the degree to which team members trust each other may arise. Without trust, a group will not function in a manner that is favourable to its purpose.

Why Group Dynamics Matter

Group dynamics are important because people interact with others on a regular basis. People are sometimes thrown together in groups and at other times there is deliberate care taken in how people are grouped together. Law enforcement may care about groups because there is a difference between a group of people peacefully protesting and a mob. Law enforcement personnel must be trained to know the difference or innocent people may be harassed or warning signals of trouble could be overlooked.

Institutional managers care about groups because groups influence how well and how much work gets done during the average work day. If there is constant conflict among groups then productivity will suffer. If groups and subgroups form close alliances, they may not want to work with others outside their group which may impact negatively on the operations of the institution. The way groups think, communicate and handle change may also have an impact on the success of new projects. Successful managers are adept at building groups into high performance teams and helping these teams develop strategies for solving problems and resolving conflict.

At times, groups are formed for convenience or out of necessity. Groups will only be successful if they see the mutual benefit they can provide each other. Working together in a mutual partnership requires that the members of the group possess basic skills such as:

- Communication skills.
- Preparation skills.
- Meeting management and facilitation skills.
- Group dynamics.
- Post meeting follow-up skills.

Without these skills as a starting point, conflict may quickly develop and remain out of control. While group facilitators and managers may need training and skills to be successful, members of a group may also benefit from team building skills so that each can be productive.

The Importance of Communication

Group dynamics often concerns communication because this is a central feature through which information is distributed, data is analyzed and decisions are made. The effectiveness of a group's communication is the primary factor in predicting a group's success (Pentland, 2012). Group communication can be delivered verbally and in writing and often through the facility of a meeting where information is shared and discussed. Groups can be effective if members are prepared for meetings. However, in some cases, old ground is repeatedly covered because of the lack of preparation. Written reports can help group members realize their responsibilities and accountabilities to the team. Groups can benefit from sophisticated project management software applications which can keep a record of what is and should be happening at any point in time. More recently, virtual meetings using web-based software and teleconferencing facilities have become the norm when groups are distributed across a wide geographic area.

There are four categories of activity that should take place after a group meeting to ensure that the activity of the meeting is not wasted and that tasks stay on track.

- Team activities and implementation: People need to know who will do what and be accountable. Group members may become reluctant to do their part if resources aren't allocated fairly and effectively. The group will fail if unrealistic expectations are present regarding resources. The group must work together to solve these problems.
- Project management: Groups must follow acceptable project management techniques to accurately predict where a project is going and to take action if the project is off track. Most projects fail because people fail to incorporate feedback into the project plan and fail to review the reasons why things were off track within the project.

- Performance measures: The only way a group knows how it is doing is if it measures its progress. Performance metrics should also be meaningful to the goal and purpose of the group and not simply easy to accomplish metrics.
- Corrective actions: Groups must react quickly and decisively to any situation requiring corrective action. Before even beginning a project, the group should have agreed upfront on how to handle corrective action situations so there is no question when they occur as to how to make a decision.

Group Functions

Three functions that influence the effectiveness and productivity of groups are *task functions*, *maintenance functions*, and *self-interest functions*.

Task Functions

This is the primary reason for the establishment of a group. To achieve the task, they must have members that fulfil some or all of the following roles:

- Initiating*: by proposing tasks or goals, defining problems and suggesting procedures for a solution;
- Information seeking*: by requesting facts, seeking relevant information, and asking for suggestions or ideas;
- Information giving*: by offering facts, providing information, stating beliefs, and giving suggestions or ideas;
- Clarifying ideas*: by interpreting and clarifying input, indicating alternatives and giving examples;
- Bringing closure*: by summarizing, restating, and offering solutions;
- Consensus testing*: by checking for agreements and sending up ‘trial balloons’.

Maintenance Behaviour

Each group needs social-emotional support to be effective. Some members of the group will take the lead in providing this support which consists of the following:

- Encouraging*: by showing regard for other members and providing positive response to their contributions;
- Improving group by expressing group feelings, sensing moods and relationships, atmosphere*: and sharing feelings;
- Harmonising*: by reconciling differences and reducing group tension;
- Compromising*: by admitting errors and looking for alternatives;
- Gate-keeping*: by attempting to keep communications flowing, facilitating the participation of others, and suggesting procedures for sharing discussion;
- Standard setting*: by reminding members of group norms, rules, and roles.

Self-interest Behaviour

This third function displayed by some individuals, members generally takes away from group performance and affects task achievement at the expense of the group. Activities that identify self-interest behaviour are as follows:

- a. *Dominating and* by displaying lack of respect for others, cutting them off, *controlling*: not listening, and restating other members' suggestions with a different meaning;
- b. *Blocking*: by stifling a line of thought, and changing the topic either away from the point of view or back to his or her own interest;
- c. *Manipulating*: by providing self-serving information, or a single point of view designed to achieve a decision that is consistent with their position;
- d. *Belittling*: through put-downs, sneering at other's point of view, or making jokes about another member's contribution;
- e. *Splitting hairs*: by nit-picking, searching for insignificant details that delay a solution, or undermining another person's point of view.

Personality and Group Dynamics

- (a) The behaviour of group members can adversely affect the ability to reach the institution's organisational goals. Therefore, in order to determine how well people would work together, tests such as the Myers-Briggs Personality Indicator can be used by the employers in the interviewing process. This consists of a questionnaire identifies people's perceptions of the work and their decision-making abilities.
- (b) "Effective teamwork is an essential element of modern management practices such as empowerment, quality circles, and total quality management, and how groups manage change." (Mullins 2005, p. 521).
- (c) Though formal groups may have been identified by the Head teacher as in the Management Committee or even teachers of particular year groups, informal groups tend to take precedence. Though the organisation itself may have its own culture, the informal groups tend to do the same, thereby conflicting with the organisation.

Motivation

Motivation is the sum of three elements: autonomy, purpose, and mastery. When any one of these elements is in danger or missing from our work, our motivation suffers. As humans, by our nature, we seek purpose. Motivation is considered as "the processes that account for an individual's intensity direction and persistence of effort toward attaining a goal", (Robbin and Judge, 2009:209). Motivation is a combination of internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Motivation results from the interaction of both conscious and unconscious factors such as the

- intensity of desire or need,
- incentive or reward value of the goal, and
- expectations of the individual and of his or her peers.

These factors are the reasons one has for behaving in a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class. Read more: <http://www.businessdictionary.com/definition/motivation.html#ixzz3TzRfNYnW>

Motivating a group can prove to be a challenging task. When they are faced with something that seems as insurmountable as some process improvements do, it is no wonder that they can get discouraged and defeated because they cannot arrive at a solution immediately. By taking the time to work with them and making them realize that they have what it takes to complete the task, you can help keep them motivated so that they will finish the task in good time without wasting resources. As far as professional tools go, there are many things that you can do to keep your group motivated. You can definitely enlist the help of professional motivational speakers from time to time and invite the team to a private seminar where they can listen to the inspirational words of someone from outside the institution. Usually, hearing ‘hey you can do this’ from an unbiased or unrelated source is going to be much more motivational than hearing it over and over again from someone that is directly involved with the process. You can also create training sessions and skills enhancement seminars that will help to boost the confidence and self-esteem within the group both on an individual basis and as a group.

Make sure that everyone has their own specific role and title in the group. This assumption of responsibility will give them more reason to be motivated because they feel like they are an important contributor to the team. You should also set goals that are achievable so that they don't get discouraged and defeated by having unrealistic goals. One very unique thing that you can do is to give each team member varying challenges that will force them to use their skills and creativity, allowing them to stay awake on the job rather than getting bored with what they're doing.

As an institutional leader you need to ensure that your staff is adequately motivated, since a lack of motivation among staff can adversely affect the institution's performance. The motivational theory applicable to this analysis was conceptualised by Douglas McGregor and is known as Theory X. Any organisation which utilises Theory X, would realise that the employees detest work and will evade it at all costs. This theory also suggests that the employees possess motivation deficiencies and need specific directives from their employers who would need to intimidate them with threats of punishment in order to attain organisational goals. Such theories should not be existent in today's society due to the similarities to the slave-like culture and is considered to be a cynical and unconstructive approach.

Bruce and Pepitone, (1999:14) have concluded that “the Theory X management style represents trusting only yourself to do the right things; we can say it is a control-oriented approach to managing.

An example of the Theory X approach has been witnessed on numerous occasions, whereby staff meetings are held, and the ultimate decisions are made by the staff in the presence of the Head teacher yet the final verdict is always changed to accommodate himself/herself and not necessarily the staff. This not only dissuades staff, but places a level of distrust within them. Such meetings create unnecessary downtime in staff productivity. Employees, regardless of the organisation and economical background, duly require respect from their supervisors since many pitfalls by their leaders can lead to high levels of absenteeism, low job satisfaction and low employee retention.

Managers should consider adapting to approaches such as the Goal Setting Theory, conceptualised by Edwin Locke, which would aid in keeping their employees motivated and aspiring to reach the

organisational objectives. As long as attainable goals have been set, participation would be required by employees in order to achieve them. From your experience you may be aware that participation in goal setting can improve commitment to those goals, since people have a sense of ownership and are motivated to achieve the goals. However, if management explains and justifies the goals clearly, without inviting participation, that can also increase motivation.

How to motivate your staff's Team Building

Team building can help your staff cooperate and communicate with one another effectively. Team building can also improve communication among your staff and improve their ability to work together. Better communication between staff can increase your institution's efficiency and productivity. By building a strong team, your staff will also feel a sense of belonging and loyalty to the institution. Teams can also help drive innovation, by aiding interaction and cooperation amongst staff. You can motivate your staff's team building by providing opportunities for them to work together and by empowering them to improve their skills and abilities. This may be done through the five steps given below:

Step 1

Set out a vision for your institution and ask your staff to contribute. Involve them in your medium and long-term institutional planning. This can motivate them to work together to achieve a shared goal.

Step 2

Have groups work together to overcome an obstacle. Challenge teams to improve service by improving results of your pupils. Send teams on an away day involving a physical challenge, such as sporting activity or just sightseeing, to help them bond and learn to work together.

Step 3

Empower your staff to work together by providing appropriate training and advancement opportunities. Ensure that teams have enough resources and skills to solve problems and come up with innovative ideas.

Step 4

Encourage discussion and debate within teams by fostering the idea that there are no bad ideas. Give everyone a chance to contribute, even those on a lower level in the institution. Have a contest for the team that can come up with the best idea in their field.

Step 5

Hold regular assessments and give positive reinforcement and feedback where possible. Encourage teams to identify areas that need improvement for themselves, rather than dictating what needs to be done. Use 360 degree reviews to allow team members to review each other and their leaders.

Team-Building Exercises

Building a great team and actual "team building" exercises are often viewed in very different lights.

Research from the [Harvard Business School publication](#) reveals that, a connected team is a motivated team. Further supporting [research](#) from the American Psychological Association (APA) finds that team building activities can help employees feel valued, and those that do are the most motivated to do great work. There are five simple team-building activities that have shown to be successful time and time again. They are:

1. **Volunteering.** The best activities are those that the entire team feels proud to participate in. Research even suggests that helping others makes you feel like you have more time on your hands. The team will find it to be an incredibly rewarding experience that encourages conversation outside of the workspace.
 2. **Physical activities.** Sports make for excellent outings that allow staff to work together and get physical exercises. However, you need to pick your sport carefully: Activities that could result in injury (e.g., football) are not as effective as milder, non-contact options (e.g., pool, darts or running, but those who want netball football or basket ball should be allowed).
 3. **Field trips.** Simple, casual trips such visiting a park or museum or going to a watch game can work wonders for your team.
 4. **Professional development activities.** Quality workshops give teams the opportunity to stay up to date with education and develop professional relationships in new settings.
- Shared meals.** Eating regularly with your team allows for casual conversation in a comfortable environment, letting team members get to know one another outside of work.

Non-work Communication

Studies have shown that when it comes to predicting the success of a great team, the most important element is how well the team communicates during informal meetings:

With remarkable consistency, the data confirmed that communication indeed plays a critical role in building successful teams. In fact, we've found patterns of communication to be the most important predictor of a team's success." This doesn't mean team members have to be best friends outside of work, but managers should recognize that non-work discussions are **critical** to creating a team that looks out for each other. Great teams are often denoted by their ability to unite to come up with stellar solutions to brain-busting problems.

Extroverts and Introverts

"If you judge a fish by its ability to climb a tree, it'll spend its whole life believing that it is stupid."
– Albert Einstein. Many companies actively encourage their employees to open up and be more extroverted. But be careful of this mentality; even though introverts don't tend to make as strong of a first impression as extroverts, they have proven to be key members of teams.

[Research](#) shows that although introverts "start off with the lowest status" as time progressed their status climbed whereas the extraverts' status fell. These underrated quiet types offer a unique way to balance a team, so be sure that any 'wallflowers' on your team are given a chance; their reserved nature may just mean that they are shy, not that they have nothing to contribute.

Managing Employees

- give your employees an identity worthy of ownership
- use technology in the workplace to motivate employees
- find a balance between job enrichment and job enlargement

Mistakes Leaders Make

We all make mistakes. Some like this one are little and only result in inconvenience. Sometimes they are big mistakes with greater impact. Leaders make mistakes, too. When they make big mistakes, their employees see them and feel the impact of them. The four most damaging mistakes leaders make when managing their team are:

- Inconsistent communication.
- Lack of clarity of strategy and goals.
- Poor accountability.
- Rewarding competition instead of cooperation.

These mistakes erode trust between and among leaders and team members. They reinforce an “I win, you lose” dynamic. They create perceptions of unfairness. Ultimately, they cause team members to apply less discretionary energy to customers and goals. What leaders need to do, though, is to periodically examine how their team is operating, not just how it’s performing. Here’s how leaders can do exactly that. These three steps can help leaders avoid making mistakes, boost clarity and trust and get their team on track to aligned performance.

1. Focus.

Leaders must formalise their team’s organisational constitution, outlining their team or company’s present day purpose, values and behaviours, strategies and goals. With these agreements clear, leaders must then demonstrate these behaviours, praise aligned behaviours in others and redirect misaligned behaviours promptly. They need to communicate these expectations in a variety of ways, regularly, and live them in every interaction.

2. Connect.

Leaders need to open communication channels with a variety of players in their team or company. Seek out truth tellers who will “tell it like it is” when things are harder than they need to be. Create informal focus groups to engage a wide range of players on a frequent basis. Proactively communicate how plans, decisions, and actions align with the team’s organisational constitution.

3. Serve.

Great leaders see their primary responsibility as servant leaders who provide the direction, connection and support to help team members thrive in their roles. Serving others means you take blame and give credit (not the other way around). You remove employee frustrations everywhere you can. You praise and encourage both effort and accomplishment. You lovingly hold people accountable for their commitments. You delegate authority and responsibility to talented, engaged team members.

When leaders stop and listen to team members about the health of their team’s culture, they can refine their behaviours, guide team practices, and enable aligned performance and sanity in their operations. Try these techniques. Your team will appreciate the clarity, validation, and

communication you provide. You are going to be at work, anyway. You may as well do the right thing. Motivating your staff should be key in your leadership outlook.

ACTIVITY

1. *Explain the importance of group functions*
2. *Describe ways of how to manage group dynamics*
3. *Explain the importance of having both extroverts and introverts in your institution.*

UNIT .7.0 Understanding Work Teams

In recent years we have seen a shift from traditional management to the development of self-directed work teams. This shift is largely due to specific factors that include globalisation, downsizing and technology. Work teams are designed to operate in such a way that the productivity of the whole is greater than the sum of its parts. A well-functioning team can bring out the best in its members through mutual support that increases morale. Designed as self-directed units, work teams encourage free expression of ideas in a manner that engages each member of the team. Though there are challenges involved in implementing work teams, with the proper foresight and design, the model can be a success. By allocating the proper resources and support, Institutional heads and managers can ensure the development of effective work teams that increase productivity, quality service delivery and help an organisation to thrive in the most competitive markets. Work teams are most useful where job content changes frequently and employees with limited skills and a specific set of duties are unable to cope.

Learning Outcomes

- Explain the growing popularity of teams in organisations.
- Contrast teams with groups.
- Identify four types of teams.
- Specify the characteristics of effective teams.
- Explain how organisations can create team players.
- Describe conditions when teams are preferred over individuals.

ACTIVITY 8.1

Please go through this simple real life situation.

Chanda was working as a key accountant with a leading advertising firm. He had four members reporting to him. Unfortunately he always under estimated his team members and fought with them constantly. He could never trust them and always thought they were incapable of doing good work. One fine day, he got a major assignment from one of his clients which was to be submitted within two working days. He decided to do it all alone as he thought nobody else could do it apart from

him. Chanda could never submit his assignment on the required day and received good criticism from his superiors. His organisation also lost one of their major and prestigious clients.

Why do you think Chanda failed?

Why could he not complete his assignment on time?

What should Chanda have considered to ensure work was completed in time?

What lessons can we learn from Chanda's actions?

Here comes the importance of a team. Had Chanda taken the help of his team members, he would have finished his assignment on time and everyone would have appreciated him.

An individual cannot perform all tasks on his/her own. He/she needs the support as well as guidance of others to be excellent in whatever he/she does. Complex goals can easily be accomplished if individuals work together as a team.

Understanding Work Teams

Of late organisational structure has undergone a shift from the individual climb up the corporate ladder to an increasing emphasis on work teams and groups. The shift to work teams is largely due to factors such as globalization, downsizing and the need for technological efficiency. As organisations expand and tasks become more complex, more and more specialists are needed within organisations. These specialists must learn to work together so that colleagues have an understanding of the role and responsibility of those whose skill sets differ from their own. In addition, the convergence of products, services and technology from around the world has forced companies to work in a cross functional environment for which the best organisational design is often working in teams.

There are other reasons for the emergence of work teams as well. Stiff competition, particularly in technology-driven fields, requires teamwork with a concerted effort to keep the company as a whole on the cutting edge. Because technology-driven tasks have become far too complex for one person to handle alone, many organisations create work teams to accomplish collective goals. In addition, organisations are all but eliminating middle management as a result of downsizing efforts. Shifting authority down to members of a work team allows management to capitalise on a positive synergy that results in significant increases in productivity. When teams operate in such a way that the whole is greater than the sum of its parts, productivity invariably increases.

A well-functioning team can bring out the best in its members because problem solving skills and creativity increase with mutual support that builds morale. The characteristics that make a team effective include complementary skill sets, a sense of accountability among the team as a whole, and a synergistic approach to problem solving. Most importantly, the team must have a desire to

work together to implement solutions. A team that functions efficiently learns to benefit from the diversity of skills among its members, and the result is much more than can be accomplished by each member of that team working alone. It follows that the single most important factor in determining whether a team will work well and be productive is a sense of teamwork. This foundation should be in place before the team's tasks are even defined. With a sense of teamwork and the right mix of skills, teams will have the basis for functioning autonomously and the commitment to accomplish their goals.

Work teams are usually self-managed, which is very different from the traditional management approach of holding individuals responsible for the whole group. Though they function collaboratively, most teams have a member who can function in a leadership role. When teams develop, natural leaders should be allowed to emerge. Team leaders have a role that is very different from traditional managers. The leader may facilitate group activities, such as brainstorming sessions in which no idea is a bad idea. With a free expression of ideas in an environment that encourages people to think actively, team members are more likely to proactively seek solutions in a way that allows every member of the team to participate according to his or her strengths and level of skill. When every member of the team is engaged, the group as a whole is productive.

While at best work teams operate to increase productivity, there are many challenges that can affect their efficiency and lead frustrated human resource managers to abandon the effort entirely. For example, members of a team can suffer from "groupthink," the belief that every member already knows what the others will propose as solutions. When this happens, teams can become paralyzed by inaction. Issues related to globalisation create what are perhaps the most daunting challenges to teams. As national borders become transparent and economies intertwine, there is an increased risk of choosing solutions that isolate or marginalize some team members because the solutions are based on preconceived notions that do not apply across international borders.

Other problems faced by struggling work teams are due to interpersonal clashes in personality or work style. For example, employees who feel they should not have to make decisions may balk at the idea of working in self-directed teams. Virtual teams have a special challenge as a result of their dependence on communications technology to do their jobs and the fact that technology may be their only vehicle for establishing trust and working relationships.

While many managers and executives view teams as the most effective design for involving all employees in the success of a company, they may not be skilled in the group dynamics needed to run teams effectively. This, along with the fact that many people are initially more comfortable working alone, may cause executives to be sceptical about the value of work teams and hesitant to

take the necessary steps to create them. With some basic planning and preparation, however, most organisations can implement a system of work teams that thrive.

Managers can do a variety of things to support team efforts. To begin with, management should communicate clear expectations for a team's performance, as well as a rationale for why the team was created. Messages to various departments should be tailored to individual needs for information with the awareness that everyone has different perceptions about what goes on in an organisation. Multiple channels should be used to convey messages as well. Letters, phone calls, meetings and memos are all ways to communicate with team members. All communication should involve empathy with others, and managers should be aware that face-to-face communication is sometimes more valuable and effective than less personal methods. For a message to be conveyed most effectively, words and actions should always match. Relevant feedback and active listening are other strategies that skilled communicators use as well.

In addition to communication efforts, sufficient resources (people, time and money) must be allocated to a team and its tasks. Performance evaluations and reward systems that reflect team contributions are also part of the effective leadership that motivates teams. An organisation's human resources policy and its practice are important forces in shaping the behaviour and attitudes of employees. Policies should address the selection process, training and development, performance evaluation, and, when applicable, union management.

Another way for human resource managers to support teams is by offering workshops and training sessions to improve the communication skills needed to function effectively as a unit. Competent employees do not stay competent indefinitely. Skills sets deteriorate and can become obsolete, so ongoing training in everything from literacy and interpersonal skills to problem solving and technical skills is critical.

Finally, managers can bring in external facilitators and mediators to help resolve conflicts when necessary. Unresolved or excessive conflict can hinder the effectiveness of a group or organisation, resulting in reduced productivity and lowered morale. A skilled, impartial third party is an invaluable resource, particularly when conflicts become personal. Consultants can improve relationships between parties in conflict and help to facilitate resolution to interpersonal problems.

What is a team?

Being in groups is part of everyday life and many of us will belong to a wide range of groups, for example: family groups, social groups, sports groups, committees, etc. This section concentrates on groups that have been specially formed to fulfil some purpose, or groups that are a drawing together of people with shared experience. This type of group is often also referred to as a team.

A team is a group of individuals, all working together for a common purpose. The individuals comprising a team ideally should have common goals, common objectives and more or less think on the same lines. Individuals who are not compatible with each other can never form a team. They should have similar if not the same interests, thought processes, attitude, perception and likings.

Difference between Group and Team

There is some confusion about the difference between a group and a team; traditionally academics, communication and management theorists use the terms: group, group-working, group-interaction, group-structure etc. to refer to the dynamics of people working together towards a common cause.

The word **group** however has a broader meaning – a group of passengers on a bus have a common characteristic – to travel, but they are not necessarily working towards a common cause.

A **team** is generally more specific. We would not refer to our bus passengers as a team, unless they have a breakdown and need to work together to repair the bus so that they travel. The distinction is that a team is working together for a common cause. A group of schoolchildren may be in the same class, whereas a team of schoolchildren may be working together on a specific project within the class.

When we talk about groups and teams we use the terms interchangeably – it is possible to have a group without a team but not a team without a group. Although we use the word **team** throughout in this unit we use the following definition of **group**:

A **group** is not necessarily a team. **A group can have individuals with varied interests, attitude as well as thought processes.** It is not necessary that the group members would have a common objective or a common goal to achieve.

What happens in a political rally? The political leader appeals to the individuals to cast the votes in his/her favour only. Do you think all of them would cast the votes in favour of that leader? There would always be some individuals who would support his/her opponents. This is an example of a group. All individuals gathered on a common platform but had dissimilar interests and likings. Some were in favour of the leader while some against.

A team must have individuals with a common objective to achieve. They should all work together and strive towards the achievement of a common goal.

Although teams have always been a central part of the organisations, they are gaining increasing attention as potentially important organisational assets. Professionals rarely work alone; they work with their colleagues and their work managers. Accordingly, managers are concerned with creating effective teams that make real contributions to quality products and services and thus containing success of the total organisation. The evidence suggests that teams typically outperform individuals when the tasks being done require multiple skills, judgment, and experience. As organisations have restructured themselves to compete more effectively and efficiently, they have turned to teams as a way to better utilize employee talents. Management has found that teams are more flexible and responsive to changing events than are traditional departments or other forms of

permanent groupings. Teams have the capability to quickly assemble, deploy, refocus, and disband.

Imagine three people waiting in line at the cashier's stand in shoprite. Now compare them to the board of directors of a large corporation. Which collection would you consider to be a "group" or a "team"? Although in our everyday language we may refer to the people waiting in line as a group, they are not a group and the same sense as the members of the board. Social scientists have formally defined a group as a collection of two or more interacting individuals with a stable pattern of relationships between them who share common goals and who perceive themselves as being a group.

One of the most obvious characteristics of a group is that they are composed of two or more people in social interaction. In other words; the members of a group must have some influence on each other. Groups also must possess a structure. Although groups can change and often do, there must be some stable relationships that keep group members together and functioning as a unit. To be a group, a greater level of stability would be required. A third characteristic of groups is that members share common interests or goals. Finally, to be a group, the individuals involved must perceive themselves as a group. Groups are composed of people who recognize one another as members of their group and can distinguish these individuals from non-members.

We have all spent a great deal of time working and playing in groups. Some of these groups seem to work very well together, and we sense that the group is able to accomplish something that none of the individuals could have accomplished on their own. In these cases, group members tend to identify with the group and may even surprise themselves in what they are able to accomplish individually when working with the group. Other groups, however, seem to function less effectively. In these cases, group members may hate spending time in the group and often feel that they could accomplish the task, or at least their part of the task, much more efficiently if they were left on their own.

From the above mentioned definition, we can summarise the team characteristics as follows:

- A team can involve as few as two people.
- A team is not a mere aggregate of individuals.
- A team success depends on the interdependent and collective efforts of various team members.
- Team members are likely to have significant impacts on one another as they work together.

What happens in a football team?

All the players have a **common focus and a common objective**. Everyone in a team, the captain, the goalkeeper and the other players are all working together to achieve a common goal i.e. to score and win the game. No one ever thinks of losing the game.

It is not only the individuals who form a team; even animals can constitute a team. Observe how ants work to build an anthill, you will notice many ants all working for a common goal.

Team members

The team members must complement each other. All team members should help each other and work in unison. Personal interests must take a back seat and all of them must deliver their level best to achieve the team objective. Team members must not argue among themselves or underestimate the other member. Organisations have a sales team, administration team, human resources team operation team and so on. All the members of the sales team would work together to achieve the sales target and generate revenues for the organisation.

Team Size

The team size depends on the complexity of the task to be accomplished. Ideally a team should consist of *seven to ten* members. Too many members also lead to confusions and misunderstandings.

It is not always that we require a team. Teams should be formed when the task is a little complicated. A single brain can sometimes not take all critical decisions alone, thus a team is formed where the team members contribute equally making the task easy. A team can actually create wonders if all the team members work in unison.

Requirements of a Team

There are four major requirements for a team, as shown in Figure 8.1.

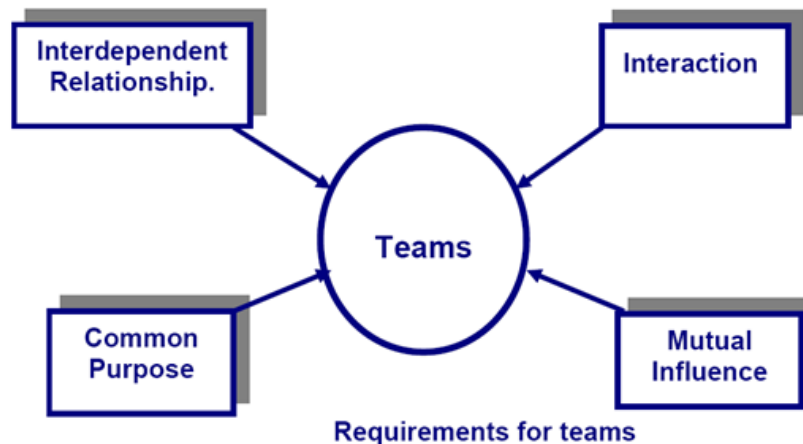
First: the team members have an interdependent relationship with one another to accomplish the team activities.

Second: this interdependence dictates that group members must interact through conversation or work activities.

Third: a team is characterised by a condition of mutual influence between team members.

Fourth: teams have a common purpose such as accomplishing work, completing a project, or preparing a report

Figure 8.1: Requirements for teams



Group Performances

The following equation was produced by Steiner (1972) to demonstrate the relationship between performance of the team and the individuals:

Actual productivity = best potential productivity - losses due to faulty processes

These faulty processes can be divided into two groups:

Co-ordination problems:

Tactics and plays involving more than one individual (most in team sports!) are subject to problems due to a lack of co-ordination.

Motivational problems:

Team performances often result in individuals performing below their best, there are two theories as to why this is often the case:

The Ringlemann effect:

Research has demonstrated that a team does not usually work as many times better than the number of individuals within the team. For example, a tug of war team containing six members, may not perform six times better than an individual. This is due to:

Social loafing:

Team players lose the motivation to work as hard because their efforts are not clear and a good performance is not wholly dependent on their performance.

Cohesion and Performance

Cohesion: The reason that a group of people have come together and the resistance to the group breaking up

Two types of cohesion may be present in different teams:

Task oriented cohesion: The team exists and survives in order to be successful at the chosen sport. Everyone in the team has the same goal

Social oriented cohesion: The team exists and survives due to the social relationships and interactions within the team. Results do not really matter, enjoyment is key to the team's survival. Task-oriented teams have a higher potential for success than social oriented teams. This is especially clear in sports such as football and basketball, as opposed to badminton and athletics.

Activity 7.1

Why do people join groups or teams?

People often join groups to satisfy their mutual interests and goals. Also, they frequently form groups for purposes of seeking protection from other groups. They also exist because they appeal to a basic psychological need to be social.

(A) In groups of four mention five more reasons that motivate people to join teams or groups:

(B) Discuss the reasons you identified with the rest of the group and try to come up with a unified list that reflects the group's agreement.

UNIT 8

Organisation Development

Organisation Development is a body of knowledge and practice that enhances organisational performance and individual development, by increasing alignment among the various systems within the overall system. OD interventions are inclusive methodologies and approaches to strategic planning, organisation design, leadership development, change management, performance management, coaching, diversity, team building, and work/life balance.

Organisation Development is a growing field of Human Resource Management. It has its foundations in a number of behavioural and social sciences. OD practitioners are unashamedly humanistic in their approach to change management and delivering sustainable organisational performance.

Learning Outcomes

- Explain the meaning of organisation development
- Explain the importance of studying organisation development
- Discuss the seven characteristics of Organisation Development
- Describe the Organisational Development Theory
- Explain the Key Concepts of Organisational Development Theory

What is Organisation Development?

One classic definition of organisation development comes from Richard Beckhard's 1969 *Organisation Development: Strategies and Models*:

Organisation Development is an effort (1) planned, (2) organisation-wide, and (3) managed from the top, to (4) increase organisation effectiveness and health through (5) planned interventions in the organisations "processes," using behavioural-science knowledge.

Other definitions from leaders in Organisation Development Network:

Organisational Development is a planned, systematic approach to improving organisational effectiveness – one that aligns strategy, people and processes.

"OD is a field directed at interventions in the processes of human systems (formal and informal groups, organisations, communities, and societies) in order to increase their effectiveness and health using a variety of disciplines, principally applied behavioural sciences. OD requires practitioners to be conscious about the values guiding their practice and focuses on achieving its results through people." *Arnold Minors, Arnold Minors & Associates, Toronto, Canada*

Organisation Development (OD) is both the field of applied behavioural science focused on understanding and managing organisational change to increase an organisation's effectiveness and viability and a field of scientific study and enquiry.

Very often organisations invest heavily in transformational change programmes or organisational development interventions that fail to deliver performance in a sustainable way. Organisation Development believes that every part of an organisation is integral to a system that relies on and impacts other elements of the internal and external environment in which the organisation operates. - See more at: <http://organisationdevelopment.org/#sthash.Iy7L5tmH.dpuf>

To achieve the desired goals of high performance and competitive advantage, organisations are often in the midst of significant change. Often inspirational vision for the organisation gets created by a few and then thrust upon the many. Too often, this results in these change initiatives ending in a successful change of procedures and structures, but less sustainable change in ways of working, culture and effectiveness. organisational development (OD) is a specific perspective and area of expertise which speaks to this challenge.

Organisational development can enable an organisation to be ready for the future by taking steps which create an environment that allows employees to understand, embody and deliver the organisation's objectives. OD involves both "hard" issues – strategy, policies, structures and systems – and "soft" issues those that develop appropriate skills, behaviours, attitudes, culture and a style of leadership that will enable organisations to deliver optimum performance. To avoid conflict between organisational goals and needs, it is imperative that both these issues are addressed.

The key distinctive feature of an organisational development perspective is taking a holistic focus; paying attention to how and what is done in one part of the organisation impacts on another. As more and more practitioners and clients are paying attention to the value that OD can add to their organisations, we are working with them to build their capacity and confidence in taking an OD perspective and developing OD expertise.

OD helps organisations deliver sustainable performance improvement through people. Those who practice OD usually have a strong humanistic and democratic approach to organisational change. People and collaboration are key features of any OD intervention.

To deliver a sustainable environment for performance there are a number of organisational development and design elements that may be relevant to delivering the performance outcomes required. The OD practitioner will get involved in any number of intervention including; organisation diagnostic, evaluation, strategic thinking, culture change, change management, coaching, mentoring, leadership development, team building, organisational design, evaluation, performance management, talent management, HR processes, learning and development, sales effectiveness, and customer services as part of a holistic OD intervention.

Organisation Development (OD) is the systematic application of behavioural science knowledge at various levels, such as group, inter-group, organisation, etc., to bring about planned change (Newstrom, Davis, 1993). Its objectives are a higher quality of work-life, productivity, adaptability, and effectiveness. It accomplishes this by changing attitudes, behaviours, values,

strategies, procedures, and structures so that the organisation can adapt to competitive actions, technological advances, and the fast pace of *change* within the environment.

According to Newstrom, Davis, (1993), there are seven characteristics of Organisation Development:

1. Humanistic Values: Positive beliefs about the potential of employees (McGregor's Theory Y).
2. Systems Orientation: All parts of the organisation, to include structure, technology, and people, must work together.
3. Experiential Learning: The learners' experiences in the training environment should be the kind of human problems they encounter at work. The training should NOT be all theory and lecture.
4. Problem Solving: Problems are identified, data is gathered, corrective action is taken, progress is assessed, and adjustments in the problem solving process are made as needed. This process is known as Action Research.
5. Contingency Orientation: Actions are selected and adapted to fit the need.
6. Change Agent: Stimulate, facilitate, and coordinate change.
7. Levels of Interventions: Problems can occur at one or more level in the organisation so the strategy will require one or more interventions.

Organisational development deals with improving a company's performance and individual development of its employees. Each organisation should be viewed as a coherent system composed of separate parts. Organisational development as a process includes methodologies and achievements in strategic planning, organisational design, leadership development, coaching, diversity and balance between work and life.

Business enters a new era, we need other personal qualities – emotional intelligence, ability to manage, to set goals and follow them, to be confident assertive, creative, to self-improve continuously. Only strong and complete individuals can make a profitable and stable business.

The term organisational development identifies the stages through which organisations go in the process of their development. You could say that organisational development is the way organisations change or evolve. This understanding is based on the assumption that organisations, just like human beings, have cycles of development, each characterized by its specific problems, crises and ways to overcome them.

When we say organisational development we mean the various techniques and interventions that are planned and implemented in order to assist or facilitate the implementation of certain planned and consequential changes in the structure, processes and human resources within the organisation. Organisational development process is planned, as it requires systematic diagnosis, programme development and mobilisation of resources (financial, technical, human) in a separate structural unit or entire organisation. It is described as a process that includes efforts to improve various activities in the organisation. Organisational development involves the analysis of strategy, structure and culture of the organisation. Organisational development analyses formal and informal parts of the organisation.

The formal parts of the company that it analyses include objectives, structure, policy, human resources, and compensation. The informal ones include values, attitudes, social relationships, etc. Organisational development focuses on performance and health of the entire organisation, not on an individual. It is designed to achieve organisational goals that will lead to the satisfaction of people working in the organisation. The main objectives of the organisational development as a form of consultation are to:

- Solve problems
- To help people acquire knowledge and skills

Organisational development consultants act as a catalyst that helps an organisation to solve its own problems by improving its capabilities. The consultation process is defined as a set of activities by the consultant who helps the client to perceive and understand the problems in the organisation and to learn to act on solve them. There are different models of organisational consulting: **Expert-model:** If the client seeks specific information and expertise to solve problems or issues. The responsibility lies with the client. This model works well in the following conditions: the client has correctly diagnosed and presents problems identified as the consultant's speciality, ensuring the ability of the consultant to give him/her the expertise, to know the nature of information that he/she wants and to be able to accept the consequences.

Pattern of organisational consulting “doctor-patient”: In this model, the consultant makes the decision, but has additional power to diagnose the problem. In this model, the consultant assumes responsibility for the decision. The word for management and organisational development used in Denmark is ledelse og organisationsudvikling.

Organisational Development Theory

Organisational Development (OD) is a field of research, theory, and practice dedicated to expanding the knowledge and effectiveness of people to accomplish more successful organisational change and performance.

OD is a process of continuous diagnosis, action planning, implementation and evaluation, with the goal of transferring knowledge and skills to organisations to improve their capacity for solving problems and managing future change.

History and Application of Organisational Development Theory

OD emerged out of human relations studies from the 1930s where psychologists realised that organisational structures and processes influence worker behaviour and motivation.

Lewin's work in the 1940s and 1950s also helped show that feedback was a valuable tool in addressing social processes.

More recently, work on OD has expanded to focus on aligning organisations with their rapidly changing and complex environments through organisational learning, knowledge management and transformation of organisational norms and values.

Key Concepts of Organisational Development Theory

Organisational Climate

- Defined as the mood or unique "personality" of an organisation.
- Attitudes and beliefs about organisational practices create organisational climate and influence members' collective behaviour.
- Climate features and characteristics may be associated with employee satisfaction, stress, service quality and outcomes and successful implementation of new programmes. Climate features and characteristics include:
 - Leadership, openness of communication, participative management, role clarity, and conflict resolution, leader support and leader control.

Organisational Culture

Deeply seated norms, values and behaviours that members share. The five basic elements of culture in organisations include:

1. Assumptions
2. Values
3. Behavioural norms
4. Behavioural patterns
5. Artefacts

The subjective features (assumptions, values and norms) reflect members' unconscious thoughts and interpretations of their organisations. The subjective features shape the behaviours and artifacts take on within organisations

Organisational Strategies

A common OD approach helps organisations negotiate change, i.e. action research which, consists of four steps.

1. Diagnosis
 - Helps organisation identify problems that may interfere with its effectiveness and assess the underlying causes
 - Usually done by OD enlisting the help of an outside specialist to help identify problems by examining its mission, goals, policies, structures and technologies; climate and culture; environmental factors; desired outcomes and readiness to take action.

- Usually done through key informant interviews or formal surveys of all members.
 2. Action planning
 - Strategic interventions for addressing diagnosed problems are developed.
 - The organisation is engaged in an action planning process to assess the feasibility of implementing different change strategies that lead to action.
 3. Intervention
 - Change steps are specified and sequenced, progress monitored, and stakeholder commitment is cultivated.
 4. Evaluation
 - Assess the planned change efforts by tracking the organisation's progress in implementing the change and by documenting its impact on the organisation.

ACTIVITY 8.1

1. Explain how a common Organisational Development approach helps organisations negotiate change.
2. Explain how organisational development identifies the stages through which organisations go in the process of their development.

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