



# UNIT 12/44

## ORGANIZATIONAL BEHAVIOUR

M2. Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and model



# CONTENT THEORIES



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## MASLOW'S HIERARCHY OF NEEDS

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- HERTZBERG'S TWO-FACTOR HYGIENE THEORY

According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction.

Herzberg classified these job factors into two categories;

- a) Hygiene factors** - Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. i.e. pay, job security, benefits etc.
- b) Motivational factors**- According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. i.e. recognition, growth and promotional opportunities, responsibility etc.

# CONTENT THEORIES

- ALDEFER'S ERG THEORY

Clayton P. Alderfer's ERG theory from 1969 condenses Maslow's five human needs into three categories: **Existence, Relatedness and Growth**.

## **Existence Needs**

Include all material and physiological desires (e.g., food, water, air, clothing, safety, physical love and affection). Maslow's first two levels.

## **Relatedness Needs**

Encompass social and external esteem; relationships with significant others like family, friends, co-workers and employers . This also means to be recognized and feel secure as part of a group or family. Maslow's third and fourth levels.

## **Growth Needs**

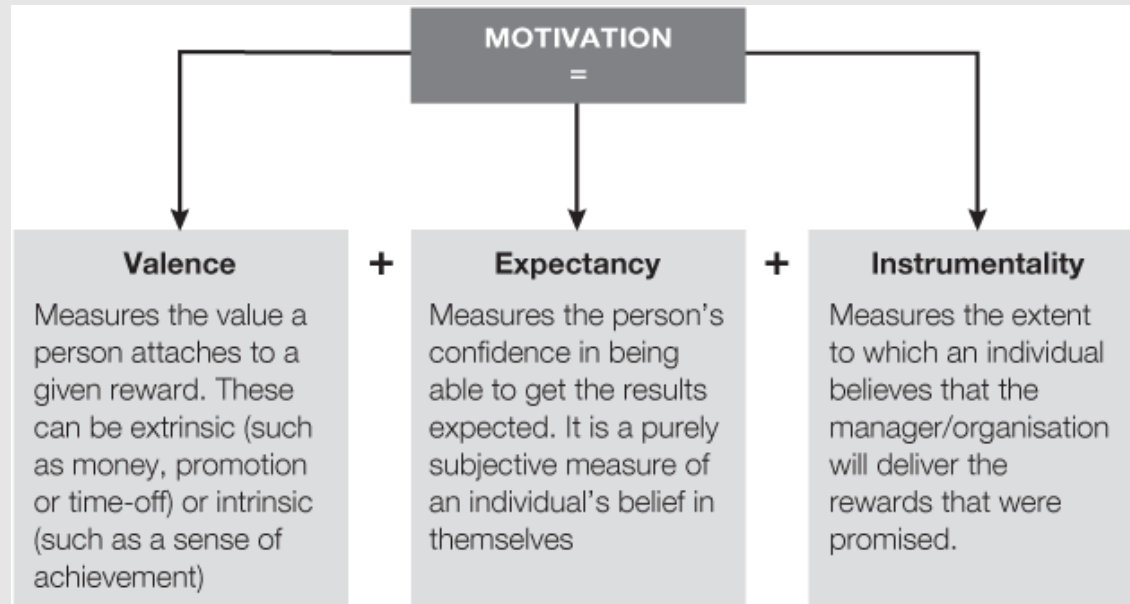
Internal esteem and self actualization; these impel a person to make creative or productive effects on himself and the environment (e.g., to progress toward one's ideal self). Maslow's fourth and fifth levels. This includes desires to be creative and productive, and to complete meaningful tasks.

Even though the priority of these needs differ from person to person, Alderfer's ERG theory prioritises in terms of the categories' concreteness. Existence needs are the most concrete, and easiest to verify. Relatedness needs are less concrete than existence needs, which depend on a relationship between two or more people. Finally, growth needs are the least concrete in that their specific objectives depend on the uniqueness of each person.



# PROCESS THEORIES

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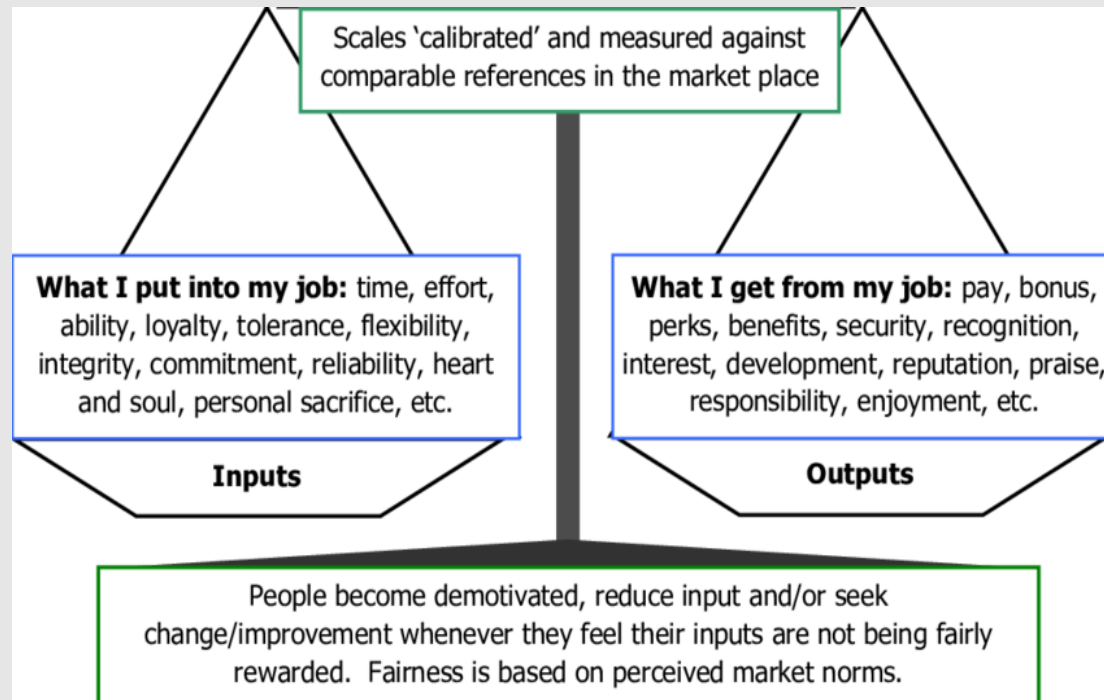


## ◦ VICTOR VROOM'S EXPECTANCY THEORY

Whereas Maslow and Herzberg look at the relationship between internal needs and the resulting effort expended to fulfil them, Vroom's expectancy theory separates effort (which arises from motivation), performance, and outcomes.

Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this.

# PROCESS THEORIES



## ◦ ADAM'S EQUITY THEORY

John Stacey Adams' equity theory helps explain why pay and conditions alone do not determine motivation. It also explains why giving one person a promotion or pay-rise can have a demotivating effect on others.

When people feel fairly or advantageously treated, they are more likely to be motivated; when they feel unfairly treated they are highly prone to feelings of disaffection and demotivation.

Employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief in equity theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization.



# PROCESS THEORIES

## ◦ LATHAM & LOCKE'S GOAL SETTING THEORY

Goal-setting theory refers to the effects of setting goals on subsequent performance. Researcher Edwin Locke found that individuals who set specific, difficult goals performed better than those who set general, easy goals. Locke proposed five basic principles of goal-setting: clarity, challenge, commitment, feedback, and task complexity.

### **Effective goal-setting principles:**

1. **Clarity.** A clear, measurable goal is more achievable than one that is poorly defined. In other words, be specific! The most effective goals have a specific timeline for completion.
2. **Challenge.** The goal must have a decent level of difficulty in order to motivate you to strive toward the goal.
3. **Commitment.** Put deliberate effort into meeting this goal. Share your goal with someone else in order to increase your accountability to meet that goal.
4. **Feedback.** Set up a method to receive information on your progress toward a goal. If losing 30 pounds in four months turns out to be too hard, it is better to adjust the difficulty of your goal mid-way through the timeline than to give up entirely.
5. **Task complexity.** If a goal is especially complex, make sure you give yourself enough time to overcome the learning curve involved in completing the task. In other words, if a goal is really tough, make sure you give yourself some padding to give you the best chance at succeeding.



# BEHAVIOURAL PSYCHOLOGY



# WHAT IS EMOTIONAL INTELLIGENCE?

# EMOTIONAL INTELLIGENCE



We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important.



Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.



People with high emotional intelligence are usually successful in most things they do. Why? Because they're the ones that others want on their team. When people with high emotional intelligence send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

# Characteristics of Emotional Intelligence

- **Self-Awareness** – People with high emotional intelligence are usually very self-aware . They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control.

They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

- **Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity , and the ability to say no.
- **Motivation** – People with a high degree of emotional intelligence are usually motivated . They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
- **Empathy** – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships , listening , and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.



# WHAT ARE SOFT SKILLS?

# SOFT SKILLS

Soft skills are personal attributes that influence how well you can work or interact with others. These skills make it easier to form relationships with people, create trust and dependability, and lead teams.

In essence, they are essential for your success in the workplace, your company's success and your personal life. These skills are often referred to as, "people skills" or "interpersonal skills", and include things like how well you get along with your colleagues, how well you communicate with others, and of course, how you lead.

## **Types of soft skills:**

Teamwork, Communication, Problem Solving, Listening, Work Ethic, Team-Building, Flexibility, Creativity, Motivation, Adaptability, Patience, Leadership Development, Time Management, Persuasion, Accountability



# WHY ARE SOFT SKILLS IMPORTANT FOR EMPLOYEES?



# WHY ARE SOFT SKILLS IMPORTANT?

Most interactions with other people require some level of soft skills. At a company you might be negotiating to win a new contract, presenting your new idea to colleagues, networking for a new job, and so on. We use soft skills everyday at work and developing these soft skills will help you win more business and accelerate your career progression.

On the other hand, a lack of soft skills can limit your potential, or even be the downfall of your business. By developing strong leadership, delegation, teamwork, and communication abilities, you can run projects more smoothly, deliver results that please everyone, and even positively influence your personal life by improving how you interact with others.

Outside of the office, soft skills such as communication are used to build friendship groups and meet potential partners. You might be negotiating the price of your new house renovation, or mentoring your neighbours children on the weekend. Soft skills are useful both in our professional and personal lives.



# TASK VS. RELATIONSHIP LEADERSHIP THEORIES

# Task-Oriented Leadership Theory

## **Task-Oriented Leadership Theory**

Task-oriented leadership theory describes a leader that is motivated by accomplishing tasks and concerned with the delineating roles and specific tasks for employees. The task-oriented leader creates policies and procedures, informs subordinates of these procedures and develops criteria for evaluating successful employee performance. Task-oriented leaders may organize their time around a schedule of events that must be completed for each day.

A task-oriented leader places a heavy emphasis on structure, plans, and schedules for getting things done. The task-oriented leadership style might include:

- Step-by-step planning and reward/punishment systems
- Constantly defining structure and goals
- Prioritizing achievement of specific outcomes
- Sticking to rigid schedules
- Requiring employees to set process-oriented goals and formulate plans to achieve them

# Cons Of The Task-Oriented Leadership Theory

The negatives of task-oriented leadership are that it can lead to a lack of employee autonomy and creativity, which can result in low morale in the office. When an employee has to work under very strict deadlines and excessive task orientation, it can bring the company culture down. Employees who are self-motivated tend to rebel in this type of environment.

The lack of creativity under excessively task-oriented management can have a negative effect on a company's products as well, since it tends to deaden innovation. When a manager is too task-oriented, the cons can sometimes outweigh the positives.

# Relationship-Oriented Leadership Theory

Relationship-oriented leadership theory describes a leader who is primarily motivated by and concerned with her interactions with people. Relationship-oriented leaders often act as mentors to their subordinates.

They schedule time to talk with employees and incorporate their feedback into decisions. They also often try to make the work experience enjoyable and attempt to foster a positive work environment or group dynamic.

One of the strengths of this leadership style is that these leaders establish teams that all employees want to be a part of. Members of these teams are often more productive and willing to take risks because they understand that they will get support from the leader if necessary. Another strength is that employees are in an environment where they know their leader cares about their welfare. These leaders know that work place productivity requires creating a positive environment where employees feel motivated. As a result, these leaders prioritise people in order to ensure that issues such as personal conflicts, dissatisfaction and turnover are low.

# Cons Of The Relationship-Oriented Leadership Theory

The major criticism to this style of leadership is that with a focus on the relationships between the leader and the staff the actual task at hand can sometimes be overlooked. Not wanting to work staff too hard, to much, in a way they don't enjoy, etc. can risk not getting the job completed in the timeframe that has been set.

Another key criticism of relationship-oriented leadership is that some employees may take advantage of a people-focused leader. If staff see the leader accommodating their every need they may start to take liberties to see how far they can push the leader with what they will get away with.

While risk taking was a key strength it can also be considered a criticisms as well. While risk is essential for progressing an organisation the risk also needs to be calculated. Too much risk taking, at the wrong time and in the wrong place can result in irreversible errors which the leader will find difficult to repair.

# CLASS ACTIVITY

## Task & Relationship Oriented Leadership

### Leader #1: Bob

Bob arrives to work each morning at 7:30am. He officially begins his day at 8:00am but he prefers to arrive 30 minutes early in order to prepare himself for his day. He begins his day at his desk where he reviews his calendar for the day. His calendar is his to-do list for the day and includes all meetings and work responsibilities that must be accomplished before he leaves at the end of the day. The calendar also includes a list of daily goals that Bob focuses on achieving before going home in the evening. Bob is goal driven and believes that reaching his daily goals are positive expressions of who he is. Bob initiates structure in all he does. It's now 7:45am and Bob leaves his office and walks to the break room. This is where the work team will begin their morning. Bob starts each morning with a team meeting where he outlines the daily responsibilities to his team. Bob will stress the importance of "getting the job done" to his team during the morning meeting. It's 8:15am and Bob leaves the meeting ready to tackle his to do list. In fact, from 8:15am until he leaves at 5:00pm. Bob doesn't stop, he's constantly on the go. Bob doesn't take an official lunch break. Instead, he keeps energy bars in his pants pocket and will eat those when he is hungry. He keeps his checklist handy and makes notes of what has been accomplished throughout the day. He finally goes back to his office at 4:45pm. Bob ends his day the same way it begins, with a review of his calendar. He reviews what he accomplished during the day and makes notes of how he will structure his day tomorrow. When asked, his employees say that Bob is an efficient taskmaster that gives them explicit instructions regarding their job responsibilities and provides them checklists that they are required to follow and submit at the end of each work day. Bob stresses the importance of the rules and pays close attention to all deadlines. He emphasizes performance standards for the team and keeps the team focused on meeting goals.

# CLASS ACTIVITY

## Task & Relationship Oriented Leadership

### **Leader #2: Mike**

Mike arrives at the office between 7:30am and 8:00am each morning. His team arrives at 8:00am and he likes to be there when everyone arrives so he can talk with everyone before the work day begins. Mike has a genuine concern for his employees and works very hard to make sure everyone feels comfortable with him, each other, and the work environment. For the past five years, Mike has brought donuts and coffee in on the first Friday of each month in order to celebrate work anniversaries of all employees in that particular month. Mike spends a great deal of his day talking with his employees, making sure they feel valued, focusing on each one of them and their unique attributes. When asked, Mike will tell people that his greatest work accomplishment is “making the work setting a pleasant place to be.” He prides himself in treating everyone with respect, and he spends a lot of time building relationships with his employees, helping people get along. Mike feels that building trust between him and his employees is a key factor in providing an environment that is fair. Mike takes a lunch break every day at the same time most team members take their lunch. Mike goes to the break room and sits down for nearly an hour talking with everyone while they eat lunch. Mike routinely asks everyone how their day is going and if there's anything he can do in order to improve the working conditions. When asked, his employees will say that Mike tries to make the work environment fun, shows concern for the personal-well-being of others, listens to their needs, expresses support for the team members' ideas, and expresses positive feelings toward the team members.