

# Low Voltage Hazards

- Low voltage = Higher than 50V ac, 120Vdc  
Lower than High Voltage
- Voltage hazards can be reduced by proper system grounding
- Step voltage, Touch voltage, Mesh voltage, Transferred voltage

# The nature of hazard

- The relationship of frequency to hazard---
- Up to 100 HZ--- Similar effect for AC & DC
- Above 100 KHZ----- 10 to 100 mA Threshold

# Capacitor discharge

- 1 micro Farad, 10 KV—Ventricular fibrillation
- Specific hazard of electronics equipments
- Electric shock from 120 to 240, 480V supply.
- Radio frequency
- Induced voltage
- Non ionizing RF radiation hazard
- Electrical Hazard
- Chemical Hazard
- Explosion Hazard

# Medium and high voltage safety

- Open circuit in secondary of current transformers causes high voltage
- System grounding --- The connection of one of the conductors to earth.

## Reduce the risk to electrocution---

- Protective equipments must be used.
- Hard hat, Eye protection, Electric arc protection, Rubber glove, Rubber insulated equipments, Voltage testing equipments.



# **SAFETY PROCEDURES**

- **Approach distance must be regarded**
- **Qualified person to perform the task**
- **Complete risk analysis**
- **Review and approve the plan and analysis**
- **Documentation & approval procedure**
- **Working by minimizing the risk**
- **PPE– Personal Protection Equipments must be used.**

# SAFETY PROCEDURES & METHODS

- **Think , be aware**
- **Understand your procedure**
- **Follow your procedure**
- **Use appropriate safety equipments**
- **Ask if you are unsure. Do not assume**
- **Do not answer, if you do not really know.**

# The steps required before de-energizing

- All energy control devices feeding the area must be opened
- Lock and tags placed on energy control devices
- Voltage measurement
- Safety grounding
- Qualified inspector inspects the work area
- Test the instruments
- Measure the equipments being verified
- Re-test the instruments.

# ONE MINUTE SAFETY AUDIT

- **Notify the responsible persons of your presence in area**
- **Listen to any abnormal sounds**
- **Sniff for unusual odours**
- **Locate all fire emergency exits**
- **Locate all fire alarms and telephones**
- **Inspect all transformer insulation liquid levels, temperature and pressure**
- **Locate station one line diagram**
- **Make certain room is neat and tidy**

# ONE MINUTE SAFETY AUDIT

- Be certain that all required equipments are readily available and easily reached
- Check to see that all protective relays and other operational flags are properly reset

## ELECTRICAL INSTALLATION SAFETY

- Proper design
- Selection
- Installation
- Calibration

# ENGINEERING

- **Property testing**
- **Physical setting of devices**
- **To certain that the equipment is capable of performing when called upon.**

# HUMAN FACTORS IN ELECTRICAL SAFETY

- Sense physical stimuli
- Perceive and process information
- Act

# **SLOW REACTION**

- **Sleep deprivation**
- **Fatigue**
- **Time of delay**
- **Environmental extreme**
- **Alcohol**
- **Drug use**
- **Medical problem**
- **Nutrition**



## (5) INSTALLATION SAFETY

SLIDE 3 → 5

Q19 → Q20

## (6) WORKING NEAR EXPOSED MAIN

SLIDE 1 → 3

Q21 → Q22

PERFORM THE ASSIGNMENT EXERCISE  
OUTLINED IN STUDY GUIDE

[www.1790817794.zoomshare.com](http://www.1790817794.zoomshare.com)

E011 + E017

PART (1) + PART (2)

[www.esipowersystem.zoomshare.com](http://www.esipowersystem.zoomshare.com)

- STUDY PACKAGE (1) SAFETY & INSTALLATION PROCEDURE
- STUDY PACKAGE (2) PLANNING

## - REGULATORY REQUIREMENTS

PART (3) - RISK MANAGEMENT STRATEGIES

PART (4) EVALUATE RISK MANAGEMENT STRATEGIES

E017

PART (1)

[www.esipowersystem.zoomshare.com](http://www.esipowersystem.zoomshare.com)

STUDY PACKAGE (1) SAFETY & INSTALLATION PROCEDURE

ESI SAFETY PART 1 → 5

DO EXERCISES

PART (2)

PERFORM EXERCISE (2)

PART (3)

PERFORM EXERCISE (3)

## LECTURE NOTES

### Chapter 1: THE NATURE OF ORGANIZATIONAL BEHAVIOUR

#### Slides 1—4 Lecture outline and objectives

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*(The first four slides provide an introduction to the course and an overview of what will be covered in the first few lectures.)*

*After attending this lecture and reading the corresponding chapter in Work and Organizational Behaviour, students should be able to:*

1. Explain work organizations, their basic characteristics and their connections to the wider social context.
2. Define the term organizational behaviour and describe the contribution to the field of organizational behaviour of three disciplines; psychology, sociology and anthropology.
3. Describe the evolution of organizational behaviour as a field of research and learning.
4. Explain an integrated framework for conceptualizing organizational behaviour.
5. Describe the challenges of conducting research on organizational behaviour.

#### Slide 5 What is OB?

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- OB is the systematic study of form organizations and of what people think, feel and do around organizations.
  - Work organizations are simply physical and legal structures within which people undertake paid work – it is the people who 'behave' and not, of course, the organizations.
  - It is best understood as a series of complex active processes in which people participate formally and informally at various levels (see figure 1.1) in ways shaped by organizational roles and power.
  - OB is embedded in the wider social, cultural and institutional fabric of society.
  - This series of lectures will take the view that OB is about work–life; particularly it is about people in work organizations in capitalist societies.
- There are many valid ways of studying the behaviour of people in work organizations. We will focus on the dialectic interplay between global, macro and micro social dimensions. Dynamic linkages exist between external economic, political and social forces, on the one hand, and internal management processes, power and political activities, and individual and group agency on the other.

## Slide 6 Why study OB (I)?

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- Formal organizations pervade our modern world. Their presence affects our economic, cultural, political and ecological environment, providing employment, producing goods and services, lobbying politicians and policy-makers and *infecting* the ecosystem.
- The move towards more knowledge-based work and the growing acknowledgement that people are the key to sustainable competitive advantage strengthens the case for behavioural studies in modern management education.
- Study of OB leads to an understanding of:
  - How people undertake paid work
  - How they interact with each other
  - How decisions made by people controlling the organization affect the people in it, and its performance
  - How you can learn to influence processes and shape events within an organization
- We will return to this question later in the lecture, once you have learned a little more about the nature of OB

## Slide 7 What are work organizations?

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- A work organization is a socially designed unit or collectivity that engages in activities to accomplish a goal or set of imperatives, has an identifiable boundary, and is linked to the external society.
- Work organizations can be demarcated from other social entities or collectivities by four common characteristics:
  - The presence of a group people who have something in common and who deliberately or consciously design a structure and processes.
  - Activity is directed towards accomplishing "a goal or set of imperatives".
  - The existence of an "identifiable boundary" that establishes common membership
  - The organization is connected to the "external society" and draws attention to the fact that organizational activities and action influence the environment or larger society.
- Multiple types of work organizations are possible. They vary in terms of their:
  - **Size** - Organizations can employ fewer than ten people to over 100, 000.
  - **Products or services** - Organizations can be grouped into four major categories according to their products: [1] those that grow food and extract raw material, [2] organizations that manufacture commodities, [3] organizations that provide services, and finally [4] those that supply and process information.
  - **Purpose** - whether the work organization is operating for profit or is a not-for-profit institution.
  - **Ownership** - the organization may be privately or publicly owned. Private organizations are usually owned by a small group of people, whilst publicly held organizations issue shares that are traded freely on a stock market and are owned by a large number of people.

- **Management** - The owners of an organization are its principals and these individuals either manage the activities of the organization themselves or they may employ agents (the managers) to manage on their behalf.

### Teaching idea

- Either in class or in small groups, ask students to identify organizations to which they belong by counting the number of plastic cards in their wallet (e.g., banks, government agencies, retail stores, special interests, clubs, etc).
- Ask your students to identify whether the organizations are 'profit' or 'non-profit' and to consider any other key organizational characteristics.

## Slide 8 What does the study of OB involve?

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Organizational behaviour is an interdisciplinary study of:

- The behaviour of individuals and groups
- Organizational design and technology in which human behaviour takes place
- Control processes over resources, people and work activities
- Management processes, for example, the recruitment, training & rewards to workers
- Interaction between the organizational, the external and evaluative context
- Relationship between organizational agency and societal stability or instability at large (see Figure 1.2)

## Slide 9 A framework for studying organizational behaviour

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The text we are following for this course offers an integrative framework for studying organizational behaviour. The model is divided into four components:

1. the environmental forces as external context inputs;
2. the processes for converting the inputs into outputs within an individual, group managerial milieu as the organizational context;
3. the evaluation or organizational process as evaluation outputs;
4. a feedback loop which links the organizational processes and external environmental forces, with the feedback flowing into the organization and from the organization into the environmental external context

(See Figure 1.2).

### 1. The external context

'External inputs' include cultural and social influences, economic activity, government policies, technological change and ecological pressures. The effects of the external context are reflected in terms of the management of opportunities and constraints, and strategic choices facing the organization.

### Seminar discussion idea

Ask students to think about the following questions:

- How have external environment factors impacted on work organizations you or members of your family or friends have worked?
- How did these external factors influence the behaviour of people in the organization?

### 2. *The organizational context*

The structure of the organization is formed from the interaction of individuals, groups, and organizational controls. Organizational structure or context describes the regular, patterned nature of work-related activities, technology and process that are repeated day in and day out. There are at least six variables that impact on the active interplay of people within the structure of the formal organization: strategy, structure, work, technology, people, and control processes.

### 3. *The evaluative context*

This addresses the question of why control is necessary. Organizational behaviour is closely associated with the practice of management; it is a body of theory that provides information that can be applied to management problems in order to improve organizational effectiveness. The evaluation context or 'outputs' of individual, group, organizational and control processes can be classified into three components: individual performance, operating performance, and financial performance.

## Slides 10/11 The multidisciplinary nature of organizational behaviour

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Organizational behaviour researchers gather and analyze data using either quantitative or qualitative methods or a combination of both. Moreover, organizational behaviour draws from a variety of disciplines including:

1. Psychology
2. Sociology
3. Anthropology
4. Political science

### 1. *Psychology*

Psychology is the systematic study of behaviours and mental processes (Plotnik, 2005). Psychologists concern themselves with one key question: why did this individual behave in this way? **Industrial psychologists** concern themselves with explaining why the particular work behaviour occurred in the specific situation and attempt to offer a theory of the mental processes which led to the behaviour, and cause it in similar situations. **Social psychologists** have as their basic unit of analysis the social group. Social psychologists bring to the



workplace knowledge of how groups form, how people act within a group or team, and how groups interact.

### 2. *Sociology*

Sociology is the systematic study of the pattern of social relationships that develop between human beings, with a particular focus on the analysis of industrialized societies. Sociologists ask questions about why people behave in the ways they do, and what the possibilities and consequences of their actions might be. Industrial and organizational sociologists may study formal and complex organizational structures; technologies; control processes; power; social interactions and work-based groups; the relationship between organizational actions and societal stability or instability, and the role of global and macrostructures.

### 3. *Anthropology*

Anthropology is the scientific study of mankind, especially of their societies and customs. Much of the work on understanding organizational culture – for example the differences between national cultures or international HRM - is the result of the work of anthropologists or those organizational theorists using their concepts and research methods.

### 4. *Political science*

Political science is the study of individual and group behaviour within a political system. The political perspective draws attention to the nature and consequences of power - the ability of individuals to overcome resistance on the part of others, and to exert their will consistent with their self-interests.

#### Teaching idea

- Refer to 'OB in Focus' (p. 17) to engage students with the question 'is OB a science?'.
- Invite an HRM manager to the class to discuss her/his views on the contribution OB makes to understanding HR practices in the workplace. You may find it helpful to suggest that the guest speaker plans her/his presentation around Table 1.1 (p. 16).

This table gives an overview of where each of the disciplines in OB finds its roots.

## Slide 12 Why study organizational behaviour (II)?

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- OB is an applied social science involving study of people, groups, decision-making, power, politics, ethics, culture etc.
- It has practical, everyday management uses and enables us to predict, explain and influence (or manage) organizational activities. See Figure 1.3.
- Understanding OB is a requirement for active citizenship in advanced capitalist societies that are subject to periodic turbulence and change – only then can we hope to influence, manage and change the way organizations function in society.

### Seminar discussion idea

Ask students if they can think of any other reasons for studying OB (for example, financial, career, ambition, academic interest...). How do these relate to the issues of perspective and bias discussed later in the lecture?

## Slide 13 Diversity

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Understanding the significance of class, gender, race, ethnicity and disability puts the behaviour of individuals and groups in the organization into a wider social context.

### *Class*

In every society inequalities exist between individuals and groups, with some people having more money, wealth, schooling and power than others. A social class is defined as a large group of people in a given society who share a common economic resource such as income, wealth or property. Sociological analysis of class has been strongly influenced by the work of Karl Marx (1818-1883) and Max Weber (1864-1920). In the contemporary workplace, class translates into the employment relationship between the employer or agent (manager) and workers.

### *Gender*

Gender refers to the attitudes, feelings, and behaviours members of a society typically associate with being male or female, and is embedded in the modern workplace. Organizational structures and hierarchies are characterized by gender segregation in which women predominantly occupy jobs that are part-time, low-skill, and low-pay. In comparison, men occupy full-time, high-skill, high-pay positions and are allowed to climb the corporate ladder to senior management.

### *Race and ethnicity*

Race can be understood as a socially constructed community composed of people who share biological characteristics that members of a given society consider important. In contrast, ethnicity is purely social in meaning (Giddens, 2001). The concepts of race and ethnicity are fundamental to the existence of racism and discrimination in society and the workplace.

### *Disability*

Disability is traditionally understood as a specialized medical condition requiring the intervention of qualified medical professionals. This casts disabled people and their families as passive recipients of care without informed options, and focuses on their lack of abilities.

### Seminar discussion idea

Ask your students if they have experienced or observed discrimination in the workplace based on class, gender, race or ethnicity. What form did it take? How did management handle the discrimination?

## Slide 14 Ways of approaching OB

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- How people approach their subject of study depends on their life experiences and a whole series of assumptions they make about people and society.
- Much debate in organizational behaviour stems from competing theoretical perspectives (or 'lenses'), defined for present purposes as frameworks of interconnected beliefs, values and assumptions that guide thinking and research on the nature of the social world.
- Many theorists fall into one of the following four competing ideological camps:
  1. Managerialist (or structural-functionalist)
  2. Critical
  3. Symbolic interactionist
  4. Feminist

### *1. The managerialist perspective*

The managerialist perspective is also referred to as the structural-functionalist perspective in sociology, and is adhered to by most organizational behaviour theorists. The managerialists view society and organizations therein as complex systems whose parts work together to promote consensus and stability. Common to all variations of managerialist paradigm is a failure to connect organizational behaviour to internal power relations, the dialectics of control and the larger dominant political economic paradigm, neo-liberalism.

### *2. The critical perspective*

The critical perspective views capitalism and work organizations as an arena of inequality and exploitation that generates conflict and change. One of the most foremost critical thinkers in the discipline of sociology has been Karl Marx (1818-1883).

### *3. The symbolic-interactionist perspective*

The symbolic-interactionist perspective generalizes about everyday forms of individual-level social interaction in order to understand society as a whole. George Simmel (1858-1918) is credited for the development of small-group research and symbolic-interactionism. Managers and other employees are embedded in a symbolic context.

### *4. The feminist perspective*

The feminist perspective emerged out of criticisms of traditional organizational behaviour research, which feminist scholars argued has been mainly concerned with research on men by men. Feminist perspective is rooted in critical analysis of society and has drawn attention to aspects of organizational life that other perspectives do not reveal.



### Teaching idea

- Watch the first 15 minutes of the film, *Working Girl* (1988). Details of the film are given in Chapter 1, page 35. Get your students to think about:
  - How her co-workers treat the main character
  - What the film tells us about the gendering of work organizations.

This slide gives key information on the major perspectives on OB.

### Slide 16 Ways of approaching research

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- OB theorists do not merely approach their subject from different perspectives; they also make differing assumptions about how organizations should be investigated.
- In this section we ask - 'to extent can academics construct a truly objective account of behaviour in work organizations'?
- An OB theorist's approach to research will depend on their ontological and epistemological ideology.

#### *Ontology*

Ontology deals with the nature of being. It considers whether social entities (such as formal organizations) can/should be considered objective entities with a reality external to the individual (*objectivism*), or whether they can/should be considered social constructions built up from the perceptions and actions of the individual (*constructionism*).

#### *Epistemology*

Epistemology deals with theory of knowledge. It considers what can/should be regarded as acceptable knowledge, what knowledge can/should be collected and what can/should be regarded as true/false. Epistemological approaches include positivism, empirical realism, critical realism and interpretivism.

- **Positivism** affirms the importance of modeling social science research on the physical sciences.
- **Empirical realism** asserts that, using appropriate methods, social reality can be understood.
- **Critical realism** is a philosophy of and for the social sciences. It distinguishes between the social world and peoples' experience of it, but also between the real, the actual and empirical.
- **Interpretivism** prefers an empathetic 'understanding' and an interpretation of human behaviour. The interpretive approach has its intellectual roots in Max Weber's (1864-1920) concepts of *Verstehen*. *Verstehen* translates from the German as 'human understanding'.

### Seminar discussion idea

According to the constructivist approach to knowledge-making, language does not transmit truth, rather it produces what we come to regard as truth. Ask your students for their views of the constructivist model. What are the implications of this view for understanding behavioural studies?

### Slide 17 Ways of researching OB

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- Research methods can be broadly classified as either quantitative or qualitative.
  - **Quantitative research** is a research strategy that emphasizes numerical data and statistical analyses. It entails deductive theorizing, incorporates the practices and norms of the positivism, is oriented towards aggregated data, a process called **nomothetic analysis**, and embodies a view of social reality as a relatively constant, objective reality.
  - **Qualitative research** is a research strategy that emphasizes non-numerical data, entails inductive theorizing, rejects positivism, is oriented towards the case study, a process called **ideographic analysis**, and embodies a view of social reality as the product of individual cognition. .
- The approach that an OB researcher takes will depend on their ontological and epistemological stance. (See Figure 1.4)

### Slide 18 So what?!

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- Researchers make different ontological and epistemological assumptions that affect how they attempt to investigate and obtain 'knowledge' about organizational behaviour.
  - For instance, the constructivist approach suggests that what the manager and the situation actually are is a consequence of various accounts and interpretations. From this perspective, managers act as "practical authors" of their own identities.
- Management is embedded in the social structure, and is highly political. For example, OB theorists sometimes quote managers' opinions to the exclusion of other people who are affected by the managers' actions..
- It is necessary to have an awareness of these factors and to maintain a healthy scepticism as we read what researchers have to say about OB, and indeed as we form our own opinions and consider what perspectives they may reflect.
  - Drawing on the elements of Figure 1.4 you should now be better able to account for misrepresentation of social reality by researchers.
  - All academic writing should be considered not only as a source of information and meaning as defined by the author, but also as a text revealing the author's standpoint on work and organizations.
  - Knowledge should be viewed in the context of power. Thus, the relationship between writers, readers, and textbooks (including the one you are using for this

course) has to be understood as sites at which different meanings, interpretations, and perspectives take place.

### Seminar discussion idea

Reinharz (1988) posits that most academic writing reflects a dominant perspective that is capitalist, racist, and androcentric in orientation. Ask your students to read Reinharz's article and then look through OB journals. Then ask them to discuss:

- The dominant assumptions that underlie the article
- Any assumption about organizational effectiveness and efficiency that the author makes Any issues that the author ignores (such as class, gender, race and ethnicity or conflict in the workplace)
- The standpoint from which the writer speaks.

### Lecture enhancement ideas

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- The 'General introduction' of *Embedding Organizations* (Marc Maurice and Arndt Sorge, 2000) may be of interest as additional material for this chapter. The collection emphasizes that society is that space which unites all imaginable and meaningful spaces of action, through the existence of permanent patterns of social interaction.
- Point out to students the distinction between 'societal' and 'society'. Societal means relating to society or the way society is organized.
- Either in class or in small groups, ask students the meaning and implications of 'societal interdependency of actors and spaces'.
- The profile of workplaces and workers given in *Inside the Workplace: Findings from the 2004 Workplace Employment Relations Survey* (2006) may be of interest as additional material for this chapter.

# The Nature and Scope of Organizational Behavior



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# WHAT IS ORGANIZATIONAL BEHAVIOR?

- OB is the study of *human behavior in the workplace, the interaction between people and the organization, and the organization itself.*
- The goals of OB are to explain, predict, and control behavior.



# RESEARCH METHODS IN OB

- **Case study (subjective but provides loads of information)**
- **Experiment (the most scientific method)**
- **Field experiment (experimental method applied to live situation)**
- **Meta-analysis (quantitative review of studies that is widely used today)**



The essence of conducting an experiment is to make sure that the variable being modified (the independent variable) is influencing the results.

The independent variable influences the dependent variable (such as productivity).

Field experiments attempt to apply the experimental method to real-life situations.

A **meta-analysis** is a quantitative or statistical review of the literature on a particular subject, and is also an examination of a range of studies for reaching a combined results or best estimate.



# Data Collection and Research Methods in Organizational Behavior

*Methods of data collection.* Three frequently used methods of collecting data in organizational behavior are surveys, interviews, and direct observation of behavior.

The type of survey questionnaire used by an organizational behavior specialist is prepared rigorously.





# WHY STUDY OB?

- **Development of soft (interpersonal) skills**
- **Personal growth via insight into others**
- **Enhancement of individual and organizational effectiveness**
- **Sharpening and refining common sense (common sense is often wrong)**



# BENEFITS OF STUDYING ORGANIZATIONAL BEHAVIOR

Organizational behavior relates to the process—rather than the content—of conducting managerial work.

## Skill Development

An essential requirement for entering into, surviving, and succeeding in the modern workplace is to have appropriate skills.

Organizational behavior skills have gained in importance in the modern workplace.

Soft skills generally refer to interpersonal skills such as motivating others, communicating, and adapting to people of different cultures. Hard skills generally refer to technical skills.



# Personal Growth through Insight Into Human Behavior

Understanding others leads to personal fulfillment, and can also lead to enhanced self-knowledge and self-insight. Insight is useful for such purposes as selecting people for jobs and assignments, communicating, and motivating.



# Enhancing Organizational and Individual Effectiveness

An important goal of organizational behavior is to improve **organizational effectiveness**, the extent to which an organization is productive and satisfies the demands of its interested parties.

People-oriented management practices enable workers to use their wisdom and to receive appropriate training.

If a person develops knowledge about subject such as improved interpersonal communication, conflict resolution, and teamwork, he or she will become more effective.



# Sharpening and Refining Common Sense

Organizational behavior sharpens and enlarges the domain for common sense.

Organizational behavior knowledge also refines common sense by challenging you to reexamine generally accepted ideas that may be only partially true—such as inactivity reduces stress for everybody



# A BRIEF HISTORY OF OB

- **Classical approach to management (scientific management and administrative management)**
- **Hawthorne studies (workers respond to attention)**
- **Human relations movement (treat workers well to boost productivity)**



# A BRIEF HISTORY OF OB (CONTINUED)

- **The contingency approach (examine individual and situational differences before taking action)**
- **Positive organizational behavior (focus on measurable strengths of workers to improve performance)**



# The classical approach.

The focus of **scientific management** was the application of scientific methods to increase individual worker's productivity.

According to the principles of scientific management, there is a division of work between managers and workers.

**Administrative management** was concerned primarily with how organizations should be managed and structured.

The core of management knowledge lies within the classical school, including the framework of planning, organizing, and controlling.





# The Hawthorne Studies

The first Hawthorne study examined the effects of lighting on productivity.

A second study conducted in a relay assembly room examined the relationships among rest, fatigue, and productivity.

A major conclusion from these studies was the workers reacted positively because management cared about them (the **Hawthorne effect**).

The Hawthorne effect is the tendency of people to behave differently when they receive attention because they respond to the demands of the situation.

The Hawthorne studies also led to many other conclusions, such as the fact that effective communication with workers is critical to managerial success.



# The Human Relations Movement

The **human relations movement** was based on the belief that an important link exists among managerial practices, morale, and productivity.

Key points of the movement are that satisfied workers are more productive and that, given the proper working environment, virtually all workers would be highly productive.

A cornerstone of the human relations movement is Theory X and Theory Y of Douglas McGregor.

Theory X is the somewhat stern and pessimistic traditional assumptions about worker capabilities.

Theory Y is an alternative, and optimistic, set of assumptions



# The Contingency Approach

The **contingency approach to management** emphasizes there is no one best way to manage people or work.

The contingency approach is derived from the study of leadership styles.

The strength of the contingency approach is that it encourages managers and professionals to examine individual and situational differences before deciding on a course of action.



# Positive Organizational Behavior

An emerging movement in organizational behavior is a focus on what is right with people.

**Positive organizational behavior** as the study and application of human resource strengths and psychological capacities that can be measured, developed, and managed for performance improvement.

Positive organizational behavior focuses on developing human strengths, making people more resilient, and cultivating extraordinary individuals, work units, and organizations.



# SKILL DEVELOPMENT IN OB

1. **Experiential exercises (learn by doing)**
2. **Conceptual information and examples**
3. **Feedback on skills and performance**
4. **Conceptual knowledge and behavioral guidelines**
5. **Frequent practice**



# A FRAMEWORK FOR STUDYING ORGANIZATIONAL BEHAVIOR

The three levels of study in organizational behavior are:

- individual level
- groups and interpersonal relations level
- organizational system and the global environmental level.



# INDIVIDUAL

- Individual differences
- Learning, perception and attribution
- Attitudes, values and ethics
- Creativity
- Motivation



# GROUP AND INTERPERSONAL

- **Communication**
- **Group dynamics**
- **Teams**
- **Leadership**
- **Power, politics and influence**
- **Conflict, stress and well-being**





# ORGANIZATIONAL SYSTEM

- **Structure and design**
- **Culture**
- **Change and knowledge management**
- **Cultural diversity**



# Individual Differences, Mental Ability, and Personality



# Individual Differences

People show substantial **individual differences**, or variations in how they respond to the same situation based on personal characteristics

Behavior is a function of person interacting with the environment:

$$B = f (P \times E)$$

# Individual Differences (2)

Behavior is therefore determined by the effects of the individual and the environment on each other

## Individual Differences (3)

- **Exceptional managers capitalize on strengths of workers.**
- **Individual differences have many consequences including productivity and quality.**



# Consequences (1)

**Seven consequences of individual differences that have a major impact on managing people are as follows:**

- **People differ in productivity.**
- **Quality of work varies because people vary in their propensity for achieving high-quality results.**
- **Empowerment is effective with some workers, but not with all.**
- **A given leadership style does not work with all people.**

# Consequences (2)

- **People differ in their need for contact with other people.**
- **Company management will find that commitment to the firm varies considerably.**
- **Workers vary in their level of self-esteem that in turn influences their productivity and capacity to take on additional responsibility.**

# Demographic Diversity

- Refers to background factors that shape worker attitudes and behavior
- Sex and gender differences
- Generation and age-based differences such as Baby Boomers, generation Y
- Ethnic, racial, and cultural differences (culture has biggest effect)





## Sex and Gender Differences

Evidence suggests that there are few differences between men and women in such factors as ability and motivation that will affect their job performance.

Gender differences in communication patterns have been noted.

*Men typically communicate to convey information or establish status.*

*Women are more likely to communicate to establish rapport and solve problems.*

A researcher has noted that men are more likely to value equity, whereas women opt for equality.

Overinflated claims of gender differences can do harm in the workplace, such denying people opportunities.

# Generational and Age-Based Differences

People may behave differently on the job based somewhat on the behaviors and attitudes of many members of their generation.

The four generations currently in the workforce are:

Traditionalists (1925 – 1945)

Baby boomers (1946 – 1960)

Generation X (1961 – 1980)

Generation Y (1981 – present)

Every generation is influenced by major economic, political, and social events of its era, such as the Great Depression, the women's movement, and advances in information technology



Gen Y, also called Millennials, differ from Gen X and baby boomers in many ways, but perhaps most significantly in their media savvy, their need for quick gratification and recognition, and their lack of long-term commitment to a particular company

"This is a generation that expects a lot from institutions. They expect learning opportunities, creative challenges and proof of their ability to add value," Bruce Tulgan, founder of Rainmaker Thinking, a New Haven, Connecticut.

(<http://www.workforce.com/section/06/feature/24/64/42/246444.html>)

## Ethnic, Racial, and Cultural Differences

Ethnic and racial differences in job performance and behavior are usually attributable to culture rather than ethnicity itself.

*some ethnic groups take long lunch breaks because of their culture, not the fact of being a particular nationality*

Demographic diversity will often give an organization a competitive advantage - similarity to the work group positively influenced the individual's perception of group productivity and commitment to the work group.

Job satisfaction tends to higher for employees when others of similar demographic characteristics are present in the workplace

# Mental ability (Intelligence)

- **Intelligence is capacity to acquire and apply knowledge**
- **Components of Intelligence**
- **Triarchic theory (analytical, creative, and practical intelligence)**
- **Multiple Intelligences (8 types or faculties)**

# Components of Intelligence

A standard theory of intelligence explains that intelligence consist of a **g (general) factor** along with **s (special) factors** that contribute to problem-solving ability.

The *g* factor helps explain why some people perform so well in so many different mental tasks (the have the right stuff).

# Special Factors

- **Verbal comprehension – the ability to understand the meanings of words**
- **Word fluency – the ability to use words quickly and easily**
- **Numerical – the ability to handle numbers, mathematical analysis**

# Special factors (2)

- **Spatial** – the ability to visualize forms in space, manipulate objects mentally
- **Memory** – The ability to recall for symbols, words, numbers etc.
- **Perceptual speed** – the ability to perceive visual details, identify similarities and differences
- **Inductive reasoning** – the ability to discover a rule or principle and apply it in problem solving



# The Triarchic Theory of Intelligence

## Emphasise on Practical Intelligence

The theory holds that intelligence is composed of three different subtypes: analytical, creative, and practical.

Practical intelligence incorporates the ideas of common sense, wisdom, and street smarts.

Analytical intelligence (also called fluid intelligence) may decline from early to late adulthood.

However, the ability to solve problems of a practical nature (crystallized intelligence) is maintained or increased through late adulthood. So being older makes you wiser.

# Multiple Intelligences

People know and understand the world in distinctly different ways, or look at it through different lenses.

The eight intelligences or faculties are: linguistic, logical-mathematical, musical, spatial, body/kinesthetic, intrapersonal, interpersonal, and naturalist.

The profile of intelligences influences how an individual will best learn, and to which types of jobs he/she is best suited.

**Linguistic  
(language)**

**Logical-  
Mathematical**

**Naturalist  
(external world)**

**Musical (sounds  
are sensible)**

**Components of  
Multiple Intelligences**

**Interpersonal  
(knows others)**

**Spatial  
(brain images)**

**Intrapersonal  
(knows self)**

**Bodily/  
Kinesthetic  
(motor skills)**



# Personality Differences

- **Personality characteristics contribute to success in many jobs, and many job failures are caused by personality problems.**
- **Personality refers to the persistent and enduring behavior patterns of an individual that are expressed in a wide variety of situations.**



# Personality Differences (2)

**Five Factor Model  
consists of:**

- 1. Neuroticism**
- 2. Extraversion**
- 3. Openness to experience**
- 4. Agreeableness**
- 5. Conscientiousness**

**Other Key Traits:**

- 6. Self-monitoring of behavior**
- 7. Risk taking and thrill seeking**
- 8. Optimism**

**All eight traits can affect job performance and behavior**

## Eight Major Personality Factors and Traits

All eight factors a substantial impact on job behavior and performance

1. Neuroticism (reflects emotional instability versus emotional stability)
2. Extraversion
3. Openness (well-developed intellect)
4. Agreeableness (friendly and cooperative)
5. Conscientiousness (dependability and thoroughness)
6. Self-monitoring of behavior (adjusting how we appear to others)
7. Risk taking and thrill seeking (craving constant excitement)
8. Optimism (a tendency to experience positive states)



# The “Big Five” Personality Factors (Figure 2.2)

## **Emotional Stability**

← (Stable, confident, effective) (Nervous, self-doubting, moody) →

## **Agreeableness**

← (Warm, tactful, considerate) (Independent, cold, rude) →

## **Extraversion**

← (Gregarious, energetic, self-dramatizing) (Shy, unassertive, withdrawn) →

## **Conscientiousness**

← (Careful, neat, dependable) (Impulsive, careless, irresponsible) →

## **Openness**

← (Imaginative, curious, original) (Dull, unimaginative, literal-minded) →

# Emotional Intelligence

- **How effectively people use their emotions has a major impact on their success.**
- **Emotional intelligence refers to qualities such as understanding one's feelings, empathy for others, and the regulation of emotion to enhance living.**



# Emotional Intelligence (2)

**Deals with ability to connect with people and understand their emotions**

- 1. Self-awareness**
- 2. Self-management**
- 3. Social awareness**
- 4. Relationship management**

# Emotional Intelligence (3)

High emotional intelligence is associated with the ability to cope with job setbacks.

Emotional intelligence underscores the importance of being practical minded and having effective interpersonal skills to succeed in organizational life.



# Learning, Perception, and Attribution

# TWO KEY LEARNING PROCESSES AND E-LEARNING

- **Learning** is a relatively permanent change in behavior based on practice or experience. Unless learning takes place, few employees would be able to perform their jobs satisfactorily.

# Two Key Learning Processes and e-Learning

- Modeling and Shaping
  - a. *Modeling* occurs through imitating someone.
  - b. *Shaping* occurs through rewarding small steps.
- Cognitive Learning
  - a. Assumes that learning is complicated including motivation and hunches.
  - b. Informal learning—organization does not determine or design the learning process.

# Cognitive Learning

- The learner's orientation influences the amount of cognitive learning. A *mastery orientation* relates to a dedication to increasing one's competence on a task.
- With *performance orientation*, learners focus on how well they perform on a task and making comparisons with others.

# Two Key Learning Process and e-Learning (continued)

- Informal learning includes practical, intrapersonal, interpersonal skills, and cultural awareness.
- E-Learning is a Web-based form of computer-based training.
  - a. Used widely when learners are geographically dispersed
  - b. Cognitive process of self-motivation and self-discipline are needed.

# Learning Styles

- People learn best in different ways, such as through studying versus doing
- Visual, Auditory, and Kinesthetic Styles
  1. Visual learners learn best by seeing.
  2. Auditory learners rely on hearing.
  3. Kinesthetic learners learn best by touching and moving
  4. Most learners combine the three styles to some degree.



# Learning Styles

Learning styles have also been divided into four orientations based on four stages of the learning cycle:

concrete experience → observations and reflections → formation of abstractions and generalizations → hypotheses to be tested, leading to new experiences. The four learning orientations stemming from the cycle are:

# Learning Styles and Implications

1. An orientation toward concrete experiences that emphasizes being involved in experiences and dealing with human interactions in a personal way.
2. An orientation toward reflective observation that emphasizes understanding meanings.
3. An orientation toward abstract conceptualization that emphasizes applying logic, ideas, and concepts.
4. An orientation toward testing implications of concepts in new situations that emphasizes actively influencing people and changing situations.

# Individual Differences Related to Skill Acquisition

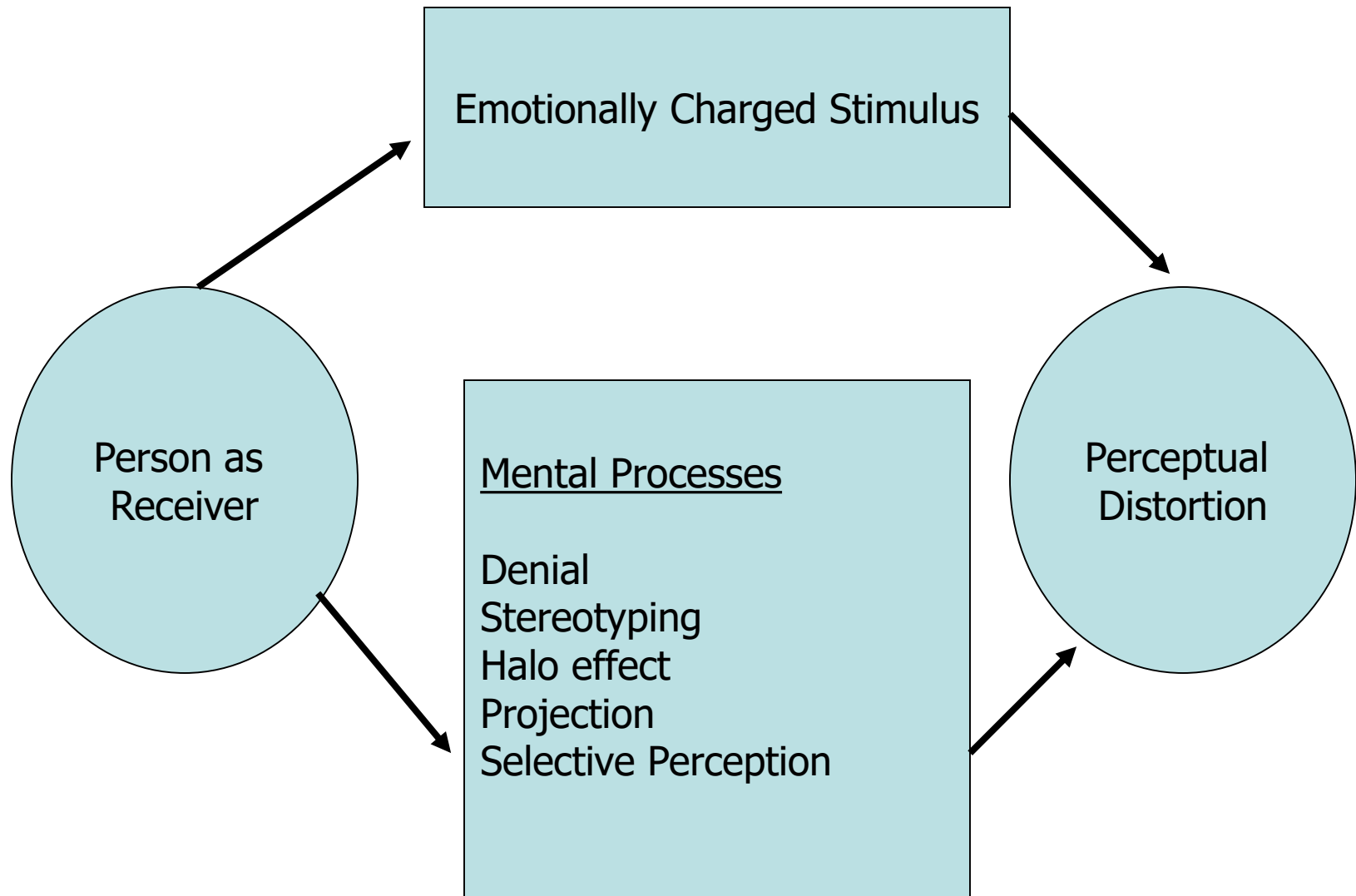
- People with high mental ability and the ability to concentrate learn better.
- In one study, air traffic controllers who acquired more skills, scored higher on (a) cognitive ability test, and (b) *warmth* factor—warm, outgoing, attentive to others, cooperative, generous, and trusting.

# Perception

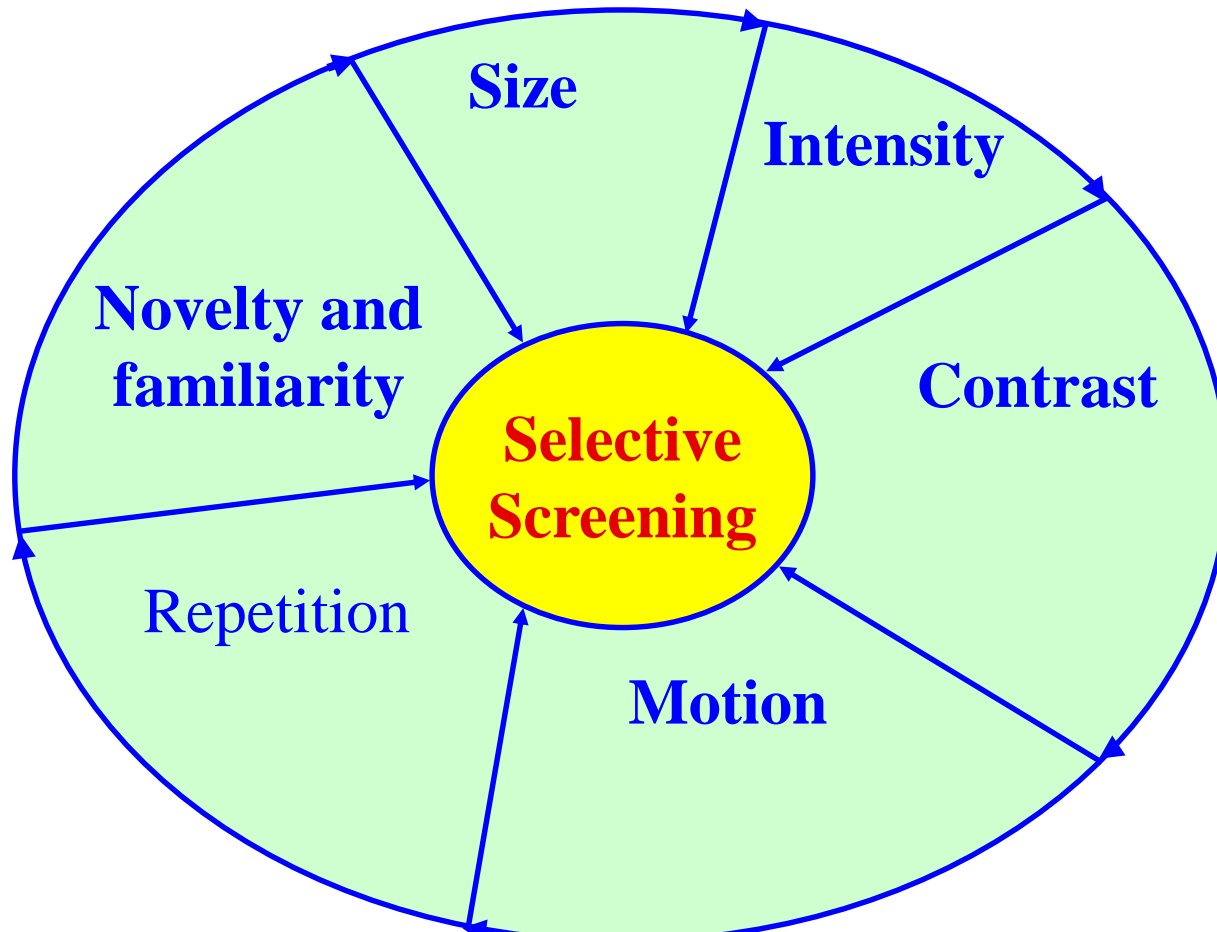
- **Perception** deals with the various ways in which people interpret things in the outside world and how they act on the basis of these perceptions.

Much phenomena is interpreted in terms of how we perceive it, rather than what it really is.

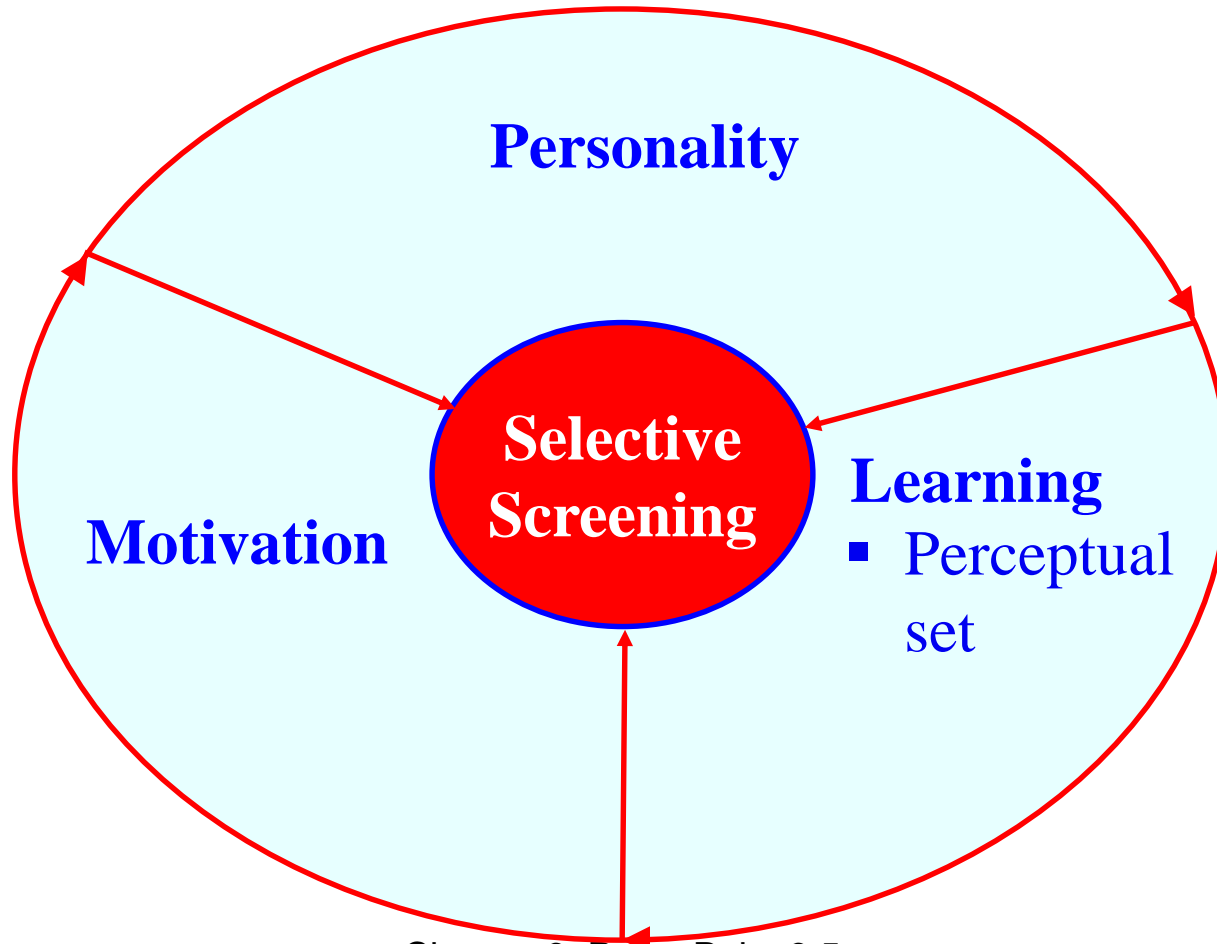
# Contributors to Perceptual Distortions



# External Factors in Selective Screening



# Internal Factors in Selective Screening



# *Characteristics of the stimulus*

- Perceptual problems are most likely encountered when the stimulus or cue to be perceived affects the emotional status of the perceiver. The perception of a stimulus or event depends on the emotions, needs, attitudes, and motives of a person.



# *Mental processes of people*

- The general purpose of these perceptual shortcuts is usually to make the reality less painful or disturbing. As such, these mental processes are types of defensive behavior.

# *Mental processes of people*

- *Denial.* We block out the existence of painful sensory information.
- *Stereotyping.* We lessen discomfort when we encounter a person who does not fit a stereotype by looking for behavior that conforms to the stereotype.
- *Halo effect.* People may color everything that they know about a person because of one recognizable favorable or unfavorable characteristic.
- *Projection.* We project our own faults on to others instead of making an objective appraisal of the situation.
- *Selective perception.* People use this mechanism when they draw an unjustified conclusion from an unclear situation. (They perceive what they want to.)

# Attribution Theory and Blame

- Two common attribution errors are (a) the *fundamental attribution error*, and (b) *self-serving bias*.

*The **fundamental attribution error** is the tendency to attribute behavior to internal causes when focusing on someone else's behavior*

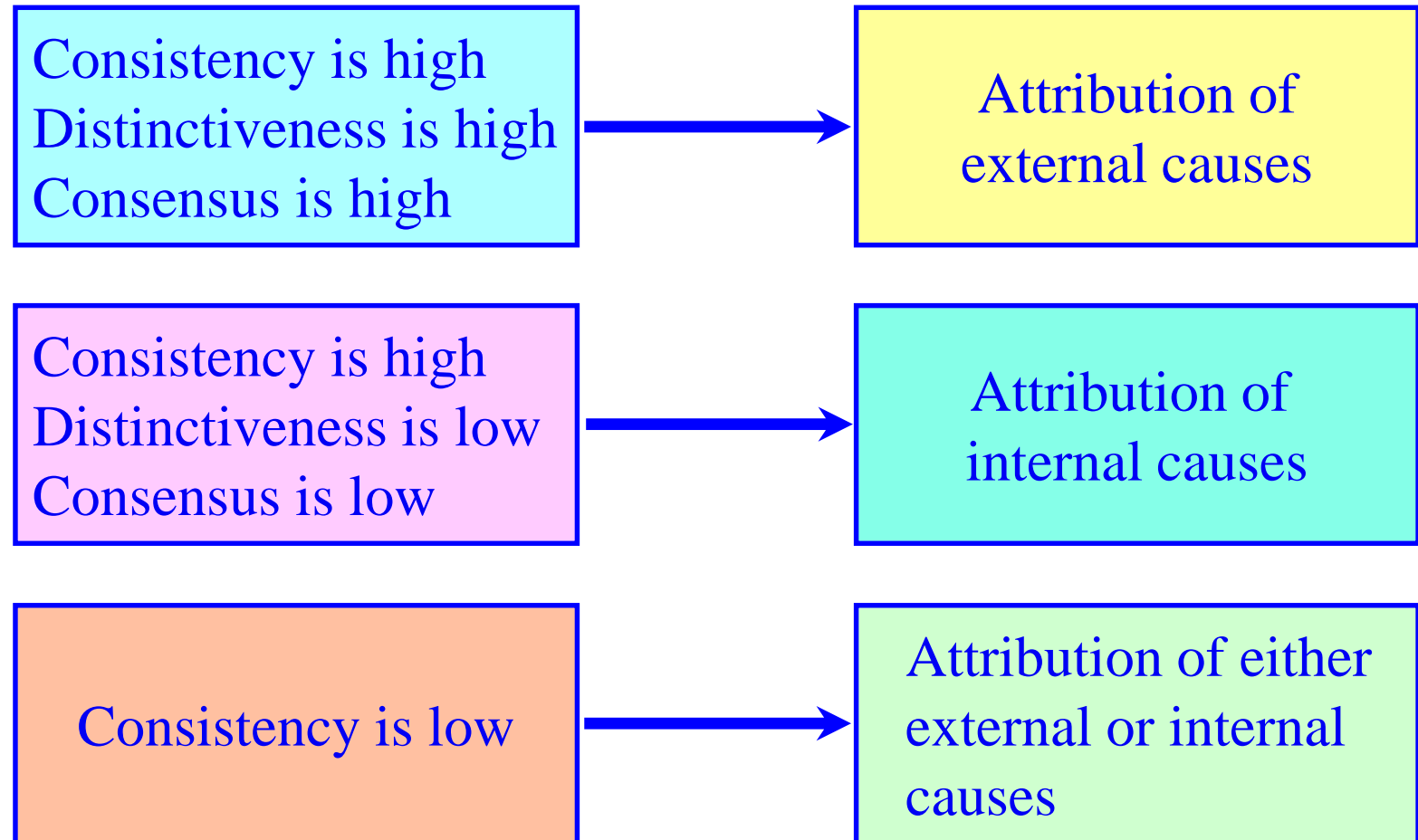
*The **self-serving bias** is the general tendency to attribute one's achievements to good inner qualities, while attributing failure to adverse factors within the environment.*

- People attribute causes based on three dimensions: *consensus* (did others do it?); *consistency* (stable performance?); and *distinctiveness* (unusual for the person?)

# Attribution Theory and Blame, continued

- People attribute behavior to external causes when they perceive high consensus, low consistency, and high distinctiveness.
- People attribute behavior to internal causes when they perceive low consensus, high consistency, and low distinctiveness.
- Blame is natural when harmful events take place, but can block problem solving.

# Attributions of Internal and External Causes of Behavior



# Attitudes, Values, and Ethics

# Attitudes and Emotions

- *Attitudes* have three components: cognitive, affective, and behavioral.
  - The *cognitive* component refers to the knowledge or intellectual beliefs an individual might have about an object.
  - The feeling or *affective* component refers to the emotion connected with that object.
  - The *behavioral* component refers to how a person acts. All three components are interrelated.
- People search for consistency among the components of an attitude.

***Cognitive dissonance is the situation in which the pieces of knowledge, information, attitudes, or beliefs held by an individual are contradictory.***

*People search for ways to reduce internal conflicts when they experience a clash between the information they receive and their actions or attitudes.*



# Emotions

- An **emotion** is a feeling such as anger, fear, joy, or surprise that underlies behavior
- Emotions have three components: internal arousal, expressive behavior, and a cognitive appraisal.

# Emotions

## *Managing Emotion*

To manage emotion well, managers should create a friendly emotional climate by setting a positive example, including serving as a model of healthy emotional expression. Managers might also include a positive attitude as one factor in selecting individuals and teams

# Emotional Labor

- We regulate feelings and expressions to meet organizational goals.
- Surface acting is faked expressions.  
😊
- Deep acting is controlling feelings.
- *Emotional dissonance* is mismatch between felt and expressed emotions → emotional exhaustion 😞

# Attitudes and Job Satisfaction

- Attitudes are linked to **job satisfaction**, the amount of pleasure or contentment associated with a job.
- Workers will have high job satisfaction when they have positive attitudes toward such job factors as the work itself, recognition, and the opportunity for advancement.

# Job Satisfaction

- One-half of (U.S.) workers have high job satisfaction.
- Benefits, pay, job security rank high.
- Fun on the job leads to satisfaction.
- High job satisfaction correlates with organizational performance.
- High organizational performance can lead to high job satisfaction.

# Consequences of Job Satisfaction

Among the consequences of high job satisfaction are:

- High productivity when the work involves people contact
- Loyalty to the company (important because of employee retention)
- A stronger tendency to achieve customer loyalty
- Low absenteeism and turnover
- Less job stress and burnout
- Better safety performance
- Better life satisfaction

# Organizational Citizenship Behavior

- A broader consequence of job satisfaction is that it contributes to **organizational citizenship behavior**, or the willingness to work for the good of the organization even without the promise of a specific reward



# Organizational Citizenship Behavior (OCB)

- Goes above and beyond call of duty.
- Satisfied workers may show OCB.
- Workers with service orientation and empathy may engage in OCB.
- High OCB leads to low turnover, and sometimes work/family conflict.



# OCB

- Five key components of organizational citizenship behavior are:
  - conscientiousness
  - altruism
  - civic virtue
  - courtesy
  - sportsmanship.
- The good organizational citizen engages in *extrarole* behavior

# VALUES

- A **value** refers to the importance a person attaches to something that serves as a guide to action.

# Values

- Baby boomers more conservative and respectful of authority
- Generation X and Generation Y more team-oriented and tech savvy
- Many values are learned through modeling and listening
- Employee-employer value fit leads to high performance
- Poor employee-employer value fit can lead to *person-role conflict*.

# ETHICS

- **Ethics** is the moral choices a person makes, and what he or she should do. Ethics can also be regarded as the vehicle that converts values into action.

# Ethical Decision Making Criteria

A standard way of understanding ethical decision-making is to understand the philosophical basis for making these decisions.

*Focus on consequences.*

According to this criterion, if nobody gets hurt, the decision is ethical. Focusing on consequences is often referred to as *utilitarian*.

# Ethical Decision Making

*Focus on the rights of individuals.*

The theories underlying this approach are referred to as *deontological* from the Greek work *deon*, or duty.

A fundamental idea of deontology is that equal respect must be given all individuals.

# Ethical Decision Making

*Focus on integrity (virtue ethics).*

If the person in question has good character, and genuine motivation and intentions, he or she is behaving ethically.

The decision maker's environment, or community, helps define what integrity means.

# Ethical Decision-Making Guide

1. Gather the facts.
2. Define the ethical issues (e.g. lying, job discrimination).
3. Identify the affected parties.
4. Identify the consequences.
5. Identify the obligations.
6. Consider your character and integrity.
7. Develop creative potential actions.
8. Check your intuition.



# Enhancing Ethical and Socially Responsible Behavior

- Leadership by example
- Written codes of ethical conduct
- Formal mechanisms for ethics problems
- Accepting whistle blowers
- Training in ethics and social responsibility
- Awareness of cross-cultural influences