
BLOCK IV

**ORGANIZATIONAL
PROCESSES**

INTRODUCTION

The fourth and the last block of this course consist of six units. The *first unit* of this block deals with the various ways of learning and their implications in organizations. This unit will enable you to understand the meaning of learning in the context of managing organizational behavior. It also presents the various theories related to learning in organizations. This unit also presents the concept of employee behavior modification using the principles of reinforcement and punishment.

In the *second unit* of this block, the concept and relevance of training and development in organizations will be dealt. The unit will describe how to assess the training needs of the staff, how to select the trainees and what type of trainers should an organization have. The unit also describes the training goals, methods and evaluation of the training program. The objectives of the performance appraisal will also be discussed in this unit.

The *third unit* of this block emphasizes on the concept of organizational change. This unit will explain to you about the forces that are responsible to bring about change and also the resistances towards organizational change.

In the *fourth unit* of this block, the concept of organizational culture will be explained. With the help of this unit, you will come to know about the components and models of organizational culture. You will also understand the process with which the level of organizational culture can be measured.

The *fifth unit* of this course will explain about how organizations accept the forces of change and tend to develop itself in order meet the demands of the society. The unit will discuss about the historical advents of the organizational development. It will also explain the various models related to organizational development. At the end of this unit, you will be explained about the various interventions related to organizational development.

In the *sixth and the last unit* of this course the concept of positive organizational behavior will be discussed. It will describe the ways through which an organization can enhance positive behavior of its employees. It discusses the impact of self- efficacy, hope, optimism and resilience among employees that can contribute towards organizational development. At the end of the unit, the relevance of emotional intelligence towards positive organizational development will also be discussed.

UNIT 7 LEARNING IN ORGANIZATIONS*

Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Learning: Definition and Meaning of Learning
- 7.3 Theories of Learning
 - 7.3.1 Behavioristic Theories
 - 7.3.1.1 Classical Conditioning
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- 7.5 Social Learning Theory
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- 7.6 Principles of Learning and the Theory of Reinforcement
 - 7.6.1 Reinforcement
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 - 7.6.3 Punishment
 - 7.6.4 Extinction
- 7. 7 Let Us Sum Up
- 7.8 Unit End Questions
- 7.9 Glossary
- 7.10 Answers to Self- Assessment Questions
- 7.11 Suggested Readings and References

7.0 INTRODUCTION

This unit will enable you to understand the meaning of learning in the context of managing organizational behavior. It also presents the various theories related to learning in organizations. This unit also presents the concept of employee behavior modification using the principles of reinforcement and punishment.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Define ‘learning’ and ‘motivation’;
- Understand the major principles of learning;
- Discuss the different theories of learning and motivation; and
- Explain employee behavior modification.

7.2 LEARNING: DEFINITIONS AND MEANING OF LEARNING

In this section, we will discuss the definition and meaning of learning, the different theories of learning and how the theory of learning can be used in managing employee behavior in organizations. Learning is defined as “any relatively permanent change in behavior that occurs as a result of experience”. It is a continuous process and human beings are always undergoing the process of learning as a result of their interactions with the environment in which they operate. The key component in learning is its outcome i.e ‘change in behavior’. The change may be positive or negative from the organizational point of view. For instance, people may learn negative or unfavorable behaviors like resistance and absenteeism as a result of their experiences, as well as favorable behaviors like increased productivity. Whether the outcome is favorable or unfavorable depends on their experiences as well as how they process them. It is also important for the change that has occurred has to manifest itself in behavioral modification. That is, learning has to be accompanied by a change in actions. Any change that occurs in people’s thought processes or attitudes does not constitute learning unless it is accompanied by change in behavior. The change in behavior has to be an outcome of experience. Experience may be acquired directly, through observation or practice, or indirectly through reading or listening to another person’s experience. Finally, the change that has occurred has to be relatively permanent to understand that learning has taken place. A temporary change in behavior as a result of tiredness of any other factor does not constitute learning. To state briefly, one can consider that learning has taken place, when there is a change in a person’s behavior as a result of his/her experiences and when the change manifests itself in the form of relatively permanent behavioral modification.

7.3 THEORIES OF LEARNING

The theories of learning explain the processes by which people can acquire patterns of behavior and can be classified under three main heads. These are Behavioristic Theories (including classical conditioning and operant conditioning), Cognitive Theories and the Social Learning Theory.

7.3.1 Behavioristic Theories

Behavioristic theories or Behaviorism constitute the traditional theories of learning. These theories were propounded by Ivan Pavlov and John B. Watson. The behaviorists attribute learning to the association between stimulus and

response. Behavioristic theories are also called the connectionist theories of learning because of their emphasis on the connection between the stimulus and the response. They mainly deal with the role played by conditioning in the process of learning.

7.3.1.1 Classical Conditioning

The theory of classical conditioning grew out of the experiments conducted by Russian physiologist Ivan Pavlov. As a part of the experiment, Pavlov performed a simple surgical procedure on a dog, which allowed him to accurately measure the amount of saliva it secreted. When Pavlov presented the dog with meat, the dog showed a significant increase in salivation. At the next stage, he rang a bell without offering any meat, and the dog showed no change in the amount of saliva secreted. Then Pavlov proceeded to ringing the bell while presenting the meat to the dog. After sometime, the dog started showing an increase in the saliva secreted simply on hearing the bell, even without the meat being presented. This indicated that the dog had become classically conditioned to associate the ringing of the bell with meat, and respond to it.

In terms of the theory, the meat was an unconditioned stimulus and the salivation was an unconditioned response. Whenever the dog was offered the meat it responded by salivating. The bell was a conditioned stimulus. It had no connection to the response by itself initially, but after being associated with the unconditioned stimulus, that is the presentation of meat, it eventually caused the dog to salivate even when it was presented alone. The last concept is called conditional response. Thus, classical conditioning can be defined as a “type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.” It is a process in which a formerly neutral stimulus, when paired with an unconditioned stimulus, becomes a conditioned stimulus that elicits a conditioned response. It describes the link between a stimulus and a response (S – R). Classical conditioning can sometimes be observed even within the organizational context. For example, whenever the top management is going to visit a factory, the factory is cleaned up and the employees are expected to come to work, dressed neatly. It is sometimes observed that the employees come to work dressed neatly whenever the factory is cleaned even if the top management is not due to visit. In this case, the cleaning of the factory is a conditioned stimulus and the dressing of the employees is the conditioned response.

Classical conditioning has been criticized as being passive. It only represents a very small part of human learning and is highly dependent on being offered a stimulus. In other words, it only deals with unlearned or automatic reactions or reflexive behavior; whereas most experts agree that human behavior is much more complex. This led to the emergence of operant conditioning.

7.3.1.2 Operant Conditioning

Operant conditioning differs from classical conditioning as it deals with voluntary or learned behavior as against reflexive or unlearned behavior. Proponents of operant conditioning like B.F Skinner argue that people learn to behave in a certain way in order to get something they want or to avoid something they do not want. Operant conditioning may be defined as a “type of

conditioning in which desired voluntary behavior leads to a reward or prevents a punishment.” According to Skinner, creating pleasant consequences to follow a certain types of behavior would increase the frequency of that behavior. On the other hand, a negative consequence of a behavior would discourage the person from repeating that behavior. Basically, the main aspect in which operant conditioning differs from classical conditioning is that, in classical conditioning, the stimulus is controlled to result in a certain response. But in operant conditioning, the stimulus situation does not elicit the response but acts as a cue for a person to emit a certain response. The main factor in operant conditioning is what happens as a result of the response. For example, in an organization, if a person is rewarded for higher productivity, the person will be encouraged to work harder to increase his/her productivity. The person who associates working harder with getting a reward, and this is a learned behavior. In this case, working harder is the response and the reward is the stimulus (R–S). Similarly, if a person is penalized for coming late to office, the person would try to avoid being late in future. Thus, operant conditioning has great significance in managing human behavior in an organizational context. It helps managers to identify ways to encourage positive behavior in employees and discourage negative behavior.

SELF ASSESSMENT QUESTIONS (SAQ I)

- 1) Write the definition of learning.

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- 2) Write the emphasis of behavioristic theories.

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- 3) Write the definition of classical conditioning.

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- 4) Write how operant conditioning differs from classical conditioning.

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7.4 COGNITIVE THEORY

So far the kinds of learning that have been studied were regarding the organization of behavior into learned stimulus-response associations. This organization of behavior is a very simple form of learning, but for more complex form of learning, we must consider the roles of perception and knowledge, or cognitive processes. Those who have been identified with cognitive viewpoint argue that learning particularly in humans, cannot be fully explained in terms of stimulus response associations. They proposed that the learner forms cognitive structure in memory, which preserves and organizes the information from various events that occur in a learning situation. When some information is presented to the individual, s/he must encode the stimulus and scan it against his/her memory to determine an appropriate action. What response will be given will depend upon the cognitive structure retrieved from memory and the context in which the stimulus occurred. Thus, the individual's response is a decision process that varies with the nature of the situation and the person's memory for prior events.

7.4.1 Insight Experiments

Wolfgang Kohler (1925) performed a series of experiments with chimpanzees. At some point of working at a problem, the chimpanzees grasped its inner relationship through insight, i.e. they solved the problem not through mere trial and error learning but by perceiving the relationships that are essential for problem solving. Kohler conducted an experiment on his most intelligent chimpanzee: Sultan. The chimpanzee was kept in a cage and some fruits were kept outside the cage. There was a short stick lying in the cage but he could not reach the fruits with it. There was a longer stick outside the cage which could not be reached by its hand but can be pulled within reach by means of the small stick. Sultan tried to reach the fruit once more with the help of the small stick but as it cannot reach, it looked around and suddenly picked up the small stick once more and tried to reach for the longer stick and pulled it towards itself and with the help of this stick, it got the fruit. On observing the complete process, it is seen that the moment Sultan's eyes fell on the long stick, his thought process formed one consecutive whole and it is seen that the solution appeared to him quite suddenly, in an interval of hesitation and doubt and undoubtedly had a relation to the final objective and the attainment of the end goal.

Thus, this study demonstrates as to how insight occurs. A moderate degree of insight is common in 'human beings and we tend to take it for granted with the occurrence of insight, we find solution of a problem as though a light had been turned on in the darkness which is appropriately called the 'aha' feeling experience'. This experience usually comes with solving puzzles or riddles.

The variables that influence insight learning have some general principles. Insight depends upon the arrangement of the problem situation i.e. the problem situation should be perceived completely or as a whole. If this situation is not completely available at one time, it would be difficult to obtain a solution. Human beings can rearrange the problem mentally; they can form mental images of the situation and rearrange objects in that image in an attempt to find a solution. Mental manipulations go on preconsciously and only when a solution is found, the person will realize that s/he had been thinking about the problem. Once

a solution occurs with subject, it can be repeated promptly. Gradual solution appears to be the rule in trial and error learning. Sudden solution is the rule of insight. When some solutions appear through insight there is a possibility that these solutions appear on other similar occasions. A solution achieved with insight can be applied in new situations. Since what is learned in the insight experiment is at cognitive relationship between means and an end the solution can appear even when the objects or tools get substituted. An effective learner is a resourceful, adaptable person, able to use what s/he knows in new situation and has potentials to discuss solutions to problems that s/he has never faced before. Therefore emphasis are upon insightful learning rather than on rote learning or on mechanical skills that encourage such problem solving behavior.

7.4.2 Sign Learning

Edward. C. Tolman (1948) believed that much of the learning is sign learning i.e. 'what leads to what'. He used a rat to run a maze and found that the rat developed a kind of map or cognitive structure, of the maze instead of learning merely a sequence of left and right turns. If a familiar path is blocked, the animal can adopt another route based on this understanding of spatial relationships. Thus sign learning may be defined as 'an acquired expectation that one stimulus will be followed by another in a particular context'. That is, one response may be readily substituted for another, provided both lead to the same end point where the expected stimulus will be encountered. Thus, a rat that has learned to run on a maze to obtain food in the goal box will, if the maze is flooded with water, swim without error to the goal. The rat appears to have learned the location of the goal rather than a chain of specific stimulus response connections. Because what is learned is a set of expectation or a cognitive map of the environment rather than a specific response. Thus, sign learning classifies itself as learning with understanding rather than as conditioning.

7.4.3 Latent Learning

It refers to learning that is not evidenced by behavior at the time of the learning. Typically, such learning gets in to hidden mode due to low levels of drive on in the absence of reward. When drive is heightened or appropriate reinforcement appears, there is a sudden use of what has been previously learned. In theorizing about how rewards and punishments influence behavior Tolman distinguished between learning and performance. In the latent learning study, the rat learned something about the spatial arrangement of the maze, but this learning was not evidenced in performance until reward motivated the animal to perform. Tolman maintains that for learning reward and punishment serve to convey information, to teach "what leads to what" they do not 'stamp in' specific responses and eliminate others. In performance, on the other hand, rewards and punishments function to determine possible responses, the subject decides to use. The response with the greatest expectation of reward will be made more quickly and efficiently.

7.5 SOCIAL LEARNING THEORY

The social learning theory states that people learn not only from their own experiences, but also from observing what happens to other people and even just by being told about something. It is an extension of the operant conditioning

theory and subscribes to the idea that behavior is a function of consequence. However, it goes beyond operant conditioning by recognizing the role of perception in learning. According to the social learning theory, people learn not only from the actual consequences that they have experienced in response to their behavior, but also from what they perceive the consequences might be if they behave in a certain way. For instance, if a person sees his co-worker being rewarded for good behavior, s/he will learn to adopt the same behavior himself/herself to attain the consequence, which is the reward. The role of models are very important in social learning as people learn from observing the model. There are four aspects to social learning:

7.5.1 Attention Processes

People learn from a model only when the model manages to capture their attention. People usually learn from models that are attractive, are similar to them or operating in a similar situation as they are, or are repeatedly available.

7.5.2 Retention Processes

The model's influence on a person determines how well the person retains what s/he has learnt even when the model is no longer in front of him.

7.5.3 Motor Reproduction Processes

After the person observes a new behavior from the model, the behavior must then be implemented. This shows efficacy of what has been learnt.

7.5.4 Reinforcement Processes

People will be motivated to repeatedly exhibit the modelled behavior if they are rewarded for it. Therefore, behaviors that receive positive reinforcement will be learnt better and repeated.

7.6 PRINCIPLES OF LEARNING AND THE THEORY OF REINFORCEMENT

We have learnt in the previous section that whether a behavior is learnt or not depends on the response to the behavior exhibited. In this context, the concepts of Reinforcement and Punishment play an important role in the learning process. Most experts agree that reinforcement is more important than punishment. That is, people are more likely to learn to exhibit behavior that is followed by a reward or praise than to stop exhibiting a behavior that is a result of punishment. One of the important theories of reinforcement is Thorndike's Law of Effect. According to Thorndike, "Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction (reinforcement)... will be more likely to recur: those which are accompanied or closely followed by discomfort (punishment)... will be less likely to occur." Although the Law of Effect is generally accepted to be valid, there are some exceptions to it. For instance, a person's cognitive rationalization may neutralize the law. An inefficient employee may persist in the belief that s/he has high efficacy and that s/he is doing all s/he can do to accomplish the goals given to him/her. Even when his/her performance falls short of the manager's expectations, he may be unresponsive to any efforts made to correct him/her or improve his/her

performance because s/he believes that s/he does not need any improvement. In addition to this, the Law of Effect has its limitations and cannot be used as an overall theory of learning, as there could be factors other than reinforcement and punishment that also affect learning. However, despite its restrictions, the Law of Effect remains as a very important part of the theory of learning and can be used in shaping behavior. Shaping refers to the attempts made to mould the behavior of individuals through some methods. In general, there are three ways in which behavior can be shaped: Reinforcement, Punishment and Extinction.

7.6.1 Reinforcement

Reinforcement is defined as anything that increases the strength of the response and also induces repetitions of the behavior that precedes the reinforcement. It is different from a reward. A reward is something that the person who gets it thinks is desirable. It may or may not increase the strength of the response or induce repetitions of the behavior. For example, a manager may publicly praise an employee for finding an error in the production of a factory. However, the employee may be harassed by his/her colleagues who are directly affected by the finding of the error. In this case, the employee may think twice in future before repeating any action that might make things difficult for him/her with his/her colleagues even though it might attract the praise of the management. Here it may be noted that the reward (the praise) has not been a reinforcer as it does not encourage the employee to repeat that behavior. Not only is there a difference between rewards and reinforcers, but a distinction should also be made between positive and negative reinforcers.

- i) **Positive Reinforcement:** Positive reinforcement is anything that strengthens and increases behavior by the presentation of desirable consequences. In other words, following a behavior by something pleasant is positive reinforcement. For example, giving a bonus for high productivity is positive reinforcement.
- ii) **Negative Reinforcement:** Negative reinforcement is anything that strengthens and increases behavior by the withdrawal or removal of unpleasant consequences. For example, consider an organization that puts a ban on recreational activities of employees during working hours (such as not allowing them to read or check emails) due to low productivity. When productivity improves, the organization may lift the ban and allow recreational activities in a limited form. The lifting of the ban is negative reinforcement.

7.6.2 Schedules of Reinforcement

There are two main types of schedules of reinforcement – continuous reinforcement and intermittent reinforcement. In continuous reinforcement, the desired behavior is reinforced each time it is demonstrated. In intermittent reinforcement, the desired behavior is reinforced often enough to make the behavior worth repeating, but not each time it is repeated. Intermittent reinforcement can further be divided under ratio schedules (the person is reinforced after giving the desirable response a certain number of times) and interval schedules (the individual is reinforced after specific time intervals).

7.6.3 Punishment

Punishment is the act of causing an unpleasant consequence to a response to prevent the person from repeating that behavior. Placing an employee on suspension for excessive absenteeism is an example of punishment. Punishment is not the same as negative reinforcement. Negative reinforcement strengthens and increases behavior while punishment seeks to weaken and decrease behavior.

7.6.4 Extinction

Eliminating any reinforcement that is maintaining a behavior is called extinction. For instance an organization may announce that it wants to adopt an open door policy to encourage employees to express their opinions to the management. However the managers may not be responsive to employees who approach them to discuss problems. This lack of responsiveness causes employees to stop coming up to the managers over time. This is extinction.

Most organizational theorists subscribe to the idea that reinforcement (whether positive or negative) is more effective than punishment in modifying human behavior. People do not like being punished, therefore excessive use of punishment can lead to rebelliousness and undesirable consequences.

SELF ASSESSMENT QUESTIONS (SAQ II)

1) What is the cognitive view point of learning?

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2) What is the meaning of latent learning?

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3) What is the meaning of extinction?

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4) What is reinforcement?

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7.7 LET US SUM UP

In the above unit we have dealt with learning and motivation. We have had a overview of the definition of learning and an explanation of the behavioristic theories which comprises of classical conditioning and operant conditioning. Behavioristic theories emphasize on the connection or association between the Stimulus & Response. Opposing them, the cognitive theorists have stressed that the organisms have the capacity of thinking and thereby process the information available to them and arrive to a solution. Further they are able to apply the same to other similar situations. Social learning theorists in turn have shown that learning takes place even with the help observation and modeling and the reinforcement theory has spoken about the different reinforcements and has given us an idea as to how shaping takes place.

7.8 UNIT END QUESTIONS

- 1) Define learning. Briefly discuss the applications of behavioristic theories to organizational behavior.
- 2) Illustrate the importance of cognitive theory of learning in organizational setup.
- 3) Discuss the social learning theory.

7.9 GLOSSARY

Classical conditioning	: The association developed between the conditioned stimulus and conditioned response.
Organization context	: The environment in which the employee works.
Operant conditioning	: The organism emits a response or rather operates on the environment to avail reinforcement, i.e. it is proactive.
Insightful learning	: When a problem situation is presented completely to organism, it has the capacity of finding a solution based on its cognitive process.
Sign learning	: The organism develops a mental map of the environment and can apply this learning in any similar situation.
Social learning	: This states that people learn more from observation of the environment in which they operate.
Reinforcement	: It is an attempt of increasing the strength of the response whether positive or negative.
Punishment	: If meted out needs to unpleasant consequence.

- Extinction** : Not reinforcing behavior leads to disappearance of the same.
- Expectancy Theories** : Are based on the assumptions that people choose between different courses of action according to which one results in the most favorable outcome for themselves.

7.10 ANSWERS TO SELFASSESSMENT QUESTIONS (SAQ)

SAQ I

- 1) Learning is defined as “any relatively permanent change in behavior that occurs as a result of experience”. It is a continuous process and human beings are always undergoing the process of learning as a result of their interactions with the environment in which they operate.
- 2) The behaviorists attribute learning to the association between stimulus and response. Behavioristic theories are also called the connectionist theories of learning because of their emphasis on the connection between the stimulus and the response. They mainly deal with the role played by conditioning in the process of learning.
- 3) Classical conditioning can be defined as a “type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.” It is a process in which a formerly neutral stimulus, when paired with an unconditioned stimulus, becomes a conditioned stimulus that elicits a conditioned response. It describes the link between a stimulus and a response (S – R).
- 4) The main aspect in which operant conditioning differs from classical conditioning is that, in classical conditioning, the stimulus is controlled to result in a certain response. But in operant conditioning, the stimulus situation does not elicit the response but acts as a cue for a person to emit a certain response. The main factor in operant conditioning is what happens as a result of the response.

SAQ II

- 1) Cognitive viewpoint argue that learning particularly in humans, cannot be fully explained in terms of stimulus response associations. They propose that the learner forms cognitive structure in memory, which preserves and organises the information from various events that occur in a learning situation. When some information is presented to the individual, he must encode the stimulus and scan it against his memory to determine an appropriate action. What response will be given will depend upon the cognitive structure retrieved from memory and the context in which the stimulus occurred.
- 2) Latent learning: If refer to learning that is not evidenced by behavior at the time of the learning. Typically, such learning goes on under low levels of

drive or in the absence of reward. When drive is heightened or appropriate reinforcement appears, there is a sudden use of what has been previously learned .

- 3) Eliminating any reinforcement that is maintaining a behavior is called extinction. For instance an organization may announce that it wants to adopt an open door policy to encourage employees to express their opinions to the management. However, the managers may not be responsive to employees who approach them to discuss problems. This lack of responsiveness causes employees to stop coming up to the managers over time. This is extinction.
- 4) Reinforcement is defined as anything that increases the strength of the response and also induces repetitions of the behavior that preceded the reinforcement.

7.11 SUGGESTED READINGS AND REFERENCES

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UNIT 8 TRAINING AND DEVELOPMENT*

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Concept of Training and Development
 - 8.2.1 Training and Development
 - 8.2.2 Factors that Influence Training and Development
- 8.3 Purpose of Training and Development
- 8.4 Training of the Staff
 - 8.4.1 Purpose of Employee Training and Development Process
 - 8.4.2 The Training Process
 - 8.4.3 Reasons for No Training
 - 8.4.4 Identifying Training Needs
 - 8.4.5 Selection of Trainees
 - 8.4.6 Training Goals
 - 8.4.7 Training Methods
 - 8.4.8 Trainers
 - 8.4.9 Evaluation of Training
- 8.5 Performance Appraisal
 - 8.5.1 Objectives of Performance Appraisal
 - 8.5.2 Main Components Criterion of Performance Appraisal System
- 8.6 Let Us Sum Up
- 8.7 Unit End Questions
- 8.8 Glossary
- 8.9 Answers to Self- Assessment Questions
- 8.10 Suggested Readings and References

8.0 INTRODUCTION

In this unit we will be dealing with training and development in organizations. First we will discuss the concept and definition of training and development and put forward some of the major factors that influence training and development. In regard to training the employees or the staff in an organization, the purpose has to be made clear, and the very training process has to be taken up. The unit will describe how to assess the training needs of the staff, how to select the trainees and what type of trainers should an organization have. The unit also describes the training goals, methods and evaluation of the training program

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after the training is complete. Going in line with this is the performance appraisal which can indicate where the training is needed and to which type of employees and in which sections of the organization is it required. The objectives of the performance appraisal in organizations will also be presented at the end.

8.1 OBJECTIVES

After reading this unit, you will be able to:

- Describe the concept and purpose of training and development in organizations;
- Describe the various requisites of training the staff;
- Discuss the methods of training; and
- Explain the objectives of the performance appraisal from training point of view.

8.2 TRAINING AND DEVELOPMENT

The influence of human personality upon the functional efficiency of an organization and its personnel has been widely recognized. The personality can also be modified to certain extent. Accordingly in the recent years there have been a variety of efforts by professionals in various fields to design courses that will help develop positive trends in personality. The objective of such training is to bring about personality development with regard to the different behavioral dimensions that have far reaching significance in the direction of organizational effectiveness.

8.2.1 Concept of Training and Development

Training encompasses any activity in which an individual learns something new. Development on the other hand encompasses any activity in which learning is put to practice in such a way as to develop skill and expertise. This is all true for the newly hired employees to participate in some type of training before they can be finally placed on a new job. Training is also required to ensure that the employees' productive efficiency increases and in turn contributes to the enhancement of organizational goals. At the same time, it must be remembered that training is not restricted to new recruits only, rather it should take place at all levels of employment from unskilled youngsters to seasoned corporate vice presidents, from the very first day on a job to the final months before retirement. Training is also not limited to a specific job skill. Most training activity is directed toward changing attitudes, motivation and interpersonal skills. Thus, training is one of the most important functions that directly contributes to the development of human resources. Recent surveys on the investments made by Indian organizations on training showed that many organizations do not even spend 0.1 percent of their budget on training. Several other organizations do not even have a training department (Pareek & Rao, 2006). Hence, in order to develop effective and efficient type of human resources, the organization should create conditions in which people acquire new knowledge and skills and develop healthy patterns of behavior and styles. One way to achieve this is- 'organizational training'.

Because of continuous development of science and technology at a fast rate training is indispensable. With the advances in technology, systems and practices get outdated very quickly including technical, managerial and behavioral aspects. Obviously, organizations which do not develop procedures to catch up with and use the improved technology soon become an ineffective one. In this context however, developing individuals in the organization can effectively promote the effectiveness of the organizations. In order to make training and development meaningful and purposeful, such development should be monitored skillfully. In the absence of proper monitoring, development is likely to increase the frustration of employees especially when they have developed their skills and enhanced their expectations but not given opportunities for the meaningful application of such skills. A good training program not only would help substantially in monitoring the directions in which employees should develop in the maximum interest of the organization, but also ensure employees' development in the directions congruent with their career plans.

8.2.2 Factors that Influence Training and Development

A couple of factors that influence the training and development offered within an organization have been mentioned by Whiddett & Hollyforde (2004) which are (i) Organizational strategic plans and (ii) Organizational policies. While Organizational strategic plans refer to specifically any changes from the current levels or types of business, organizational policies refer to incorporating the provision of events to identify needs (e.g., assessment-for-development centers) and/or a policy of encouraging learning per se. Career opportunities available within the function or within the organization must be taken into account.

Before a training program is undertaken, the following aspects have to be considered by the organization:

- i) **Future needs:** These refer to the need to develop staff towards other roles (succession) or the need to develop staff to meet changes in the business (e.g., the introduction of new technology or an attempt to change culture).
- ii) **Skills shortage:** This refers to the skills of the current staff which do not meet the current requirements.
- iii) **The need, or desire, to meet external requirements:** This is in regard to the recognition of a commitment to training, to comply with legal and professional regulations. By and large the objectives and purpose of training is to ensure that their staff is given opportunities to train and develop. One of the significant sources of information on training needs is the periodic performance appraisal that most workers receive. These can point up an employee's weaknesses and strengths and often lead to a recommendation for training to correct a specific deficiency.

8.3 PURPOSES OF TRAINING AND DEVELOPMENT

There are large numbers of reasons for training and development which seem to be important both in organizational and individual perspective. These reasons include the need for:

- i) People to stay employable throughout a lifetime during which jobs and careers may change,
- ii) People's willingness to continue learning and development which is becoming an essential part of continuous employability,
- iii) Employees to learn methods and techniques required to do specific tasks,
- iv) People who are new to a job, people having to use new equipment, processes and procedures,
- iv) The need for the organization to develop future successors,
- v) Minimizing the costs of recruiting externally and maximizing the benefits of keeping in-house knowledge and experience in the business,
- vi) Increasing resources and skills of existing staff,
- vii) Increasing the capacity of people in the organization to be skilled in more than one area,
- viii) Motivating, attracting and retaining key staff,
- ix) Fragmenting of the workforce (e.g., with the use of outsourcing and contract staff) continues, and as fewer people join the job market each year.

Training and development thus generally serve (i) to ensure that techniques and skills meet current needs and (ii) to ensure that techniques and skills are upgraded to meet future needs.

8.4 TRAINING OF THE STAFF

The quality of employees and their development through training and education are major factors in determining long-term profitability of any business. If one hires and keeps good employees, it is also a good policy to invest in the development of their skills, so they can increase their productivity. Training though often is considered for new employees only; this idea is actually a mistake because ongoing training for current employees helps them adjust to rapidly changing job requirements.

8.4.1 Purpose of Employee Training and Development Process

Reasons for emphasizing the growth and development of personnel include:

- Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.
- Enhancing the organization's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.
- Building a more efficient, effective and highly motivated team, which enhances the organization's / company's competitive position and improves employee morale.
- Ensuring adequate human resources for expansion into new programs. Research has shown specific benefits that an organization receives from

training and developing of its workers. These are for instance, increased productivity; reduced employee turnover; increased efficiency resulting in financial gains and decreased need for supervision.

- Employees frequently develop a greater sense of self-worth, dignity and wellbeing as they become more valuable to the firm and to society.
- Generally, they will receive a greater share of the material gains that result from their increased productivity.
- These factors give them a sense of satisfaction through the achievement of personal and company goals.

8.4.2 The Training Process

The model below traces the steps necessary in the training process:

- Organizational Objectives
- Needs Assessment
- Assessment of the gap or lack of skill etc.
- Training Objectives
- Selection of the Trainees
- Selection of the Training Methods and Mode
- Choosing a Means of Evaluation
- Administering of the Training
- Evaluation of the Training.

The organization should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most business owners want to succeed, but do not engage in training designs that promise to improve their chances of success.

8.4.3 Reasons for No Training

The reasons for not engaging in training are:

- **Time factor:** Time demands of the managers do not allow them to train employees. Most managers have not practiced training employees and the training process for them is unfamiliar.
- **Broad expertise:** Managers tend to have broad expertise rather than the specialised skills needed for training and development activities.
- **Lack of trust and openness:** Many managers prefer to keep information to themselves. By doing so they keep information away from subordinates and others which could be useful in the training and development process.
- **Skepticism as to the value of the training:** Some managers believe that the future cannot be predicted or controlled and hence their efforts are best

centered on current activities i.e., making money today. Despite the above, it must be remembered that a well-conceived training program can help the firm to succeed. A program structured with the company's strategy and objectives in mind has a high probability of improving productivity and other goals that are set in the training mission.

8.4.4 Identifying Training Needs

The question that arises is that how to identify training needs. Training needs can be assessed by analyzing three major human resource areas, viz. (i) the organization as a whole, (ii) the job characteristics and (iii) the needs of the individuals. The organization has to begin assessing the current status of the company, how it does, what it does and the abilities of its employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training program can be evaluated. The organization should know where it wants to be in next five years from its long-range strategic plan and in order to reach that target, what kind of training program needs to be organized. Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program will fail. Next, the organization has to determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed the most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development. Also, in today's market-driven economy, it would be ideal to ask the customers what they like about the organization and its business and what areas they think should be improved.

In summary, the training need analysis (TNA) should focus on the total organization and should provide information on

- (1) Where training is needed and
- (2) Where it will work within the organization.

Once the organization has determined where training is needed, it should concentrate on the content of the program. It must analyze the characteristics of the job based on its description, the written narrative of what the employee actually does, etc. Training based on job descriptions should go into detail about how the job is performed on a task-by-task basis. Actually, doing the job will enable the job analyzer to get a better feel for what is done. Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identify a training need.

8.4.5 Selection of Trainees

Once the organization has decided what training is necessary and where it is needed, the next decision is who should be trained? As is well known training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained. Training programs should be designed to consider the ability of the employee

to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

8.4.6 Training Goals

The goals of the training program should relate directly to the needs determined by the assessment process outlined above. The training course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help to take the employee from where he or she is today to where the firm wants him or her in the future. Setting of goals helps to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

8.4.7 Training Methods

There are two broad types of training available in organizations **(i) on-the-job training and (ii) off - the-job techniques**. The organization should determine which method to use. **On-the-job training** is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by organizations for new employees. The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit, they do so in the first ten days. Orientation training should emphasize on the following topics:

- The company's history and mission.
- The key members in the organization.
- The key members in the department, and how the department helps to fulfill the mission of the company.
- Personnel rules and regulations. Some companies use verbal presentations while others have written presentations.

No matter what method is used, it is important that the newcomer understands his or her new place of employment. Role playing and simulation are training techniques that attempt to bring realistic decision-making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. This method is cost effective and is used in marketing and management training.

- **Audio-visual methods** such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many times it is played. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences. In the present day however, we do have teleconferences in which questions could be asked from the presenter and there can be good and effective interaction between the presenter and audience.
- **Job rotation** involves moving an employee through a series of jobs so that he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions. The employee learns a little about everything. This is a good strategy for small businesses because of the many jobs an employee may be asked to do.
- **Apprenticeships** develop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills. Internships and assistantships are usually a combination of classroom and on-the-job training. They are often used to train prospective managers or marketing personnel.
- **The programmed learning, Computer-aided instruction and interactive video** have one thing in common. They allow the trainee to learn at his or her own pace. Also, they allow material already learned to be bypassed in favor of material with which a trainee is having difficulty. After the introductory period, the instructor need not be present, and the trainee can learn or his as her time allows.
- **Laboratory training** is conducted for groups by skilled trainers. It usually is conducted at a neutral site and is used by upper and middle management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers.

8.4.8 Trainers

It is crucial, to know that who actually conducts the training, which depends on the type of training needed and who will be receiving it? On-the-job training is conducted mostly by supervisors whereas the off-the-job training is carried on by either in-house personnel or outside instructors. In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults.

There are several ways to select training personnel for off the-job training programs. One can use in-house personnel to develop formal training programs to be delivered to employees off line from their normal work activities, during company meetings or individually at prearranged training sessions. There are many outside training sources, including consultants, technical and vocational schools, continuing education programs, chambers of commerce and economic development groups. Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case with in-house personnel. The disadvantage of using outside training specialists is their limited knowledge of the company's product or service and customer needs. These trainers have a more general knowledge of customer satisfaction and needs. Whoever is selected to conduct the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained.

An effective training program administrator should follow these steps:

- Define the organizational objectives.
- Determine the needs of the training program.
- Define training goals.
- Develop training methods.
- Decide whom to train.
- Decide who should do the training.
- Administer the training.
- Evaluate the training program.

Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive and happy workers. This will contribute positively to the bottom line.

SELF ASSESSMENT QUESTIONS (SAQ I)

Fill in the following blanks:

1. _____ usually is conducted at a neutral site and is used by upper and middle management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers.
2. One can use _____ to develop formal training programs to be delivered to employees off line from their normal work activities.
3. Most training activity is directed toward _____ attitudes, motivation and interpersonal skills.
4. _____ is conducted mostly by supervisors whereas the _____ is carried on by either in-house personnel or outside instructors.

8.4.9 Evaluation of Training

Training should be evaluated several times during the process. The stages at which evaluation has to be done must be decided in advance. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals. It is very important to select a competent group of training staff who will conduct the formal teaching. It is highly desirable that those persons should be knowledgeable in the subject matter, having an effective amount of communicating potentials and interpersonal skills.

By and large, the principles of psychological learning have been observed to serve as general guidelines to conduct a training program in organizations. Two principles, viz., (i) individual differences in ability and (ii) individual differences in motivation. As for ability is concerned, those trainees with higher levels of mental ability may be capable of learning to perform a job task in a short time, whereas others may be disinterested and even drop out because of failure to grasp the basics. As for motivation or desire to learn, this can be influenced by the trainee's level of involvement in the job and career.

Another factor influencing motivation to learn in a training program is the personality trait called "locus of control" (internally or externally oriented persons). It has been observed that internally oriented persons are much more likely to exhibit high levels of motivation as compared to those extrinsically motivated.

8.5 PERFORMANCE APPRAISAL

It may be defined as a structured formal interaction between a subordinate and supervisor or an employee and an expert that usually takes the form of a periodic interview (annual) in which the work performance of the subordinate or the employer is examined and discussed for helping him or her to grow and develop in organizational settings. Through a well-organized appraisal system an employee can create learning spaces for himself or herself in an organization.

6.3.2 Objectives of Performance Appraisal

A good performance appraisal system must have the following objectives:

- i) To identify an employee's weaknesses and strengths with a view to overcome such weaknesses and improve over his/her strengths and thereby enable him/her to improve his performance and that of the department.
- ii) Generate sufficient feedback and guidance from the reporting officers to the employee.
- iii) Contribute to the growth and development of the employee through helping him/her in realistic goal setting.

- iv) Provide inputs to system of rewards including salary increments, appreciations, additional responsibilities, promotions, etc.
- v) To help in creating a desirable culture and traditions in the organization.
- vi) To help in identifying employees for the purpose of motivating, training and developing them behaviorally, professionally and technically.
- vii) Generate significant, relevant, free and valid information about employees.

4.5.2 Main Components

Criterion of Performance Appraisal System In order to meet the objectives mentioned earlier, the following components criterion (Pareek & Rao, 2006) could form a part of the performance appraisal system:

i) Identification of Key Performance Areas (KPA):

Performance has to be appraised against certain functions and objectives that have been agreed to by the employee and his/her reporting officer. The critical functions associated with a given role may be called as an employee's key performance areas or key function areas.

After identifying such key function areas, it is necessary for both the employee and his/her reporting officer, to have an understanding of the expected i) level of performance ii) nature of performance iii) quality of performance iv) time in which the tasks are expected to be completed, etc.

The above is possible only through adequate discussions between the employee concerned and the reporting officer under whom the employee works. Unless such expectations are shared the final appraisal may have the larger probability to be a reflection of the reporting officers' biases rather than a reflection of the employee's actual performance on the job.

ii) Setting of goals or objectives every year for the next year:

In order to have a clear understanding of the expectations it is useful to set goals or objectives under each KPA. A good performance appraisal should take into account how well an individual has performed his/her role rather than what results the group or department has achieved wherein s/he belongs to. Thus, the individual should be assessing for his/her effectiveness in performing whatever functions given to him/her.

iii) Identification of critical behavioral dimensions:

A good performance appraisal system should necessarily involve a couple of behavioral dimensions that are critical for managerial effectiveness. The roles of these dimensions are essential for performing more and more high managerial jobs and universally applicable in the organization. A set of four such qualities (although some other essential qualities are required to identify through a good research program) are likely to meet these criteria or dimensions such as (i) creativity, (ii) initiative, (iii) contribution to team spirit and (iv) contribution to the development of subordinates. Again, if some organizations want loyalty and

conformity as more desirable qualities, the same could be included. Periodic review on these qualities through an appraisal system helps managers to increasingly develop themselves in relation to these qualities. Hence, this is conducive for managerial development.

iv) Periodic review of performance on objectives and behavioral dimensions:

Ratings on performance and behavior are necessary in any appraisal system to generate data. Such ratings are generally considered as a basis for discussions and exchange of expectations. Some experts use the categories like outstanding performance, satisfactory performance, good performance, average performance, below average performance, etc. and some others prefer scaling system of 5-point, 10-point, etc. However, what is important in any appraisal system is not the number but the process by which an officer arrives at the number and the communication of this process to the appraisee or appraiser.

v) Identification of facilitating and inhibiting factors in performance:

A well-organized performance appraisal system must have the efficiency to identify the factors that help or hinder good performance. Such facilitating and inhibiting factors may be either within or outside the control of the appraisee. A good performance appraisal system must provide scope for the appraisee to identify these factors. The appraiser's role may be to help him/her to identify many more of these factors, understand their respective roles in reinforcing these facilitating factors and weakening the inhibiting factors, and work out action plans to that effect. In this process, the appraiser helps the appraisee to understand his/her problems through realistic goal setting and commitment of support.

vi) Opportunity to facilitate communication between employee and the reporting officer:

Performance appraisal must provide an opportunity where an employee and his/her reporting officer can sit together and share with each other their problems, difficulties, perceptions, views, etc. and thereby aim at facilitating the communication between them and developing empathy, mutuality as well as appreciation for each other's problems. Such discussion should not be threatening and in certain occasions may take the form of counseling.

vii) Identification of development needs and development of action plan:

In order to identify the training needs of employees, their performance appraisal data are essential. Continuously poor performance on certain dimensions may be identified and training and developmental activities aimed at developing the employees on these dimensions can be planned. Developmental activities may take the form of organizing internal training programs, sponsoring for outside programs, delegating higher responsibilities, job rotation for acquiring new skills etc. These should flow from performance analysis and identification of personal factors facilitating or inhibiting performances. Hence, basic criteria to be developed in this system are goal setting, behavior analysis, communication and feedback. Effective use of this system requires skills of goal setting, interpersonal communication, and counseling. Many managers in

the organization may already possess them to a considerable extent and can train others to make them more effective.

SELF ASSESSMENT QUESTIONS (SAQ II)

Fill in the following blanks:

1. By and large, the principles of _____ have been observed to serve as general guidelines to conduct a training program in organizations.
2. A well- organized performance appraisal system must have the efficiency to identify the factors that help or hinder _____.
3. In order to identify the _____ of employees' performance appraisal data are essential.
4. _____ should contribute to the growth and development of the employee through helping him in realistic goal setting.

8.6 LET US SUM UP

In order to ensure the employees' productive efficiency and to enhance organizational goals it is essential for newly hired employees to participate in some type of training before they can be finally placed to a new job. Training is also necessary for the employees of all levels – from the lowest to the highest. Again it is not limited to a specific job skills but is directed toward changing attitudes, motivation and interpersonal skills. In fact, training and development serve mainly two purposes to ensure that techniques and skills: (a) meet current needs (b) are prepared to meet future needs. The factors that influence training and development are (a) organizational strategic plans, (b) organizational policies, (c) career opportunities available, (d) future needs, (e) skills shortage, (f) the need or desire to meet external requirements. The training staff should be knowledgeable in the subject matter, having effective amount of communicating potentials and interpersonal skills. Performance appraisal of the employees is the important source of information on training needs. Performance appraisal is an effective instrument for helping people grow and develop in organizational settings. The main components criterion of performance appraisal systems are: (a) Identification of Key Performance Areas (KPA), (b) Setting of goals or objectives every year for the next year, (c) Identification of critical behavioral dimensions, (d) Periodic review of performance by the rating scale, (e) Identification of facilitating and inhibiting factors in performance, (f) Facilitating communication and (g) Identification of development needs and development of action plan for future.

8.7 UNIT END QUESTIONS

- 1) Define training. What is the purpose of training and development?
- 2) Narrate the factors that influence training and development.
- 3) Define performance appraisal. What are the objectives of performance appraisal?
- 4) Discuss the main components of performance appraisal.

8.8 GLOSSARY

- Training** : Training events encompass any activity in which an individual learns something new.
- Performance appraisal** : Performance appraisal is a structured formal interaction between an employee and an expert that usually takes the form of a periodic interview (annual) in which the work performance of the employee is examined and discussed for helping him grow.

8.9 ANSWERS TO SELF ASSESSMENT QUESTIONS (SAQ)

SAQ I

1. Laboratory Training
2. in-house personnel
3. changing
4. On-the-job training; off-the-job training

SAQ II

1. psychological learning
2. good performance
3. training needs
4. Performance Appraisal

8.10 SUGGESTED READINGS AND REFERENCES

Pareek, U. & Rao, T.V. (2006). Designing and Managing Human Resource System (3rd Ed.), Oxford & I.B.H. Publishing Co. Pvt. Ltd., New Delhi

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UNIT 9 ORGANIZATIONAL CHANGE*

Structure

- 9.0 Learning Objectives
- 9.1 Organizational Change
- 9.2 Forces of Change
- 9.3 Planned vs. Unplanned Change
- 9.4 Resistance to Change
- 9.5 Managing Change
- 9.6 Lewin's Model
- 9.7 Let Us Sum Up
- 9.8 Unit End Questions
- 9.9 Glossary
- 9.10 Answers to Self-Assessment Questions
- 9.11 Suggested Readings and References
- 9.12 References for Images

9.0 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- Discuss the concept and definition of organizational change;
- Explain various sources of organizational change;
- Know the different types of organizational change;
- Understand the resistance to change;
- How to deal and manage organizational change; and
- Describe three-stage model of change proposed by Kurt Lewin.

9.1 ORGANIZATIONAL CHANGE

“The only constant in life is change”- Heraclitus

This quote on change by Greek philosopher is applicable not only to our life but also to the existence of organizations. As our environment is not stable, so does all organizations. To sell your product, to remain alive in market, organizations irrespective of their size need to adapt to the required change. This change can be of any type ranging from organizational culture to change in technologies.

Now let us define organizational change. In order to capitalize on business opportunities, “when an organization takes actions to alter its major component,

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such as its culture, the underlying technologies or infrastructure it uses to operate, or its internal processes, it is known as organizational change”. Therefore, any kind of implementation of new strategies or technologies with the aim to remain competitive in market is known as organizational change.

9.2 FORCES OF CHANGE

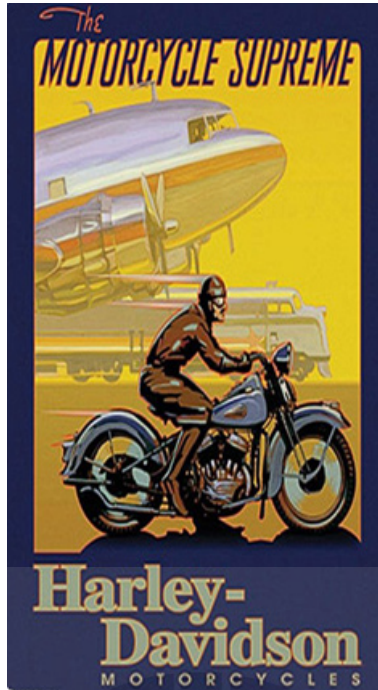
What are those forces that push organizations to change? The process of change in an organization may occur usually in response to a wide variety of forces; it can be external or internal. Internal forces of change are low performance, low employee satisfaction, new leadership and new mission of the organization. On the other hand, the external agents or forces of change range from the type of workforce to economic conditions to world politics.

Table 9.1: Forces for Change

Forces for Change	
Force	Examples
Nature of the workforce	More cultural diversity Aging population Increased immigration and outsourcing
Technology	Faster, cheaper, and more mobile computers and handheld devices Emergence and growth of social networking sites Deciphering of the human genetic code
Economic shocks	Rise and fall of global housing market Financial sector collapse Global recession
Competition	Global competitors Mergers and consolidations Increased government regulation of commerce
Social trends	Increased environmental awareness Liberalization of attitudes toward gay, lesbian, and transgender employees More multitasking and connectivity
World politics	Rising health care costs Negative social attitudes toward business and executives Opening of markets in China

Source: Robbins, S. P. and Judge T. A. 2013). Organizational Behavior (pp. 579)

HARLEY-DAVIDSON'S BEGINNINGS



Perhaps one of the most famous examples of a company that overcame this situation is Harley-Davidson. In 1980, no one wanted a Harley. They were a poor quality bike that even leaked oil on the showroom floor. Their parent company, AMF, couldn't find a buyer for them, and thirteen Harley managers ended up buying the company.

Dramatic changes were needed, and the new CEO approached them with top-down authority. First, they laid off 40% of the workforce—salaried and hourly alike—and the remaining employees took a 9% pay cut. Their design team built the Evolution Engine and, coupled with the sleek design of their new Softail product line, sales started to improve. Perhaps most significantly, they developed the HOG (the Harley Owners Group) as a way to communicate with their customers. Operating improvements were made, and dealers started looking at Harley as a dependable partner. When they went public in 1986, underwriters were shocked that their IPO raised \$25 million more than expected.

Source: <https://courses.lumenlearning.com/wm-organizational-behavior/chapter/forces-of-change/#footnote-941-1>

Fig. 9.1

Source: <https://www.pinterest.com/pin/38491771800034700/>

9.3 PLANNED VS UNPLANNED CHANGE

As discussed in previous section, organizational change can occur due to various internal or external factors, it is important to know that this organizational change can broadly be categorized as:

- Planned Change
- Unplanned Change Also called as Reactive or remedial

Reactive change, as the name suggests it takes place in response to some demand. These types of changes are also considered as accidental changes. For example, COVID-19 pandemic has altered the way people work by compulsory introduction of Work-From-Home (WFH) for many organizations. These changes are reactionary which occurs when a problem is identified, and a solution needs to be implemented.

On the other hand, planned changes are intentional and goal oriented. Often, these changes are introduced (a) to improve the ability of the organization to adapt to changes in its environment and, (b) to change employee behaviour. This could be, for example, introduction of new products and services or organizational restructure.

Change Agent

They are responsible for managing change activities in Organization. They see a future for the organization that others have not identified, and they are able to motivate, invent, and implement this vision. Change agents can be managers or nonmanagers, current or new employees, or outside consultants.

Further, these changes can occur at three levels in an organization:

- 1) **Individual Level:** it includes change in job assignment, transfer, change in job maturity level, etc.
- 2) **Group Level:** it include changes due to inefficiencies, lack of communication, etc.
- 3) **Organizational Level:** it include changes due to relocation, restructuring, mergers, acquisitions, etc.

Self Assessment Questions (SAQ I)

State whether the following statements are ‘True’ or ‘False’:

- 1) Any kind of implementation of new strategies or technologies with the aim to remain competitive in market is known as organizational change. ()
- 2) Organizational change are can occur due to external factors. ()
- 3) Unplanned change are also called as reactive or remedial. ()
- 4) Planned changes are intentional. ()

9.4 RESISTANCE TO CHANGE

Before discussing resistance to change, let us read the case of Nokia mobile phones



Fig. 9.2: Nokia cell phones back in early 2000

Source: <https://nokiamob.net/2020/11/03/nokia-mobile-to-bring-back-nokia-6300-4g-and-nokia-8000-4g/>

Fig. 9.1: Case Study

“Before the launch of iconic Apple’s iPhone in June 2007, worldwide market share of Nokia phones was over 49%. The entry of first touch screen based smart phone (iPhone) was well received and appreciated by people. Within six months of its launch, 1.4 million iPhones were sold off in USA only. However, Nokia refused to take Apple as a threat to their high sales numbers. It also considered Apple phones inferior as they run on 2G technology while Nokia’s mobiles ran on 3G technology. To make thing worse, in 2008, Google launched the Android Operating System (OS). By this time, Apple’s iOS has become popular and its sales were steadily increasing. To tackle the threat, Nokia should have switched to Android, but it didn’t and continued to make phones with outdated Symbian OS.

Nokia failed to take advantage of the Android bandwagon. When mobile phone manufacturers were busy improving and working on their smartphone, Nokia remained stubborn. Samsung soon launched its Android-based range of phones that were cost-effective and user-friendly. Nokia’s management was under the impression that people wouldn’t accept touch screen phones and would continue with the QWERTY keypad layout.

Source: <https://startuptalky.com/reasons-why-nokia-failed/>

So what do you think, what lead to the downfall of NOKIA? The answer is - “Resistance to change”.

Summary of Nokia’s story – with time one needs to change, be it an individual or a group of individuals or an organization.”

Organizational resistance can be defined as the tendency of an organization to resist any change and to maintain the status quo. Resistance to change does not always lead to negative outcomes. If it leads to discussion and open debates it can turn out to be positive for an organization. Resistance can be manifested in overt, implicit, immediate or deferred form. complaints, a work slowdown, or a strike threat are some examples of overt and immediate resistance. These forms of resistance are easy to deal with. However, implicit or deferred forms of resistance such as increased absenteeism, loss of motivation, absence from office meeting, are difficult to deal with. Interestingly, it is not necessary that these implicit resistances will be shown immediately by the employees. Sometimes, it may take weeks or months. A point to remember is that management should not be in a hurry to implement changes. Speed could lead to bad decisions.

Fig. 9.2: Sources of Resistance to Change

Individual Sources

Habit— To cope with life's complexities, we rely on habits or programmed responses. But when confronted with change, this tendency to respond in our accustomed ways becomes a source of resistance.

Security— People with a high need for security are likely to resist change because it threatens their feelings of safety.

Economic factors— Changes in job tasks or established work routines can arouse economic fears if people are concerned that they won't be able to perform the new tasks or routines to their previous standards, especially when pay is closely tied to productivity.

Fear of the unknown— Change substitutes ambiguity and uncertainty for the unknown.

Selective information processing—Individuals are guilty of selectively processing information in order to keep their perceptions intact. They hear what they want to hear, and they ignore information that challenges the world they've created.

Organizational Sources

Structural inertia— Organizations have built-in mechanisms—such as their selection processes and formalized regulations—to produce stability. When an organization is confronted with change, this structural inertia acts as a counterbalance to sustain stability.

Limited focus of change— Organizations consist of a number of interdependent subsystems. One can't be changed without affecting the others. So limited changes in subsystems tend to be nullified by the larger system.

Group inertia— Even if individuals want to change their behavior, group norms may act as a constraint.

Threat to expertise— Changes in organizational patterns may threaten the expertise of specialized groups.

Threat to established power relationships— Any redistribution of decision-making authority can threaten long-established power relationships within the organization.

Source: Robbins, S. P. and Judge T. A. (2013). Organizational Behavior (pp. 582)

9.5 MANAGING CHANGE

There are many strategies to manage the organizational resistance for change. We will discuss some most important strategies:

1) Education and Communication

As resistance to change is due to the fear of the unknown, it is important to educate and communicate the proposed changes to employees. This form of targeted communication could reduce employee resistance at two levels. First, it will reduce the misinformation and poor communication. Second, it can help in justifying the need and urgency of change. A disadvantage of this method is that it is not possible to communicate to a large numbers of people.

2) Participation and involvement

Being a part of a process makes you responsible for it and thus decreases the chances of resisting the process. However, this process can be time consuming as well as sometimes lead to bad decisions as managers have to relinquish some control over change implementation.

3) Facilitation and support

Change may lead to apprehensions and discomfort as it requires change in routine and adjustment. In such scenario, managers and change agents need to be emotionally available and offer a help in the form of counselling, teaching the required skills and if necessary allowing employees to take paid leave for short period. However, offering these supports may also be time consuming and require trained managers.

4) Develop Positive Relationships

Studies have suggested that those employees who trust their managers and view their organization in positive light, welcome changes than those who are sceptical about their managers. Therefore, a lot of the reaction towards proposed change depends on managers and their skill to develop positive relationship with their fellow employees.

5) Implementing Changes Fairly

Fairness of a procedure is as important as the outcome. When the outcome of an action is negative, the question of procedural fairness becomes more important. Therefore, it is crucial that employees see the reason for the change and perceive its implementation as consistent and fair.

6) Selecting People Who Accept Change

Various studies on personality suggest that certain personality traits are more acceptable for change. Therefore to facilitate organizational change, employees who are predisposed to it should be selected in teams.

7) Coercion

It refers to the method of applying direct threats on the resisters.

9.6 LEWIN'S MODEL

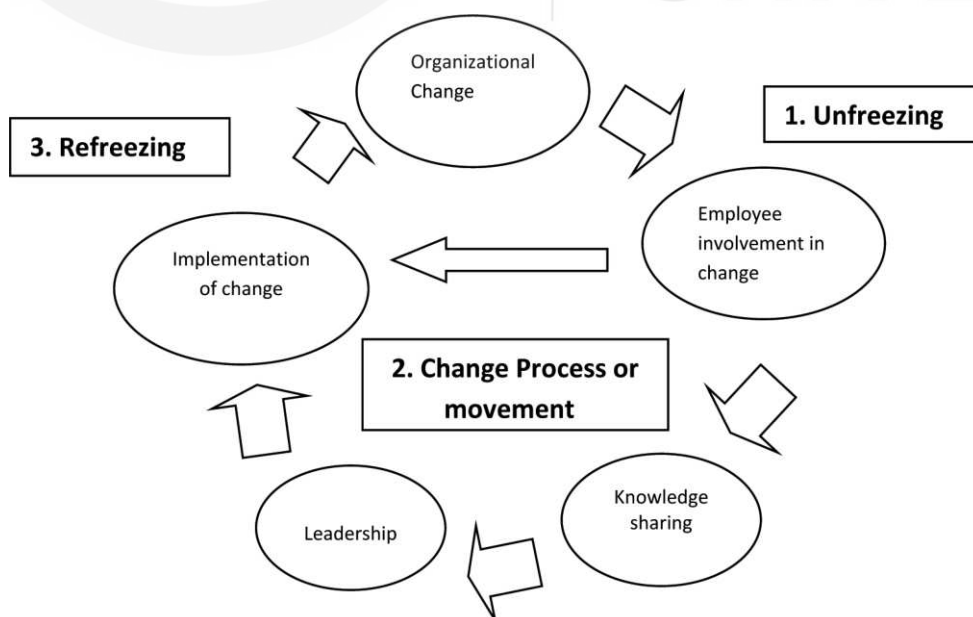


Fig. 9.3: Lewin's three stages model of change

Kurt Lewin proposed a three stage model of organizational change. These three stages include: unfreezing, changing and refreezing. This model is comparatively simpler than other models. Now let us try to understand the stages of this model one by one.

- **Unfreezing:** This is the stage of unfreezing the status-quo. This state of equilibrium or status-quo can be changed by applying any of the following three forces:
 - a) **Driving forces:** It is responsible for driving away an organization from status quo. One can bring change in organization by increasing driving forces.
 - b) **Restraining forces:** These are those forces which hinder movement away from status quo. By decreasing restraining forces, desired changes can be brought in organization.
 - c) By applying a combination of the above to forces.

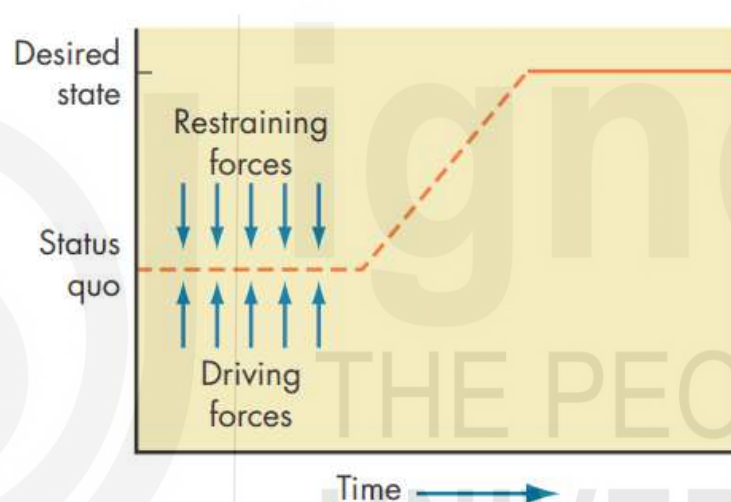


Fig. 9.4: Unfreezing the status quo

According to Lewin to change an organizational culture, one needs to create the perception that a change is needed. The process of change needs to go through the stage of unfreezing as many people will naturally resist the change. The goal of this stage is to create awareness of how present culture is hindering organization. Communication is the pillar of the success of this stage. The idea is that the more an employee will know about a change and the more he or she will feel it is necessary and urgent, and the more motivated they will be to accept the change.

- **Change Process or Movement:** It is considered as implementation stage. During this step, change is implemented and employees learn new behavior, values and expectations. This stage is also referred to as 'transitioning' or 'moving' stage. It is during this stage that most employees struggle with new changes. It is a time marked with uncertainty and fear, making it the hardest step to overcome.
- **Refreezing:** This is the last stage of Lewin's model. This stage is considered as a much more stable state which we can regard as the state of equilibrium.

Once, the desired change is made to the organization, some steps are taken to make this change a part of employees' behavior and thus stopping them from reverting back. According to Lewin, coaching, training, positive rewards and acknowledgment of individualized efforts should be used to reinforce the change.

Self Assessment Questions (SAQ II)

State whether the following statements are 'True' or 'False':

- 1) People with a high need for security are likely to resist change because it threatens their feelings of safety. ()
- 2) Resistance to change is due to the fear of the unknown. ()
- 3) Kurt Lewin proposed a four staged model of organizational change. ()
- 4) Refreezing is the last stage of Lewin's Model. ()

9.7 LET US SUM UP

Now that we have come to the end of this unit, let us recapitulate all the major points that we have covered.

- Change at organizational level is inevitable. Organizational change can be due to either external or internal factors.
- Organizational change can be categorized as planned change or unplanned change. These changes can occur at individual, group or organizational level.
- Change at organizational level is not smooth and often leads to resistance. Sources of resistance may include individual factors and organizational factors.
- There are various ways to manage these resistances for organizational change. Some of the most prominent strategies are 'Education and Communication', 'Participation and involvement', '**Facilitation and support**', 'Coercion'.
- There are many models that have explained organizational change. Lewis's three stage model of organizational change is one of the most cited work.

9.8 UNIT END QUESTIONS

- 1) Define organizational change and write a brief on the sources of organizational change.
- 2) Explain the meaning of organizational resistance.
- 3) Write about any three strategies of managing organizational resistance.
- 4) Explain Lewin's three stages model of organizational change.

9.9 GLOSSARY

Organizational change : In order to capitalize on business opportunities, "when an organization takes actions to alter its major component, such as its culture, the

underlying technologies or infrastructure it uses to operate, or its internal processes, it is known as organizational change”.

Change Agent : They are responsible for managing change activities in Organization. They see a future for the organization that others have not identified, and they are able to motivate, invent, and implement this vision. Change agents can be managers or nonmanagers, current or new employees, or outside consultants.

Organizational resistance : It can be defined as the tendency of an organization to resist any change and to maintain the status quo.

9.10 ANSWERS TO SELF-ASSESSMENT QUESTIONS (SAQ)

SAQ I

- 1 True
- 2 False
- 3 True
- 4 True

SAQ II

- 1 True
- 2 True
- 3 False
- 4 True

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9.12 REFERENCES FOR IMAGES

Nokia cell phones back in early 2000. Source <https://nokiamob.net/2020/11/03/nokia-mobile-to-bring-back-nokia-6300-4g-and-nokia-8000-4g/>

Harley-Davidson's Beginnings. Source <https://www.pinterest.com/pin/38491771800034700/>

UNIT 10 ORGANIZATIONAL CULTURE*

Structure

- 10.0 Introduction
- 10.1 Learning Objectives
- 10.2 Why Organizational Culture (OC) Is Important?
- 10.3 What is Organizational Culture?
- 10.4 Components of Organizational Culture
- 10.5 How Organizational Culture Develops?
- 10.6 Schein's Model: Levels of Culture
- 10.7 Ways of Learning the Organizational Culture
- 10.8 Assessing Organizational Culture
- 10.9 Let Us Sum Up
- 10.10 Unit End Questions
- 10.11 Glossary
- 10.12 Answer to Self-Assessment Questions (SAQ)
- 10.13 Suggested Readings and References

10.0 INTRODUCTION

Organizational culture is a significant component of organization which not only determines the behavior of its employees, it also reflects upon the vision, mission and norms of the organization. Each organization has its own culture which may be similar to that of other organizations or unique in itself. In the present unit, you will be introduced about the concept of organizational culture. With the help of this unit, you will come to know about the components and models of organizational culture. You will also understand the process with which the level of Organizational culture can be measured.

10.1 OBJECTIVES

After reading this unit, you will be able to:

- Discuss the concept and definition of organizational culture;
- Explain the components of organizational culture;
- Elucidate on the learning and development of organizational culture; and
- Discuss the various scales measuring organizational culture.

Let Us Read the Case of Adobe

“Since Adobe’s establishment, their worldwide revenue has grown to over \$4 billion and has employed over 12,000 people. Spread across 24 different

*Dr Arti Singh, Assistant Professor, Jindal School of Psychology and Counseling, OP Jindal Global University, Sonapat

campuses in 17 different countries, 93% of Adobe employees love their workplace. Adobe's award-winning company culture is based on four core values: Genuine, Exceptional, Innovative and Involved

Adobe is a company that goes out of its way to give employees challenging projects and then provide the trust and support to help them meet those challenges successfully. While it offers benefits and perks like any modern creative company, Adobe's is a culture that avoids micromanaging in favor of trusting employees to do their best.

Adobe products are synonymous with creativity, and only through the avoidance of micromanaging are the people who create those products truly free to create. For example, Adobe doesn't use ratings to establish employee capabilities, feeling that that inhibits creativity and harms how teams work. Managers take on the role of a coach, more than anything, letting employees set goals and determine how they should be assessed.

Employees are also given stock options so that they know they have both a stake and reward in the company's success. Continual training and culture that promotes risk taking without fear of penalty are part of Adobe's open company culture.

Takeaway: *Putting trust in your employees goes a long way towards positive company culture, because trust leads to independent employees who help your company grow."* (From: <https://www.entrepreneur.com/article/249174>)

10.2 WHY ORGANIZATIONAL CULTURE (OC) IS IMPORTANT?

Elliott Jaques first introduced the concept of culture in the organizational context in his 1951 book *The Changing Culture of a Factory*. The culture of an organization defines it. Organizational culture is important not only for the existence of an organization but it also determines how people (employee and customers) will feel and behave in organizations, as it can turn them into advocates or critics. Studies have suggested that a good organizational culture leads to increased employee engagement, decrease turnover, a healthy team environment and develops a strong brand identity.

10.3 WHAT IS ORGANIZATIONAL CULTURE?

Definition

Organizational culture also called corporate culture has been defined as the pattern of values, norms, beliefs, attitudes and assumptions that may not have been articulated but shape the ways in which people in organizations behave and things get done. In other words, how things are done and how employees interact with each other in an organization is a reflection of its culture. The following are some other definitions of organizational culture:

- *The culture of an organization refers to the unique configuration of norms, values, beliefs and ways of behaving that characterize the manner in which groups and individuals combine to get things done, Eldridge and Crombie (1974).*

- *Culture is a system of informal rules that spells out how people are to behave most of the time, Deal and Kennedy (1982).*
- *A pattern of basic assumptions – invented, discovered or developed by a given group as it learns to cope with the problems of external adaptation and internal integration – that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems, Schein (1985).*
- *Culture is the commonly held beliefs, attitudes and values that exist in an organization. Put more simply, culture is ‘the way we do things around here’ (Furnham and Gunter,1993).*

Culture: It is the set of important understandings that members of a community share in common

Pre-requisites of a culture to exist:

- *It must be shared by the vast majority of members of a group or society*
- *It must be passed on from generation to generation, and*
- *It must shape behaviors and perceptions.*

10.4 COMPONENTS OF ORGANIZATIONAL CULTURE

What constitutes organizational culture?

Which component of organizational behavior is considered as a part of the culture and which is not?

As different theorists have proposed various elements of organizational culture; therefore it is not possible to identify exact numbers objectively. To ease this situation, in the following table we have summarized all important theorists and their proposed elements.

Table 10. 1: Proposed Elements of Organizational Culture.

Authors	Proposed elements
Likert (1967)	Leadership, Motivational Forces, Communication Processes, Interaction Processes, Decision Making Processes, Goal Setting Processes, Performance Processes, Control Processes, Training
Robbins (1990)	Individual Initiative, Risk Tolerance, Direction, Integration, Management Support, Control, Identity, Reward System, Conflict Tolerance, Communication Patterns
Gordon (1988)	Clarity Of Direction, Organizational Reach, Integration, Top Management Contact, Encouragement Of Individual Initiative, Conflict Resolution, Performance Clarity, Performance Emphasis, Action Orientation, Compensation, Human Resource Development
Bettinger (1989)	Attitude Towards Change, Strategic Organization Focus, Performance Standards And Values, Rituals, Concern For People, Reward And Punishments, Openness In Communication, Conflict Resolution, Market And Customer Orientation, Sense Of Pride, Commitment, Team Work

Dension (1990)	Organization Of Work, Communication Flow, Emphasis On People, Decision Making Practices, Influence And Control, Absence Of Bureaucracy, Co-Ordination, Job Challenge, Job Reward, Job Clarity, Supervisory Support, Supervisory Team Building, Supervisory Goal Emphasis, Peer Work Facilitation, Group Functioning, Satisfaction, Goal Integration.
Pareek (1996)	Internal, Ambiguity, Tolerant, Context Sensitive, Narcissistic, Future Oriented, Individualistic, Inner Directed, Universal, Role Bound, Androgynous, Power Parity, Expressive, Conserving, Assertive
Parida, Mathur Khurana(1990)	Support, Structure, Conflict Tolerance, Performance Reward, Individual Responsibility, Risk Tolerance, Individual Autonomy, Beliefs, Group Norms, Exercise Of Authority And Identity
Cooke, Lafferty (1989)	Humanistic/Helpful, Affiliation, Achievement, Self-Actualization, Approval, Conventionality, Dependence, Avoidance, Oppositional, Power, Competitive, Perfectionism
Kilan , Saxton (1983)	Task Support, Task Innovation, Social Relations, Personal Freedom
Sashkin (1984)	Work Should Be Fun, Being The Best, Innovation, Attention To Detail, Worth And Value Of People, Quality, Communicating To Get The Job Done, Growth/Profit/Other Indicators Of Success, Hands-On Management, Importance Of A Shared Philosophy

Source: Koteswara Rao, Srinivasan and George (2005)

10.5 HOW ORGANIZATIONAL CULTURE DEVELOPS?

The development of organizational culture and its learning among its employees takes time. As we have learnt till now, that values and norms are the basis of organizational culture, they do not form overnight or immediately after the establishment of an organization. Rather it is a long process which develops primarily due to the following reasons.

- *Leaders as role model:* The first step starts with the leaders, who established and/or shaped the organization in past. According to Schein (1990), the values, goals and behavior of the founding leaders work as role models for fellow employees.
- *Role of critical events:* Schein (1990) suggested that culture is formed around critical incidents – important events from which lessons are learnt about desirable or undesirable behavior.
- *Effective working relationship:* Furnham and Gunter (1993) pointed out that the need to form an effective working relationship among organizational members establishes values and expectations shape up the organizational culture.
- *External environment:* the external environment such as government policies, social situations, labour laws etc. also shapes organizational culture. The external environment may be relatively dynamic or unchanging.

According Robbins and Judge (2014), “The original culture derives from the founder’s philosophy and strongly influences hiring criteria as the firm grows. Top managers’ actions set the general climate, including what is acceptable behaviour and what is not. The way employees are socialized will depend both

on the degree of success achieved in matching new employees' values to those of the organization in the selection process, and on top management's preference for socialization methods" (pp. 558).

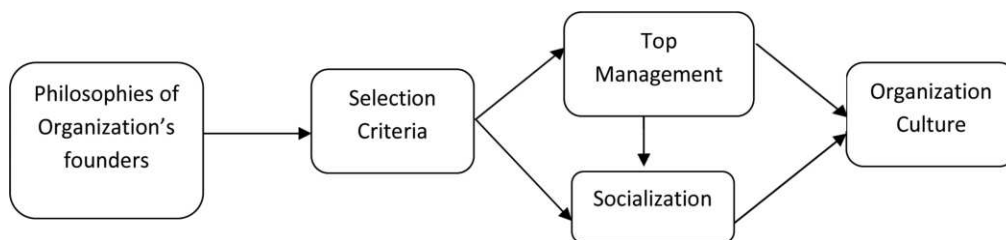


Fig. 10.1: How organization culture forms

Source: Robbins & Judge (2013)

- 1) **Organizational Founders:** Founders of an organization are the ultimate source of their culture. These founders create a culture in three ways; (a) by hiring only those employees who share similar ideas, views and values, (b) by socializing these employees to their way of thinking and feeling, and (c) employees identify with visionary leaders and their values.
- 2) **Selection:** The aim of the employee selection process is not limited to identifying and selecting knowledgeable people but also involves recruiting people with values and ethics similar to the organization. This selection process also provides applicants with an opportunity to assess the match between their values with an organization's values.
- 3) **Top Management:** Through their words and behavior, top management levels are responsible for establishing cultural norms.
- 4) **Socialization:** It is the process through which new employees learn about and adjust to the knowledge, skills, attitudes, expectations, and behaviors needed for a new role within an organization.

Self Assessment Questions (SAQ I)

Answer the following questions:

- 1) What is the role of organizational culture?

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- 2) What are the main components of organizational culture?

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10.6 SCHEIN'S MODEL: LEVELS OF CULTURE

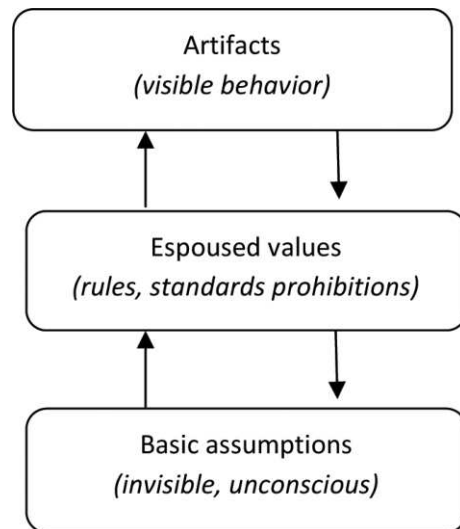


Fig. 10.2: Levels of organization culture

According to Edgar Schein (1984), organizational culture consists of three levels namely; artifacts, values, and underlying assumptions. These three levels range from tangible to deeply embedded assumptions of behaviour. He proposed that these three levels influence each other continuously. His model distinguishes between observable and unobservable elements of an organization's culture. Let us look at these three levels of organizational culture:

Artifacts: Any aspect of an organization that is visible and tangible is a part of artifact. The dress code of the employees, office furniture, facilities, behavior of the employees, mission and vision of the organization all come under artifacts.

Espoused Beliefs and Values: The second level of Schein model is Espoused beliefs. These are the values or beliefs initially developed or proposed by the leader and later adopted by fellow employees or subordinates. Values work as a guiding principle for defining what is good or bad for one's organization. According to Schein, these values shape "underlying assumption" (the third level of organizational culture).

Basic/Underlying Assumptions: Underlying assumptions represent concepts of behavior representing deepest levels. These assumptions are unwritten, taken for granted by group members and thus non-negotiable. According to Schein (1984), "basic assumptions are so taken for granted that someone who does not hold them is viewed as a 'foreigner' or as 'crazy' and is automatically dismissed" (pp. 25).

Similar Terms

Values: According to American Psychological Association (APA), "Value is a moral, social, or aesthetic principle accepted by an individual or society as a guide to what is good, desirable, or important".

Norms: Unwritten rules of what is acceptable and expected behavior of a culture.

An Example of How Espoused Values Develop?

In a young business, if sales begin to decline a manager may say “We must increase advertising” because of her belief that advertising always increases sales. The group, never having experienced this situation before, will hear that assertion as a statement of that manager’s beliefs and values: “She believes that when one is in trouble it is a good thing to increase advertising.” What the leader initially proposes, therefore, cannot have any status other than a value to be questioned, debated, challenged, and tested. If the manager convinces the group to act on her belief, and if the solution works, and if the group has a shared perception of that success, then the perceived value that advertising is good gradually becomes transformed: first into a shared value or belief, and ultimately into a shared assumption (if actions based on it continue to be successful). If this transformation process occurs, group members will tend to forget that originally they were not sure and that the proposed course of action was at an earlier time just a proposal to be debated and confronted (pp.28).

Source: Schein, E. H. (2010). Organizational culture and leadership (Vol. 2). John Wiley & Sons.

10.7 WAYS OF LEARNING THE ORGANIZATIONAL CULTURE

The culture of an organization can be transmitted to employees through various channels. However, majority of studies identify four forms of transmission namely; stories, rituals, material symbols, and language. Let us take a look at these forms one by one:

- **Stories:** Every organization has some stories of their founders, success or failure. These stories of past, help new comers to understand the expectations, beliefs and values of their organization.

Hotel Taj Mahal, Mumbai

“It is said that Jamshedji Tata was inspired to build this hotel after he was refused entry at one of the grandest hotels of British time Watson’s Hotel, which was restricted to ‘whites only. Jamsetji Tata took this as an insult to whole Indians and then decided that he would build a hotel where not only Indians but foreigners could also stay without any restrictions, and that’s how India’s first super-luxury hotel came into being. Now, Taj is a centre of attraction all over the world.”

Source: <https://www.indiatimes.com/trending/human-interest/taj-hotels-a-sweet-revenge-story-of-jamsetji-tata-544117.html>

Such stories about founders or important events provide a glimpse of organizational culture to a new employee.

- **Rituals:** These are repetitive patterns of activity that represent an organizations’ values. It further informs employees what goals are most important and which people are important in their organization.
- **Material symbols:** These are physical or visible aspects of an organizational culture. It deals with questions such as, “How does corporate headquarter look like? How do organizations treat CEO’s and fellow employees? What kinds of perks are given? What is the size of the office? Or what attire is acceptable in office?” The answer to these questions can “convey to employees who is important, the degree of egalitarianism top management desires, and the kinds of behavior that are appropriate, such as risk taking, conservative, authoritarian, participative, individualistic, or social” (Robins& Judge, 2013; pp. 524).

- **Language:** Language play vital role in identifying with cultural expectations of organization. In every organization, unique terms describe equipment, officers, key individuals, suppliers, customers, or products that relate to the business. At first, new employees may find these new terms overwhelming but the use of common language help uniting members of an organization.

10.8 ASSESSING ORGANIZATIONAL CULTURE

A number of instruments exist for assessing organizational culture. This is not easy because culture is concerned with both subjective beliefs and unconscious assumptions (which might be difficult to measure), and with observed phenomena such as behavioral norms and artefacts. Some of the better-known instruments are summarized below:

- 1) **Organizational Culture Inventory** (Cooke and Lafferty 1987): This questionnaire deals with the four orientations referred to earlier (power, role, task and self). Consist of 130 items, its internal consistency ranged between .67 and .92.
- 2) **Harrison's Organizational Ideology Questionnaire** (Harrison 1975): It assess ideology of organization in terms of orientation to power, roles, tasks and individuals. It consists of only 15 items. Respondents rank four statements in each item in terms of how representative they are of (a) the organization and (b) the respondents own attitudes and beliefs.
- 3) **Corporate Culture Questionnaire** (Walker, Symon, and Davies 1996): It measures four principal domains of organizational culture namely; performance, human resources, decision-making, and relationships. It is available in two versions. The longer version consist of 126 items, whereas, shorter version have 69 items in it. It uses 5-point Likert scale with internal reliability ranged between 0.72-0.89.
- 4) **Core Employee Opinion Questionnaire** (Buckingham and Coffman 2000): Consisting of 13 items, this scale measures 13 different issues of an organizational culture. It includes overall satisfaction, understanding of expectations, access to required resources, appropriate use of skills, recognition and praise for achievements, relationship with supervisors, encouragement for self-development, perceptions of worth, engagement with organizational mission, commitment of all employees, friendships, appraisal, opportunities for career progression.
- 5) **Hofstede's Organizational Culture Questionnaire** (Hofstede et al. 1990): This organizational culture measurement instrument is longer than other instruments. It consists of 135 items. Using 5-point likert scale, it measures 3 values: need for security, importance of work and need for authority.
- 6) **Organizational Culture Survey** (Glaser, Zamanou, and Hacker 1987): It addresses six empirical factors: teamwork and conflict, climate and morale, information flow, involvement, supervision, meetings.

Self Assessment Questions (SAQ II)

Answer the following questions:

- 1) How do employees learn organizational culture?

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- 2) Briefly describe the ways of assessing culture?

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10.9 LET US SUM UP

Now that we have come to the end of this unit, let us recapitulate all the major points that we have covered:

- Organizational culture is important not only for the existence of an organization but it also determines how people (employee and customers) will feel and behave as it can turn them into advocates or critics.
- Organizational culture can be defined as a system of informal rules that spells out how people are to behave most of the time.
- There are many components of organizational culture. Different theorists have proposed different components of organizational culture.
- According to Edgar Schein (1984), organizational culture consists of three levels namely; artifacts, values, and underlying assumptions. These three levels range from tangible to deeply embedded assumptions of behavior. He proposed that these three level influence each other continues.
- Organizational culture can be measured by many instruments.

10.10 GLOSSARY

Organizational culture : It can be defined as the pattern of values, norms, beliefs, attitudes and assumptions that may not have been articulated but shape the ways in which people in organizations behave and things get done.

Artifacts : Any aspect of an organization that is visible and tangible is a part of artifact such as, office furniture, facilities, behavior of the employees etc.

Espoused values	: Values or beliefs initially developed or proposed by the leader and later adopted by the fellow employees or subordinates of an organization.
Organizational ritual	: These are repetitive patterns of activity that represent an organizations' values.

Organizational Culture

10.11 UNIT END QUESTIONS

1. Define organization culture and write a note on (i) its importance and (ii) important components.
2. Explain the process involved in the development of an organization culture.
3. Write a note on Schein's model of organization culture.
4. How organization culture is transmitted among employees?

10.12 ANSWERS TO SELF-ASSESSMENT QUESTIONS (SAQ)

SAQ I

1)

Organizational culture also called corporate culture has been defined as the pattern of values, norms, beliefs, attitudes and assumptions that may not have been articulated but shape the ways in which people in organizations behave and things get done. In other words, how things are done and how employees interact with each other in an organization is a reflection of its culture. The following are some other definitions of organizational culture:

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- Culture is a system of informal rules that spells out how people are to behave most of the time. Deal and Kennedy (1982)
- A pattern of basic assumptions – invented, discovered or developed by a given group as it learns to cope with the problems of external adaptation and internal integration – that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems, (Schein, 1985)
- Culture is the commonly held beliefs, attitudes and values that exist in an organization. Put more simply, culture is 'the way we do things around here', (Furnham and Gunter, 1993).

2)

Authors	Proposed elements
Likert (1967)	Leadership, Motivational Forces, Communication Processes, Interaction Processes, Decision Making Processes, Goal Setting Processes, Performance Processes, Control Processes, Training.
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Pareek (1996)	Internal, Ambiguity, Tolerant, Context Sensitive, Narcissistic, Future Oriented, Individualistic, Inner Directed, Universal, Role Bound, Androgynous, Power Parity, Expressive, Conserving, Assertive.
Parida, Mathur Khurana(1990)	Support, Structure, Conflict Tolerance, Performance Reward, Individual Responsibility, Risk Tolerance, Individual Autonomy, Beliefs, Group Norms, Exercise Of Authority And Identity.
Cooke, Lafferty (1989)	Humanistic/Helpful, Affiliation, Achievement, Self-Actualization, Approval, Conventionality, Dependence, Avoidance, Oppositional, Power, Competitive, Perfectionism.
Kilan , Saxton (1983)	Task Support, Task Innovation, Social Relations, Personal Freedom.
Sashkin (1984)	Work Should Be Fun, Being The Best, Innovation, Attention To Detail, Worth And Value Of People, Quality, Communicating To Get The Job Done, Growth/Profit/Other Indicators Of Success, Hands-On Management, Importance Of A Shared Philosophy.

SAQ II

1)

- **Stories:** Every organization has some stories of their founders, success or failure. These stories of past, help new comers to understand the expectations, beliefs and values of their organization.
- **Rituals:** These are repetitive patterns of activity that represent an organizations' values. It further informs employees what goals are most important and which people are important in their organization.

- **Material symbols:** These are physical or visible aspects of an organizational culture. It deals with questions such as, “How does corporate headquarter look like? How do organizations treat CEO’s and fellow employees? What kinds of perks are given? What is the size of the office? Or what attire is acceptable in office?” The answer to these questions can “convey to employees who is important, the degree of egalitarianism top management desires, and the kinds of behavior that are appropriate, such as risk taking, conservative, authoritarian, participative, individualistic, or social” (Robins & Judge, 2013; pp. 524).
- **Language:** Language play vital role in identifying with cultural expectations of organization. In every organization, unique terms describe equipment, officers, key individuals, suppliers, customers, or products that relate to the business. At first, new employees may find these new terms overwhelming but the use of common language help uniting members of an organization.

2)

- **Organizational Culture Inventory (Cooke and Lafferty 1987):** This questionnaire deals with the four orientations referred to earlier (power, role, task and self). Consist of 130 items, its internal consistency ranged between .67 and .92.
- **Harrison’s Organizational Ideology Questionnaire (Harrison 1975):** It assess ideology of organization in terms of orientation to power, roles, tasks and individuals. It consists of only 15 items. Respondents rank four statements in each item in terms of how representative they are of (a) the organization and (b) the respondents own attitudes and beliefs.
- **Corporate Culture Questionnaire (Walker, Symon, and Davies 1996):** It measures four principal domains of organizational culture namely; performance, human resources, decision-making, and relationships. It is available in two versions. The longer version consists of 126 items, whereas, shorter version have 69 items in it. It uses 5-point Likert scale with internal reliability ranged between 0.72-0.89.
- **Core Employee Opinion Questionnaire (Buckingham and Coffman 2000):** Consisting of 13 items, this scale measures 13 different issues of an organizational culture. It includes overall satisfaction, understanding of expectations, access to required resources, appropriate use of skills, recognition and praise for achievements, relationship with supervisors, encouragement for self-development, perceptions of worth, engagement with organizational mission, commitment of all employees, friendships, appraisal, opportunities for career progression.
- **Hofstede’s Organizational Culture Questionnaire (Hofstede et al. 1990):** This organizational culture measurement instrument is longer than other instruments. It consists of 135 items. Using 5-point likert scale, it measure 3 values: need for security, importance of work and need for authority.
- **Organizational Culture Survey (Glaser, Zamanou, and Hacker 1987):** It addresses six empirical factors: teamwork and conflict, climate and morale, information flow, involvement, supervision, meetings.

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UNIT 11 ORGANIZATIONAL DEVELOPMENT*

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11.0 INTRODUCTION

In the previous unit, you were explained about the concept of organizational change. In the present unit, you will be explained about how organizations accept the forces of change and tend to develop itself in order meet the demands of the society. Organizational development (OD) is also an important aspect from the viewpoint of globalization and other challenges. The present unit will discuss about the historical advents of the organizational development. It will also explain the various models related to organizational development. At the end of this unit, you will be explained about the various interventions related to organizational development.

11.1 OBJECTIVES

After reading this unit you will be able to:

- Define organizational development and explain its relevance;
- Explain the historical development of OD;
- Describe various models of organizational development; and
- Explain various OD interventions.

11.2 DEFINITION AND RELEVANCE OF ORGANIZATIONAL DEVELOPMENT

Acknowledging change is the first step towards change acceptance and, subsequently, organizational development. Organizational development (OD) could be seen as both an area for academic research and professional practice via social action (Cummings & Worley, 2009). According to Bennis (1969), *organizational development is response to any change and a nuanced educated strategy that updates the beliefs, values, and structure of the organizations to allow them to better adapt to changing times*. Further, Cummings and Worley (2009) stated that “OD is a systematic application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures and processes for improving organizational effectiveness.”

Through the application of behavioural science concepts, OD aims to enhance the effectiveness of individuals in the Organization and of the Organization as a whole. *French and Bell (1995) delineated three points to integrate the system of OD:*

- i) **Orientation:** planning activities to achieve favourable and noticeable outcomes for the Organization.
- ii) **Target:** the human aspect of the Organization that is manifested in individual and social processes.
- iii) **Setting:** Real-life organizations.

Beer (1980) spoke of the following *aims of OD*:

- Improving the compatibility between an Organization's structure, strategy, processes, people, and culture;
- Generating novel and creative solutions for the Organization; and;
- Enabling organizations to develop self-renewing capability.

Three major factors contribute to the need for OD strategies. First, *globalisation* is causing the international markets to change due to changes in governments, leadership, countries, and the markets themselves. Second, *information technology* is changing the ways in which information is utilised, how costs are calculated and how work is performed. Third, *managerial innovations*, as a result of globalisation and information technology, have sped up the formation of new organizational forms (Cummings & Worley, 2009).

The relevance and responsiveness of OD has continued to enhance itself, as organizations are facing the challenge of functioning effectively under a complex, stressful, and constantly changing world. It plays a key role in assisting them to change themselves in an optimum manner. Besides organizations, OD is important to those who pursue a career in the field, such as a consultant in an Organization or an external consultant with multiple organizations as clients. Next, OD is relevant to professionals such as managers and administrators as they play key roles in supervision of their departments' performances. In fact, those at staff specialist level also offer suggestions and counselling to their supervisors and managers regarding new and upcoming practices. Finally, higher level authorities, such as general managers and executives can benefit from OD by learning how to encourage a more adaptable, resilient, and effective Organization.

11.3 HISTORICAL BACKGROUND OF OD

Typically, OD is explained as stemming from five major backgrounds (stems):

- i) Laboratory training, ii) Action research or Survey feedback, iii) Normative approaches, iv) Quality of work life, and v) Strategic change.

11.3.1 Laboratory Training Stem

Laboratory training background involved the innovations that applied insights gained in laboratory training to the complex world of organizations. In 1946, Kurt Lewin and colleagues conducted what is called "T-group training" at the

National Training Laboratory (NTL). This involved small, unstructured groups introspecting their own behaviors, experiences, and group dynamics (Kleiner, 1996). This was a highly successful program and went on to receive Carnegie Foundation's support for its programs in 1948 and 1949, and it became a permanent program for NTL in the National Education Association. During the 1950s, there were more and more regional laboratories and the T-group sessions expanded in time and scope into businesses and industries.

Richard Beckard was the first to coin the term "OD" in 1958 and also conducted laboratory experiments at NTL. As T-group declined in use as intervention, the activities of T-group came to be known as team building, which is one of the most often used interventions today.

11.3.2 Action Research and Survey Feedback Background

The second movement or stem in the evolution of OD was also pioneered by Kurt Lewin making it a field in social science. In the 1940s, social scientists, besides Kurt Lewin, that initiated this movement were William White, John Collier, and Edith Hamilton. They showed that research for organizational improvement can only meet its goals if it is collaborated with action by consultant and organizational members. This stem basically tries to understand what the organizational members feel before design and implementation of any OD or change is carried out. Hence, it was important for social scientists to collaborate with the organizational members for data collection related to the Organization's processes, problem identification and problem solving.

It resulted in two benefits. First, the organizational members could use the data on themselves to monitor and guide their behaviors and change. Second, the social scientists or OD practitioners could study and generate information that they could generalise to other organizations and settings. Survey research was the key in the data collection process and Likert developed attitude surveys that used the famous 5-point "Likert Scale" (French, 1982). The survey feedback includes data collection related to the Organization and providing feedback so that they could identify problems and solve them (see Gallos, 2006).

11.3.3 Normative Background

From the previous stems, Likert identified (using survey feedback approach) which of the four categories an organization fell into: i) Exploitative authoritative system, ii) Benevolent authoritative system, iii) Consultative system and iv) Participative system. The fourth category, that is, the participative system was considered the ideal state for the Organization, a benchmark or norm that the members could achieve by drawing comparisons and building bridges between the current organizational setting and the ideal Organization. The participative group system consisted of high involvement and participation of organizational members in decision making.

Blake, Mouton and Bidwell (1962) developed a managerial grid to demonstrate organizational effectiveness, which involved descriptions of a member's style according to their concern for production (such as accomplishing relevant tasks, quality decision making) and people (such as good working conditions, fair salary structure). They proposed a managerial style with the highest levels of effectiveness in tackling barriers in communication and achieving excellence.

11.3.4 Productivity and Quality-of-Work-Life Background (Qwl)

This stem is founded on the research by Eric Trist and colleagues at the Tavistock Institute of Human Relations, London that targeted amalgamation of people and technology (Trist & Bamforth, 1951). The quality of work life (QWL) programs comprised both the unions and management coming together to discuss work designs and generating designs that enabled more discretion for employees, varieties in assignments and constructive feedback. These programs enabled the formation of work groups that could self-manage. QWL also referred to techniques that improved work through enrichment of jobs, labour management committees, and self-managing teams. This approach looked at the integration of human aspects of the Organization and physical and technical work aspects. They led to greater productivity and employee satisfaction.

11.3.5 Strategic Change Background

As the technological, social, and political environments of the Organization became more complex and interlaced, the need for planned change process was observed at the system level. This was pioneered by social scientists such as Richard Beckhard, Eric Trist, and Kem Bamfort that believed that organizations comprise of both technical and social elements that interact with each other and may cause change in each other. This stem systematises the Organization's vision, culture, and environment. The underlying assumption here is that organizational productivity and employee satisfaction would increase if all the three factors were aligned (Worley, Hitchin & Ross, 1996).

Self Assessment Questions (SAQ I)

Fill in the following blanks:

- 1) In 1946, Kurt Lewin and colleagues conducted at the National Training Laboratory (NTL).
- 2) Blake, Mouton and Bidwell (1962) developed a to demonstrate organizational effectiveness.
- 3) refers to planning of activities to achieve favourable and noticeable outcomes for the Organization.
- 4) OD has been defined by Cummings and Worley (2009) as
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.....

11.4 MODELS OF OD

Organizational change is approached via two main theories: one that relates to why and how change occurs (change process theory) and another that concerns what behaviours or action can cause and direct change (implementation theory). Change process theories are developed mainly through the contributions of academics, while implementation theory models have major contributions of practitioners (Asumeng & Ansa Osae-Larbi, 2015).

11.4.1 The Three-Step Model of Change (Lewin, 1947)

For Kurt Lewin, human behavior could be looked at as many active forces working in opposition to each other. The underlying assumption of the three-step model is that behaviour can be changed or directed in a favourable direction by making a shift in the balance of these active forces. In organizations forces such as incentives and group expectations could work in opposition to each other; while the former is a driving force, the latter is the restraining force (see Asumeng & Ansa Osa-Larbi, 2015; Burnes, 2004).

According to the model, change could be successfully implemented in three stages: i) Unfreezing, ii) Change and iii) Refreezing.

- i) *Unfreezing*: The Organization has its own norms and established ways of working. So, the first step would be to loosen those rigid practices by reducing the forces that maintain them. The forces that direct employee behaviors away from rigid practices should be increased simultaneously. This stage would prepare the organizational members to be prepared for the upcoming change. Three processes can accomplish this step: Disconfirmation, induction of anxiety or guilt, and creation of psychological safety. Disconfirming or simply not confirming the validity of the existing standards may create some dissatisfaction leading to perceiving a need for change. Inducing guilt and anxiety about current standards by highlighting and talking about the gaps between existing processes and ideal processes would motivate individuals to desire a change. Finally, the creation of psychological safety is about assuring the personnel that potential change would not threaten their positions or come at a psychological cost (Burnes, 2004; Kritsonis, 2005).
- ii) *Change/Transition*: This stage involves the actual introduction and implementation of the change. Here, we move towards the new balance that was to be achieved. One would expect changes at three levels. First, at the individual level, people's behaviours would change and they could develop or demonstrate new skills. Second, at the structural level, there would be changes in how the Organization works; hierarchies, reporting relationships and reward management. And thirdly, at the interpersonal level, we should see stronger interpersonal trust and more openness with fewer conflicts. The processes explained in the first stage would also be helpful if continued during change.
- iii) *Refreezing*: This is the final stage where the agent of change has to be integrated into the Organization. The objective is to obtain a balanced equilibrium where the change is a part of the organizational norms and values. Hence, it is important to make efforts at the reinforcement of the new changes in organizational processes and management systems.

11.4.2 Action Research Model (Lewin, 1946)

Just like the Three-step model of change, the action research model was introduced by Kurt Lewin in 1946. This model is a part of the action research approach that focuses on solving problems through collaborative efforts between the agent of change or researcher and the target or client. In addition to solving problems, the approach also focuses on information generation. Traditionally,

the underlying assumption of action research is that the cycles of knowledge gathering and implementation of actionable solutions can solve organizational problems, when the members of the institution are actively engaged in this cyclic process. Another assumption is that besides being solutions to organizational problems, the outcomes of knowledge in action are required to prepare for intended and unintended consequences (Coghlan, & Brannick, 2014).

The action research model comprises seven main steps, each forming a cycle of planning, action and knowledge gathering (Cummings & Worley, 2009).

- i) *Problem identification (Entry)*: This step begins when it is recognized that one or more problems exist in the Organization. The problem is usually identified by an executive or someone of higher authority in the Organization and ideally is resolved with the assistance of a practitioner of organizational development.
- ii) *Consultation with a behavioral science expert (Contracting)*: At this step, the expert recruited could be an organizational development (OD) practitioner, as discussed above. The said expert would design a blueprint to plan and implement change in the Organization in a way that enables an open and cooperative relationship (Cummings & Worley, 2009; Coghlan, & Brannick, 2014; McLean, 2005).
- iii) *Data gathering and preliminary diagnosis (Diagnosis)*: This step is completed by the OD practitioners in conjunction with the organizational members. The idea is to gather appropriate and complete information and analyse the same to identify the root cause of the presenting problem. The OD practitioner could use tools such as observation, interviews, performance data and questionnaires for their data collection and analysis.
- iv) *Feedback to key client or group (Feedback)*: This stage reflects the collaborative nature of the action research approach. Following the information gathering, the OD practitioner gives feedback based on the diagnostic findings in a team meeting. The aim is to familiarise and develop a deeper understanding of the Organization's or department's strengths and weaknesses. It is to be noted that while the process requires openness, it has to be balanced with a level of confidentiality related to sensitive data. It is also important to recognize if the Organization is ready for the suggested changes.
- v) *Joint diagnosis of the problem (Planning Change)*: Once the feedback is generated, the OD practitioner and Organization members make a joint effort to identify the root cause of the issue. Diagnosis could be jeopardised if there are communication gaps during data gathering. Because misdiagnosis could sabotage the change process or invite resistance to change, this is a critical stage.
- vi) *Joint action planning*: Before the final phase of taking action, there needs to be a joint agreement on the actions that would be taken to intervene and introduce desired changes. Several factors influence the specific actions that the OD practitioner and organizational members agree upon; for example, diagnosed problem, Organization culture and the nature of planned action.

- vii) *Action (Intervention)*: The actions planned during the previous phase are implemented here. This could be at the individual level, such as changing job roles and descriptions; at group level, such as cultural changes or changes of the team behavior and at the overall Organization level; such as changes in the vision and mission of the Organization.

11.4.3 The Appreciative Inquiry Model (Cooperrider & Srivastva, 1987)

While action research approach is a problem-focused approach to organizational development, the appreciative inquiry model adopts a positive approach. It utilized narrative approaches to OD, for example, storytelling, for generating theories, ideas, and blueprint for change (Gallos, 2006). The first underlying assumption in this model is that every individual has certain expectations and goals that they keep in mind while communicating or behaving. Having positive expectations related to the Organization can enable the behavior required to realise one's beliefs (Gallon, 2006). The model is grounded in the belief that new ideas are key to enforce change and that the action research model in its traditional form cannot generate those ideas.

The 4-D model is most often used to describe the appreciative inquiry approach (Bushe, 2011). The 4-D model describes organizational change as an outcome of a cyclic process beginning that comprises Discovery, Dream, Design and Delivery (or Destiny).

- i) *Discovery*: At the discovery stage, participants' descriptions, reflections and discussions are used in inquiring what the focus should be. Participants may be asked about instances where they thought that customer's satisfaction was apparent in opposition to customer's dissatisfaction when inquiry is about improving customer satisfaction. At its core, this stage is about appreciating what the Organization already has.
- ii) *Dream*: Following discovery, the organizational members gather to visualise what the Organization's ideal state would be after the change. All organizational members try to identify common dreams, goals and aspirations. This is a future-oriented stage where the team envisions the ideal state.
- iii) *Design*: The dream is transitioned into a concrete design via realistic proposals that could bridge the gap between the current and new organizational states. The questions to be asked are how the ideas could be put into practice and who all will lead the team for change.
- iv) *Delivery (or Destiny)*: At this stage the organizational members take necessary actions in accordance with the design statements, evaluate the outcomes of their behaviors, and keep making constant readjustments to the behaviours so that the Organization can head towards the ideal state. Then the new state is reviewed and, hence, the cycle continues.

11.4.4 The General Model of Planned Change (Cummings & Worley, 2009)

Cummings and Worley integrated the three models discussed above to come up with the general model to describe the OD consultation process, that is, the

general model of planned change. It consolidates the problem solving approach but also takes into perspective the importance of understanding and utilizing the best practices that exist in the Organization already. The planned change can be obtained via four stages or sets of activities: entering and contraction, diagnosis and feedback, planning and implementation and evaluation and institutionalisation.

- i) **Entering and contracting:** The first stage comprises the first set of activities that the Organization must engage in before the process of change begins. These help in developing a deeper understanding of the requirement for change and what needs to be changed. By “entering” the Organization, it is meant that activities such as data gathering for problem identification, joint discussions, setting of expectations, and resource management, must be carried out. After these activities between the Organization members, a contract must be generated that spells out the actions for change, resources that will be utilized, and the roles of the Organization members and OD practitioner(s). Several barriers may arise at this stage that disable moving forward to the next stage. First, members may disagree on the need for change. Second, limitations related to resources may be recognized. Finally, it may be recognized that there are other more feasible alternatives for the planned change. It is important to keep in mind cultural and contextual factors during this stage, especially if the process occurs in an international or non-traditional setting.
- ii) **Diagnosis and feedback:** At this stage, effort is made to understand the current state of the Organization, such as their best practices and root causes of problems, so that the best model and outline for the plan of change could be identified. This is the key stage in the process of planned change. The diagnosis models analyzes issues at three levels: at the organizational level, most complicated analyses of the total system are involved; at the group-level, issues are related to the effectiveness of the department and the group; and at the individual level, there are issues that are related to job design and performance. The model involves convergent thinking to derive the best model for diagnosis, data collection in relation to the current organizational culture and processes, data analysis and feedback.
- iii) **Planning and Implementing Change:** Based on the results from the diagnosis, the Organization members and the OD practitioner design a workable plan (or interventions) to bring about the desired changes and realise the Organization’s vision. During this stage, it is important to keep in mind various questions, for example: How ready is the Organization for the said change? What is the current capability of the Organization and its members? How is the power distributed within the Organization? The diagnosis will point to one of four main types of interventions that would be detailed in the next header: a) Interventions related to human processes at the individual, group, or organizational levels; b) Interventions related to organizational structure; c) Interventions related to human interventions that improve job performance and employee well-being; d) Interventions related to strategy that manage the relationship between the internal structure of the Organization and its external climate as well as processes crucial for effective business.

- iv) ***Evaluation and Institutionalising Change:*** At the final stage, the effects of intervention are evaluated and the change is managed persistently. This is also a feedback stage, so that according to the results of the evaluation, it is determined whether the set of changes would be continued as they are, updated, or suspended altogether. To stabilise or institutionalise the new changes, the Organization may use several reinforcement techniques such as rewards, training and feedback.

11.5 OD INTERVENTIONS

Organizational Development or OD interventions are programs that are developed through planning to solve organizational problems or move towards an organizational goal. From these planned programs, it is expected that the functioning at work would be impacted positively and improve interpersonal professional relationships. Problems identified during diagnosis, such as work performance, skills and performance, job processes, work motivation, employee retention and technology are targeted for resolution via OD interventions.

When there is a need for change, need arises for interventions. Interventions help organizations transition from their current state to an ideal one, modify the organizational culture, and improve work practices. The interventions work at the individual level, group level and Organization level, and can be broadly categorised into four types (Cummings & Worley, 2009):

11.5.1 Human Processes Intervention

Human processes intervention has special focus on the people of the Organization and the processes by which they accomplish the vision and goals of the Organization. Processes such as communication, decision-making in teams, problem solving, and leadership are parts of this intervention. They are rooted in psychological and socio-psychological fields where social context, group dynamics, and social relations are key elements. The underlying assumption here that fulfilled members of the Organization would lead to organizational effectiveness (Friedlander & Brown, 1974).

The category includes three interventions that work at the individual and group levels: Process consultation, third-party intervention, and team building. Further, three interventions work at the system/organizational level: Organization confrontation meeting, intergroup relations and large-group interventions.

11.5.1.1 Process Consultation

A process consultant focuses on the group dynamic and interpersonal relationship within the Organization. Their objective is to guide members so they could get the skills required to solve their own problems. They assist in the diagnosis of work functioning and come up with customised solutions to the diagnosed issues. Process consultants often address issues such as, lack of communication or miscommunication, dysfunctional and ineffective norms. These are generally used at the group level.

11.5.1.2 Third-party Intervention

This is particularly aimed at the issue of interpersonal professional relations and can be considered a form of the previous intervention. Conflicts and disputes

are a part of the Organization's dynamics. However, when they become extreme and start affecting work functioning, a third-party intervener would be beneficial for resolving them. They may use methods such as bargaining, reconciliation, and group problem solving. These may be done at both individual and group level.

11.5.1.3 Team Building

Team building is important especially as more and more tasks in an Organization are assigned to teams. So when a team is having difficulty working together on a task where they need to work together, intervention becomes crucial. Team building could help in diagnosing the interpersonal processes and derive solutions to the identified issues. It goes deep into the task itself, the role of each member, resources required, and what strategies are being used in the tasks. Hence, it works at the group level, helping them improve their effectiveness at team assignments.

11.5.1.4 Organization Confrontation Meeting

Here, the Organization members diagnose problems, set actionable targets, and work collaboratively on the issues. This is especially helpful when the Organization is collectively experiencing stress and immediate problem solving is required.

11.5.1.5 Intergroup Relations

This intervention is aimed at enhancing the intergroup or interdepartmental relations in the Organization. Typically a consultant sits with two groups having conflicts and identifies the cause of the conflicts to derive appropriate solutions.

11.5.1.6 Large Group Interventions

These interventions utilise meetings to create and spread awareness regarding organizational problems as ideas from a large number and variety of stakeholders put in their ideas and comments. They generally meet for clarification of points, develop new norms and vision, and problem solving at the organizational level.

11.5.2 Techno-structural Interventions

These interventions focus on the Organization's technical aspects, such as job design and task methods, and its structure, for example the Organization's hierarchy, division of work. Techno-structural interventions broadly follow the principles of sociology, psychology, and engineering. The focus is on how to improve job productivity and employee fulfilment as they believe that proper design and structure would lead to increased organizational effectiveness.

11.5.2.1 Structural Design

This techno-structural intervention has to do with the division of work and how tasks are specialised. The intervening consultant pushes to move the organizational structure to flexible and integrative ways of dividing its overall work, for example based on process, customer and network.

11.5.2.2 Downsizing

Many organizations use downsizing, that is, laying off personnel, redesigning the Organization, and outsourcing work, to minimize costs and bureaucracy.

11.5.2.3 Reengineering

In this intervention, a radical redesign of the Organization and its processes can enhance collaboration of various tasks. Better collaboration leads to faster response and enhanced task performance.

11.5.3 Human Resource Management Interventions

These interventions include activities such as goal setting, rewarding, career planning and management, and performance appraisal to support the people in the Organization. Human resources management interventions are based on work relations, reward systems, employee selection, and performance appraisal. The underlying assumption is that when people are integrated into the Organization, it leads to improved organizational effectiveness.

11.5.3.1 Goal Setting

This intervention tries to find a common ground between personal goals and institute's goals. It involves setting goals that are challenging and clearly defined. The progress is periodically reviewed and updated.

11.5.3.2 Performance Appraisal

This intervention is used often to generate and give performance-related feedback to employees and teams. It evaluates people's strengths, weaknesses and achievements.

11.5.3.3 Reward Systems

In this, the Organization uses rewards in the form of salary hike, promotions, and perks, to improve job satisfaction and performance.

11.5.4 Strategic Interventions

These interventions are a bridge between the internal workings of a company to its external environment so that it could transform itself to keep up with changing times. It relies on the principles of economics, anthropology, strategic management and Organization theory.

11.5.4.1 Integrated Strategic Change

This intervention is based on the belief that change needs to be enforced at business strategies and systems of the Organization at the same time to respond to internal and external disturbances.

11.5.4.2 Culture Change

The idea of this intervention is to develop a stronger Organization culture which includes belief systems, norms, values, as well as, behavior. A strong organizational culture is likely to make individuals feel an affiliation and, as a consequence, commitment to their Organization.

11.5.4.3 Mergers and Acquisitions

When it makes sense, multiple organizations can merge together to generate a new, bigger entity or a stronger Organization can acquire a smaller one that is struggling in some areas. It is important to discuss leadership, cultural, financial, and strategic changes post merger or acquisition in advance to assure a smoother transition.

11.5.4.4 Self-designing Organizations

This type of intervention provides support for continuous change in the Organization by enabling it to modify itself at a fundamental level. A large number of stakeholders set directions for strategic change and the Organization learns to implement the changes itself.

Self Assessment Questions (SAQ II)

State whether the following statements are 'true' or 'false':

- 1) The process consultation based interventions focus on the Organization's technical aspects, such as job design and task methods, and its structure. ()
- 2) At the diagnosis and feedback stage, effort is made to understand the current state of the Organization, such as their best practices and root causes of problems, so that the best model and outline for the plan of change could be identified. ()
- 3) Cummings and Worley integrated the three models to come up with the general model to describe the OD consultation process. ()
- 4) The action research model comprises three main steps, each forming a cycle of planning, action and knowledge gathering (Cummings & Worley, 2009). ()

11.6 LET US SUM UP

By now you might be clear with the concept of organizational development. It can be summed up from the above unit that, OD is an inevitable process which is required for any country to prosper. You were explained about the definition and relevance of the OD in the beginning of the chapter, which was followed by the historical background and models of OD. At the end of the unit, various interventions of OD were also discussed.

11.7 UNIT END QUESTIONS

- 1) Define organizational development and discuss its relevance.
- 2) Explain the historical background of the OD.
- 3) Discuss the various models of organizational development.
- 4) Elucidate the interventions related to organizational development.

11.8 GLOSSARY

Organizational Development	: According to Bennis (1969), organizational development is response to any change and a nuanced educated strategy that updates the beliefs, values, and structure of the organizations to allow them to better adapt to changing times.
Unfreezing	: The stage of organizational change which involves loosening of rigid practices by reducing the forces that maintains them.
Change/Transition	: The stage involves of actual introduction and implementation of the change.
Refreezing	: This is the final stage where the agent of change has to be integrated into the organization.
Entering	: It refers to activities such as gathering of data for problem identification, joint discussions, setting of expectations, and resource management, must be carried out.
Contract	: An agreement related to the planned actions for change, resources that will be utilized, and the roles of the Organization members and OD practitioner(s).
Diagnosis	: An effort towards understanding the current state of the organization, such as their best practices and root causes of problems, so that the best model and outline for the plan of change could be identified.
Organizational Development Interventions	: OD interventions are programs that are developed through planning to solve organizational problems or move towards an organizational goal.

11.9 ANSWERS TO SELF ASSESSMENT QUESTIONS (SAQ)

SAQ-I

- 1) "T-group training"
- 2) managerial grid
- 3) Orientation
- 4) *"a systematic application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures and processes for improving organizational effectiveness."*

- 1) False
- 2) True
- 3) True
- 4) False

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UNIT 12 POSITIVE ORGANIZATIONAL BEHAVIOUR*

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Meaning and Definition of Positive Organizational Behaviour
- 12.3 Positive Psychology and Positive Organizational Behaviour
 - 12.3.1 Self-efficacy/Confidence
 - 12.3.1.1 Sources of Efficacy
 - 12.3.1.2 Need for Self-efficacy in Positive Organizational Development
 - 12.3.2 Hope
 - 12.3.2.1 Hope and Workplace
 - 12.3.3 Optimism
 - 12.3.3.1 Optimism and Workplace
 - 12.3.4 Resilience
 - 12.3.4.1 Ways to Improve Resilience in Workplace Setting
- 12.4 Emotional Intelligence in Workplace
- 12.5 Let Us Sum Up
- 12.6 Unit End Questions
- 12.7 Glossary
- 12.8 Answers to Self Assessment Questions
- 12.9 Suggested Readings and References

12.0 INTRODUCTION

The present unit explains about the concept of positive organizational behavior. Positive psychology is relatively a new field which reflects the relevance of hope, optimism and resilience among individuals as well as society. The present unit will discuss about the ways through which an organization can enhance positive behavior of its employees. It discusses the impact of self-efficacy, hope, optimism and resilience among employees that can contribute towards organizational development. At the end of the unit, the relevance of emotional intelligence towards positive organizational development will also be discussed.

12.1 OBJECTIVES

With the help of this unit, you will be able to:

- Define positive organizational behaviour;

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- Explain the component of positive organizational behavior;
- Discuss the relevance of self-efficacy towards positive organizational development;
- Explain the relevance of hope and optimism at workplace;
- Describe the ways of enhancing resilience at workplace; and
- Elucidate the relevance of emotional intelligence at workplace.

12.2 MEANING AND DEFINITION OF POSITIVE ORGANIZATIONAL BEHAVIOUR

Organizations face multiple challenges and threats today- threats to effectiveness, efficiency, increased competition and changing customer demands and the constant challenges to maintain congruence among Organizational dimensions such as strategy, culture and processes. Keeping Organizational healthy and viable in today's word is a daunting task. There are several basic behavioral science principles and practices that can be applied in Organizations for increasing the individual and Organizational effectiveness. Such, systematic and planned process by which the functioning of Organizations is improved is called as Organizational Development. Organizational development (OD) programs are the interventions and activities that are conducted in the Organizations aimed at improving the functioning of individuals, teams and the whole Organization, and imparting the necessary skills and knowledge in the members for improving their functioning.

These programs are long term, planned and sustained efforts for improving the "fit" between the individual and the Organization, between the Organization and the environment etc and among the various Organizational outcomes such as strategy, structure and processes.

Positive Organizational behavior has recently recognized many positive constructs such as positive affectivity (PA), positive reinforcement, procedural justice, job satisfaction and commitment, pro-social and organizational citizenship behavior etc. Luthans (2002a) defines positive Organizational behavior as "*the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace*" (p. 59).

12.3 POSITIVE PSYCHOLOGY AND POSITIVE ORGANIZATIONAL BEHAVIOUR

Positive psychology is relatively new field focusing on positive aspects of human existence given by Martin Seligman 1999 and were subsequently developed by Luthans and his colleagues in 2004 in the USA. Positive organizational structure includes strategies and methods that are effective and beneficial to achieve the desired goal and positive psychology deals with how positive attitude and hope can enhance the efficiency of an individual on any desired task. There are mainly three levels of positive psychology given by Seligman mentioned below-

- 1) Valued subjective experiences.
- 2) Positive individual traits.
- 3) Civic virtues and the institutions that moves the individual toward better citizenship.

Positive Organizational behaviour involves psychological component which called as “PsyCap” that has shown positive correlation with desired employee attitudes, behaviours and performance etc. the next topic covers the overall dimensions of psychological capital.

• Psychological capital or “PsyCap”

Any Organization would want to actualize their goal with high level of productivity which depends on the psychological and physical participation of human resources. The concept of psychological capital depends upon the positive aspects of human life and hence the main components of psychological capital include self-efficacy, hope, optimism, and resiliency. Hence, PsyCap is defined as –

“an individual’s positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success” (Luthans, Youssef, et al., 2007a, p. 3).

Positive psychological capital focuses on positive aspects underlying the cognitive process, human motivation and striving for success which results in better performance in workplace. (Peterson SJ, 2011). There are four basic components of psychological capital which are as follows-

- *Self-efficacy*: It involves the confidence of an individual or perceived ability about how to achieve a particular goal.
- *Hope*: It involves the interaction of two processes which are mainly agency and pathway.
- *Optimism*: It is a trait through which a person defines the internal factors as fixed and global whereas the external factors are not fixed and are specific to attribution.
- *Resilience*: A positive way of coping with challenges and difficult situations.

12.3.1 Self-efficacy/Confidence

Bandura’s social cognitive theory explains how environment, personal cognitions and behavior interact with each other to determine the overall outcome of the response. This theory consists of a theoretical framework which emphasis on how an individual uses symbolization, self regulation and self-reflection to deal with a particular situation successfully and reflects back on their experiences to deal in future. A definition provided by Stajkovic and Luthans says “Self-

efficacy refers to an individual's conviction about his/her abilities to mobilize the motivation, cognitive resource and course of action needed to successfully execute a specific task and context."

Self-efficacy is different from other organizational concepts such as which are especially with self-esteem, expectancy concepts and locus of control etc. Whenever we talk about self-esteem is global construct of one's own worthlessness. Here the major focus is on current self, whereas, in self-efficacy is about success in future tasks or situation. Another concept which is similar to self- efficacy is expectancy which involve the outcome or consequences of any behavior whereas self- efficacy deals with one's ability to execute certain behavior pattern. The last concept which is similar to self- efficacy is locus of control which involves attribution of action-outcome contingencies'. Some people believe in internal factors such as effort, hard work etc. whereas some focus on external factors such as task difficulty, luck etc.

12.3.1.1 Sources of efficacy

There are various sources of self - efficacy such as mastery experiences, vicarious experience, social persuasion and physiological & psychological arousal. They are described briefly below:

- *Mastery experience*: Individual's situational (complexity of task) and cognitive processing (perception of one's variable) affects the performance which affects self-efficacy of the individual. Mastery in any specific task alters one's perception and judgment which later on helps in development of strong positive self-efficacy.
- *Vicarious experiences or modeling*: Sometimes individual learn through modeling (copying) someone whose behaviour reinforces them and they try to imitate those behavior, through observational learning. It is important to take into account the demographics of the model such as sex, age, education etc and the task performed. The more similarities with the model more will be the effect of observational learning.
- *Social persuasion*: Whenever an individual is given a proper objective feedback, constant support and positive appreciation that increase self-efficacy in contrast to a situation where the individual is not given any kind of appreciation or support. Social persuasion works more effectively when the individual is struggling to perform any new or difficult task.
- *Emotional cues*: Individual should always have a balance between physical and psychological arousal to succeed effectively at any task. Extremely negative energy occurs if the person feels tired or mentally exhausted; hence good positive energy for both physical and mental health increases the self-efficacy of an individual.

12.3.1.2 Need for Self-efficacy in Positive Organizational Development

Self-efficacy theory has been widely used in many clinical and counseling purposes to help people facing anxiety, to develop resistance against addictive substances, to enhance education achievement. New awareness in Organization setup aims to enhance various aspects that are briefly described as follows-

- **Selection:** Knowing the self-efficacy of an individual can help the organization to predict his/her performance in the future. People who are highly motivated and have high self-efficacy will perform better in the task assigned to them. Generally there are many self-efficacy questionnaires available in work place setting which can be used not only for selection purpose but can also be extended for placement and career planning. Assessment conducted after certain time gap can reflect cluster of potentials and abilities that can be relevant to career advancements.
- **Leadership:** An effective leadership is always an important part of Organization success and a successful leader always poses high self-efficacy level. According to Bortais 1982 job competency is an act as an underlying characteristic of an individual that results in effective in any job. Having high level of managerial competencies can help the organization develop in every aspect. Here it is important to distinguish between generalized competencies and managerial competencies wherein the former deals with overall perceived ability to deal with a task while the later includes both perceived and actual competencies which is the ability to deal with various aspects of Organization such as technical, conceptual and human relation. Hence, knowing and developing such skills can benefit both the Organization and self.
- **Training and vocational counseling:** There are many implications of self-efficacy in training as in actual real life work setup high level of self-efficacy is required to achieve any organizational goal. Hence, self-efficacy paradigm can be very effective if it is transferred to the real life setting. Films can be made and tested for a modeled performance for trainees. Another way may be to trace the instances in the past which may result in low self esteem and later on work on it to avoid the same problem in the future. Similarly in case of vocational counseling perceive competencies can be tested and the area of interest can also be discovered. Mastery can be done for any area which has got many opportunities but low self-efficacy.
- **Performance, appraisal, goal and incentive:** Self regulation is an important tool to maintain attainable goal and motivate oneself to attain that goal. Research has shown specific incentive technique require high level of self-efficacy which involves persuasive and feedback ability. Whenever extremely negative appraisal for performance is given the level of self-efficacy is decreased that reduces the motivation to work towards the goal.
- **Group and Organizational performance:** Working in organization requires good overall self-efficacy which can be measured using many techniques. For example one may integrate ones performance individually and compare with total group performance level, another technique includes individual taking an average of their own performance and introspecting on the scores. The organizational context plays an important role where resistance to change acts as a barrier for positive Organization development. Group think is one of the phenomena which are not uncommon in Organizational setup. Sometimes people have extreme level of optimism which can encourage them to take risks affecting the Organization development.

Hence, above are the areas that can be focused and improved upon to have and maintain positive Organizational development.

Self Assessment Questions (SAQ I)

Fill in the following blanks:

- 1) The main components of psychological capital include
- 2) theory has been widely used in many clinical and counseling purposes to help people facing anxiety, to develop resistance against addictive substances, to enhance education achievement.
- 3) is a trait through which a person defines the internal factors a fixed and global whereas the external factors are not fixed and are specific to attribution.
- 4) Positive psychological capital focuses on positive aspects underlying the... which results in better performance in workplace.

12.3.2 Hope

Hope capitalizes on an individual's self-initiated, goal-directed motivations and behaviors. Having hopes from somebody or on oneself determines the mechanisms to achieve a goal. One among such mechanism is agency or internalized control that creates the determination and motivation (willpower) to accomplish one's goals. Another component of hope involves those pathways through which the goal is achieved by overcoming the obstacles which is called way power. The component of hope involves the quality of goals being set depending upon the increase in the intensity of the challenges being based and the selection of new mechanism to deal with the challenges effectively.

Snyder, Irving, and Anderson (1991) define hope as “*a positive motivational state that is based on an interactively derived sense of successful (1) agency (goal-directed energy) and (2) pathways (planning to meet goals)*” (p. 287).

Snyder and his colleagues have developed a scale related to hope and that scale is called as “state hope scale”. The components in the scale have high correlation between hope and work related goal expectancies. Researchers have supported the fact that high level of hope always helps an individual to deal with any kind of difficult or challenging situation as hope always provides positive attitude and viewpoint about any situation.

Some of the characteristics of hope involve the following features-

- *Hope involves both willpower and way power*

Initially people used to consider hope as a feeling which involves thoughts that make the person believe that goals are attainable and they can be met. This was considered to be unidirectional approach whereas in bi-directional approach of hope both the will and way plays an essential role. Here the person tries to figure out what are the possible mechanisms through which a goal can be attained and along with this the person also maintains a belief that the goal is attainable.

- *Hope as state type and not trait type characteristics*

Snyder (2000) described hope as being a relatively enduring mind-set but also emphasized that there exists a more transitory state form of hope that can be developed and managed. His theory notes that fluctuations in this “state hope” serve as the variable base upon which the more enduring “trait hope” is built. Although the malleability of hope may be strongest in children and young people, even mature adults are open to change in overall hope.

- *Hope can be validly measured*

Many scales have been developed in order to measure the state and trait aspect of hope which has got good convergent and discriminant validity. A scale of 12-item Adult Dispositional Hope Scale validly measures the self-reported hopefulness trait of an individual. Another scale called as Specific Hope Scale was developed to measure an individual’s level of hope specific to six life arenas: social, romance/relationship, academic, family, leisure, and work/occupation (Simpson, 1999).

- *Role of hope in goal setting and empowerment process*

Hope as a construct differs from both self-efficacy and optimism. Locke and Latham (1990) who initially focused on the process of attaining a goal and the factors that influence the goal directed behavior such as motivation, arousal etc. the agency part of hope connects with aspects like arousal and persistence whereas the pathway part of hope deals with the mechanisms and process. Hope theory suggests that motivation and willpower can be enhanced by engaging employees not only in the establishment of goals but also in the creation and choice of pathways to achieve those goals. Hence, having an explicit goal is equally important as much the process of attaining it.

12.3.2.1 Hope and workplace

Many of the researches have shown that having high level of hope is always beneficial for the Organization as in every level of the hierarchy there is a hope that is maintained to achieve some attainable target for goal. In an Organization both will power and way power play essential role which creates a lot of future perspective for the Organization. It was shown in a research that people who had high hope worked more intrinsically towards achieving a goal. There needs to be more exploration research done in the future as the present researches show how certain elements of hope affect performance and personal motivation. Hence, more research has to be done in order to understand how other factors other than performance are affected by the level of hope.

12.3.3 Optimism

Positive psychology emphasizes more on optimism to enhance the overall development of the individual. For example, Seligman and Schulman (1986) found that optimistic insurance agents were more successful than pessimistic insurance agents. Being optimistic always helps the individual to stay balanced and fit both mentally and emotionally. Organizational culture includes a set of beliefs, values and traditions that are meant to be followed by all the employees of the Organization. Sometime stress and pressure can affect the productivity,

commitment and job satisfaction of the individual. Hence, maintain a good amount of optimism can help the Organization to maintain positivity and high productivity.

Below are some of the dimensions explained which talks about the nature of the construct “optimism”

➤ *Optimism as Human nature*

The concept of optimism is an old terminology which got immense acceptance in recent years as early philosophers and psychiatrist used to consider optimism as a difficult concept to incorporate in reality. Later on after few years many cognitive psychologists in 1970s started considering optimism as an cognitive concept that effects any individuals decision making and problem solving capacities. It is now in the recent years when the concept gained immense acceptance from different fields like anthropologist, psychiatrist, evolutionary psychologist who consider optimism as core part of human nature and an essential trait that helps an individual to deal effectively and grow positively.

➤ *Optimism as an individual difference*

According to Seligman optimism is considered as an attribution style that explains cause of any positive consequences be personal, permanent, and pervasive causes and cause for negative consequences be through external, temporary, and situation-specific ones. As a result of this optimistic people tend to develop a very positive approach while dealing with a problem where in they build positive expectancies that motivate them to achieve any goal and select more adaptive coping strategies for future. On the other hand pessimistic person focus on integral factors such as the hard work and effort and consider the situation to be long lasting global.

12.3.3.1 Optimism and Work Place

As explained above both hope and self-efficacy involves internalized and agentic characteristics whereas in optimism the person also considers the external factors that could be responsible for the outcome or consequences. For example, an individual who is optimistic will weigh both positive and negative outcome at the same time while dealing with a problem. Researchers have suggested that optimism involves cognitive, motivational and emotional components. Martin Seligman who gave the concept of learned helplessness explained that an individual who is under stress and not able to cope the problem develops learned helplessness after a period of time. This work involves the attribution styles which are either generalized or exploratory style focusing on different aspects. The concept of optimism is developed in opposite to learned helplessness which focuses on how to focus on positive aspects of the situation and positive outcome of the situation. Generally pessimistic people face learned helplessness where they assume responsibility for unfavorable situations that are beyond their control or give credit to someone (or something) else for their own accomplishments or they set up unrealistic standards of goal achievement that are not attainable which can make them experience more failures than successes.

According to C. Peterson, (2000) optimism needs to be flexible and realistic that allows recognition of positive achievements in oneself and others and accountability and acceptance of responsibility for challenges and difficult situations. Therefore, optimism is considered to an essential and significant trait of an individual for dealing with difficult problems/situations in both personal and professional life. But in some workplace setting there are some downsides of optimism because sometime optimistically driven behavior may be aimed at some pointless pursuits which are called as false optimism. Therefore optimism is considered to an important trait of an individual in both personal and professional settings.

12.3.4 Resilience

Adults generally experience few traumatic events in normal day to day life. To cope with such difficulties and challenges a person needs to be resilient. Many internal and external forces play a role in developing resilience in an individual. Three major concepts of developing resilience are (a) identifying resilient qualities of individuals and support systems that predict social and personal success; (b) understanding the process of coping with stressors, adversity, change, or opportunity resulting in the identification, fortification, and enrichment of protective factors; and (c) identifying the motivational forces within individuals and groups and the creation of experiences that foster the activation and use of these forces.

There are many ways to provide resilient environment in an organization such as proactively avoiding situations which are aggression provoking. Such resilience can be developed through good social support from both professional and personal level. A good rapport and trust will be developed when the organization provides comfortable environment and a positive employee-employer psychological contract. An ethical and trustworthy Organization tries to reduce develop mutual benefit, and where employees can regain organizational commitment and job satisfaction. There are different methods to develop resilience such as asset focused and process focused. The earlier process deals with assets which human capital such as knowledge, skills, and abilities and social networks of support or social capital. In such technique resilience would increase “employability” of the employee through paying their education or promoting developmental workshops and cross-training, and rewarding those seeking to better themselves. A process- oriented approach involves self-efficacy which acts as a mediator in resilience.

12.3.4.1 Ways to Improve Resilience in Workplace Setting

As explained above there are many ways to improve resilience in work place setup some of the ways are mentioned as follows:

Strategies using positive emotions: Fredrickson’s (1998) explained that people try to broaden their thought action repertoires for building out their personal resource. Positive emotions always as a trigger for developing such thoughts. People who have faced trauma and overcame it try to focus on positive emotions which makes them more resilient and strong as personality.

Strategies using self enhancement: enhancing characteristics such as being confident, positive and optimistic can be achieved through focusing on self

enhancement. Researchers have shown that Organization should encourage qualities of being adaptive, explorative and open to new experiences so that they can work on themselves for better personality development.

Strategies using attribution: It involves perception or inference of causes, people who focus on negative events and blame themselves have lower resilience whereas people who focus on positive events and have constant belief in them have high resilience. Hence, every individual should monitor their attributional style to ensure about their progress in both personal and professional life.

Strategies using hardiness: It involves self-perceptions of commitment, control, and challenge that help in managing stressful circumstances. The concept of hardiness is based on the fact that one can find a meaning of life by being committed, have a belief in bringing a change around the surrounding and a belief that one can grow from both positive and negative life experiences.

12.4 EMOTIONAL INTELLIGENCE IN WORKPLACE

Other than this there is one more concept which adds on to the feature of positive Organizational development which is emotional intelligence. In general average intelligence is always considered to be an important aspect of selection in any Organization. Recent evidences show how emotional intelligence is important for a success in any Organization. The next topic explains briefly about the need for emotional intelligence in workplace.

Emotional intelligence is considered to be a valuable and crucial aspect needed for positive organizational development. The concept of emotional intelligence was given Salovey and Mayer (1990) which was explained as an ability that are more specific to social environment than just general intelligence. A person who is high on emotional intelligence always tries to understand others feelings and tries to maintain one's own feelings and thought. On the other hand, Goleman explained emotional intelligences as "*the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships*" (Goleman 1998a, p. 317). Following are some of the dimensions of emotional intelligence with workplace examples:

EI Dimensions	Characteristics	Workplace Example
Self awareness	Knowing one's own feelings at the moment, having self understanding	Rio recognizes that he is very angry at the moment and tries to avoid making any important decision.
Self management	Managing one's own emotions to facilitate rather than hindering the task, try to avoid negative feelings and focus on finding a solution to a problem.	John holds back his angry impulse on a customer who is unfair at his part but tries to get more information about the facts.

Self motivation	Stay the course towards desired goal, overcome negative feelings created by the challenges and obstacles.	Zain tries to complete his work by overcoming his obstacles (both personal and professional e.g. frustration, lack of resources etc.
Empathy	Trying to be sensitive about others feelings, helps to create good bond and rapport, gives sense of information about what others feel and want..	Yukti figured that her colleagues were mentally frustrated and tired so they needed some break, so she took them for bowling during lunch break.
Social skills	Developing social skills to have smooth interacting sessions, able to guide other's emotions and the way they act.	Jammy figured from the non verbal cues of his subordinates that they were not ready for buying the new policy presented so he interacted with others to know their reasons.

Many researches in the field of emotional intelligence have shown that having high emotional intelligence makes more career success. People try to understand the situation in every point of view where they focus on their emotions and regulate them to keep themselves motivated. At the same time they try to understand others emotional and perspective to deal effectively with the situation. In the Organization knowing the ways employees use or handle any challenging situations can benefit the Organizational members to focus on effective modification strategies and encourage them to maintain positive attitude and emotional state. Hence, Organization need to emphasis on emotional regulation and emotional intelligence so that a positive motivating environment is created leading to successful Organizational development.

Self Assessment Questions (SAQ II)

State whether the following are 'True' or 'False':

- 1) A good rapport and trust will be developed when the organization provides comfortable environment and a positive employee-employer psychological contract. ()
- 2) The concept of resilience was given Salovey and Mayer (1990). ()
- 3) Having hopes from somebody or on oneself cannot determine the mechanisms to achieve a goal. ()
- 4) According to C. Peterson, (2000) optimism needs to be rigid and realistic that allows recognition of positive achievements in oneself and others. ()

13.2 LET US SUM UP

It can be summed up from the above unit that positive organizational behaviour can significantly contribute towards organizational development. In the present unit the concept of positive organizational behaviour was explained. You were

also informed about the ways through which an organization can enhance positive behavior among its employees. It discussed about the impact of self-efficacy, hope, optimism and resilience among employees that can contribute towards organizational development. At the end of the unit, the relevance of emotional intelligence towards positive organizational development was also discussed.

12.6 UNIT END QUESTIONS

- 1) Discuss the psychological component of positive organizational behaviour.
- 2) Explain the sources of efficacy and discuss its contribution towards positive organizational development.
- 3) Elucidate upon the relevance of hope and optimism At workplace.
- 4) Discuss the meaning and relevance of emotional intelligence at workplace.

12.7 GLOSSARY

Self-efficacy

: According to American Psychological Association, self-efficacy refers to ‘an individual’s subjective perception of his or her capability to perform in a given setting or to attain desired results, proposed by Albert Bandura as a primary determinant of emotional and motivational states and behavioral change’.

Hope

: According to American Psychological Association, hope refers to, ‘the expectation that one will have positive experiences or that a potentially threatening or negative situation will not materialize or will ultimately result in a favorable state of affairs’.

Optimism

: According to American Psychological Association, optimism refers to, ‘the attitude that good things will happen and that people’s wishes or aims will ultimately be fulfilled’.

Resilience

: The American Psychological Association (2014) defines resilience as ‘the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress’

12.8 ANSWERS TO SELF ASSESSMENT QUESTIONS

SAQ I

- 1) self-efficacy, hope, optimism, and resiliency
- 2) Self-efficacy
- 3) Optimism
- 4) cognitive process, human motivation and striving for success

SAQ II

- 1) True
- 2) False
- 3) False
- 4) True

12.9 SUGGESTED READINGS AND REFERENCES

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