

14 ORGANIZATIONAL BEHAVIOR

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Structure



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Learning Objectives



After going through the Unit 14 on Organizational Behavior, it is expected that you would be able to

- ❖ Understand organizational behavior in its broadest multi-disciplinary context
- ❖ Familiarise yourself with the theoretical and practical aspects of organizational behavior (OB).
- ❖ Appreciate the role of leadership in organizing community-based activities related to adult education.
- ❖ Discuss the relevance of the interplay between authority, power and politics.

14.1 Introduction

Running or managing an adult learning set-up involves some basic principles of organization that an adult educator has to keep in mind and follow while performing various functions. For

example, all such centers have staff members who need to be trained, motivated, satisfied and well-informed. Since running a learning resource set-up is a managerial task, it is essential

that those running such centers understand some basic principles of organizational behavior and routine management principles so that they can manage their respective centre in a better way. Unit 14 makes an effort to explain the basic and important principles of organizational behavior so as to equip the centre-in-charges with the theoretical knowledge of essential concepts and ideas which will help them in managing their work in a more organized and systematic fashion. In Unit 14 you will learn the practical aspects of organizational behavior.

As an adult educator, you carry out your work in an organizational set-up and therefore need to comprehend some of the concepts and problems associated

with the management of behavior in organizations. You have already learnt in detail about documentation, process documentation, dissemination of information, networking and human communication and at the very end of your course material you will be introduced to frameworks for understanding behavior in organizations and for diagnosing and dealing with day to day organizational problems. The basic purpose is to look at the relationship between individuals and the organizations in which they work. There is an emphasis on decision-making and leadership with regard to the formation and successful functioning of 'groups' in adult learning centres.

14.2 Understanding the Term 'Organizational Behavior'

Organizational behavior (OB) is a term related to the study of individual and group dynamics in an organizational setting, as well as the nature of the organizations themselves. Whenever people interact in organizations, many factors come into play. The subject of Organizational Studies attempts to understand and model these factors. This subject is becoming more important as people with diverse backgrounds and cultural values have to work together effectively and efficiently. OB seeks to emphasize the understanding of behavior in

organizations so as to develop competencies in foreseeing how people are likely to behave. This knowledge may then help in controlling those behaviors that are not befitting the objectives of the organizations. Factors like objectivity, replicability and sustainability are important while selecting the methods for this purpose. Questionnaire, interview, simulation and survey are generally used to elicit responses of individuals located in different types of organizations. To a large extent their personalities affect the nature of their responses.

14.3 Personality and Organization

As understanding personality is crucial for knowing behavior of an individual in an organization, we will discuss in this section of the unit the interface between personality and organization.

Personality refers to some qualities, characteristics skills and competencies of individuals along with certain other traits like grooming and attitude. Personality means very specific patterns

of behavior of an individual in a defined situation. But there are certain uniform characteristics which always emerge in a person on the basis of which certain inferences can be drawn. Examples could be dominant or submissive nature, aggressiveness or politeness. Personality consists of organization of feelings, thoughts, cognitions and visible behavior. However certain patterns of behavior are not visible and are known only after proper testing. Let us therefore discuss how to measure personality.

14.3.1 Measuring Personality

Since personality of an individual plays a crucial role in shaping an organization, several methods have been evolved to measure personality. By and large three methods of assessment are being used. These are Personality Inventories, Projective Tests and Assessment Centre. Let us now briefly discuss each method.

Personality Inventories

As a widely used method of measuring personality, it consists of several statements related with a specific dimension of personality and individuals are asked to indicate their degree of agreement or disagreement. This is usually done by asking both negatively and positively worded statements on selected common themes.

Projective Tests

This test is conducted to investigate more difficult and sophisticated aspects of an individual's personality. The assumption is that some of the dormant fantasies, feelings, hopes and aspirations can be measured to assess a personality. The test consists of ten pictures; one half being the same as other half. These are ambiguous, unstructured inkblots and the individuals are asked to indicate what they see in these pictures. Another projective method is the thematic appreciation. Morgan and Murray (1935) developed this test. It consists of twenty pictures, each of which represents a social setting. These pictures provide a relatively defined situations and the individual is asked to write a story of what might be happening in that social situation.

Assessment Centre

This test consists of a variety of methods used to evaluate the personality of employees in organizations. It may consist of situational tests, management problems, in-basket exercises, business plan presentations, letter and memo writing etc. It is followed by developing behavior categories to assess the performance on the key result areas. The dimensions assessed are personality characteristics such as sensitivity to others, career ambition, integrity, independence etc.

Reflection 14.1

You can make out that personality of an employee plays a key role in his or her work related behavior. It is a major criterion in selection, promotion and other developmental aspects of employees. Organizations can use combination of techniques to assess personality attributes most suitable to work requirements. Work out and then write a short note on how you would like to assess personality attributes of those working in an adult education center.

ACTIVITY 14.1

Please group the employees working in your adult learning set-up according to above mentioned attributes and prepare a detailed profile of each. In future, you may use the profile for assigning them various kinds of jobs. Describe briefly how you grouped the employees and how you plan to use the profile of each employee for assigning different jobs.

Most organizational behavior strategies are eventually meant to optimally utilize the capabilities of individuals and groups towards achievement of organizational objectives. The performance of an individual is a function of his or her ability and willingness or desire to use one's ability to achieve certain goals. However, it is important that staff is adequately motivated to fulfill these objectives. Once a manager is able to understand the traits of personality of an individual worker, she or he can use different methods of motivation. Let us discuss the point of work motivation.

14.3.2 Work Motivation

Motivation is a process that starts with physiological or psychological urge or need. It activates a behavior or a drive that is aimed at a goal or incentive. All individuals have a number of basic needs which can be thought as outlets that channel and regulate the flow of potential energy from the reservoir. Most individuals have, within a given socio-cultural system, a similar set of motives or energy outlets; but differ greatly in the relative strength or readiness of various motives and actualization of motives depends on specific situations in which a person finds himself or herself.

14.3.3 Motivation: Improving Factors

There are several ways in which motivation level of employees can be augmented and improved. Some of

these factors are described as under:

Job Enrichment: Jobs must be redesigned to provide opportunities for achievement, recognition, responsibility and growth. It comprises of variety in work contents, greater use of skills and opportunity for growth by providing employee with a complete unit of work and increased authority.

Flexi Time: The concept of flexi time is designed to provide employees some control on their work schedule. Entire work time is divided into "core time" and "flexi time". During core time, all employees are compulsorily present while during flexi time they are free to choose their own timings.

Empowerment: Empowerment essentially means providing authority to employees in their area of operation for resolving their work related problems without seeking approval from above.

Quality Circles: Quality circles are semi autonomous work groups which meet regularly to discuss and solve problems related to their specific area which aims at improving working conditions and self development.

Employees Stock Ownership Plan: It has become a major tool in retaining and motivating employees in business organizations. It is an organization's established benefit plan in which employees are offered company stock as part of their benefit package. It makes employees work harder as it directly affects the performance of the company and the value of their stock also raises.

ACTIVITY 14.2

Conduct a survey of those working at your adult learning set-up to find out their level of motivation. Undertake corrective measures in the light of the discussion in section 14.3. Write a short account of the process that makes clear the corrective measures you followed to increase the level of motivation of those employed in your adult learning set-up.

Work motivation and job satisfaction are closely linked with the overall performance of workers and subsequent rewards. A well motivated employee is likely to feel more satisfied and vice

versa. Hence it is essential to understand the relationship between these concepts so as to apply them in the day to day management of adult learning centers for better performance.

14.4 Job Satisfaction and Reward Management

Job satisfaction can be defined as an individual's overall attitude towards his or her job. It is a positive state resulting from the appraisal of one's job or job experience. It is regarded both as a general attitude as well as satisfaction with specific dimensions of the job such as pay, the work itself, promotion opportunities, supervision, co-workers etc. The degree of satisfaction may vary with how well outcomes fulfill or exceed expectations.

There are various theories of job satisfaction. The human relations movement suggested that real satisfaction with job could only be provided by allowing individuals enough responsibility and freedom to enable them to grow mentally while physical/ economic school emphasized the role of the physical arrangement of work, physical working conditions and pay. In recent years, the attitude of job satisfaction has come to be linked with broader approach to improve the job design, work organization and quality of life.

14.4.1 Measuring Job Satisfaction, its Determinants and Consequences

Measuring job satisfaction has been a challenging process to managers.

Several techniques have been developed over the years which are used extensively and are of great importance for practitioners. For instance individuals are made to recall some of the important and critical incidents which have caused satisfaction or dissatisfaction to them and conclusions are drawn from such exercises. In another method a small group of employees are brought together and encouraged to openly share their feeling regarding their job. In group environment people feel free to talk about various things.

Researchers have identified several factors leading to job satisfaction which are broadly divided into two categories, namely, Organizational Factors and Individual Determinants.

Organizational Factors

- 1 **Reward System:** The organizational reward system has been found to be related to job satisfaction. This pertains to how fairly pay benefits and promotions are distributed.
- 2 **Work:** The nature of work contributes heavily. The factors such as flexibility, freedom and discretion available in the

- performance of one's job bring a lot of job satisfaction.
- 3 Supervisory Behavior: Satisfaction tends to be higher when employees believe that their supervisor is competent and considerate.
 - 4 Working Conditions: Overall working conditions in an organization have a direct bearing on the level of satisfaction. Comfort, salary, challenge and resource availability are main components of working conditions.

Individual Factors

Various individual and socio-economic variables are linked to job satisfaction. Researchers have found that younger people are more satisfied. Similarly men are more influenced than women if they are provided more autonomy in their work (Malini 2001).

There is a direct link between job satisfaction and performance of an employee.

A satisfied worker makes extra efforts leading to better performance in his or her work.

There is higher outcome in an

organization if employees are more satisfied. Similarly it leads to decrease in absenteeism if employees are more satisfied in their jobs. It also leads to creativity among employees and better mental health.

14.4.2 Effective Reward Management

Employee recognition is a communication tool that reinforces and rewards the most important outcomes people create for your organization. When you recognize people effectively, you reinforce, with your chosen means of recognition, the actions and behaviors you most want to see people repeat. An effective employee recognition system is simple, immediate, and powerful tool.

When you consider employee recognition processes, you need to develop recognition that is equally powerful for both the organization and the employee. You must address five important issues if you want the recognition you offer to be viewed as motivating and rewarding by your employees and important for the success of your organization.

Box 14.1 Some Tips for Effective Recognition

You need to establish criteria for what performance or contribution constitutes behavior or actions worthy of reward.

*All employees must be eligible for recognition.

*The recognition must supply the employer and employee with specific information about what behaviors or actions are being rewarded and recognized.

*Anyone who then performs at the level or standard stated in the criteria receives the reward.

*The recognition should occur as close to the performance of the actions as possible, so the recognition reinforces behavior the employer wants to encourage.

*You don't want to design a process in which managers "select" people to receive recognition. This type of process will be viewed forever as "favoritism" or talked about as "it's your turn to get recognized this month." This is why processes that single out an individual, such as "Employee of the Month," are rarely effective.

Rewards and recognition that help both the employer and the employee get what they need from work are a win-win situation. Avoid employee recognition system that

- ❖ singles out a few employees who are mysteriously selected for the recognition,
- ❖ saps the morale of the many who failed to understand the criteria enough to compete and win, and
- ❖ seeks votes or other personalized, subjective criteria to determine winners.

Reflection 14.2

As you can make out job satisfaction and reward management are some of the most important component in the functioning of an organization. It has very close relationship with the overall survival and sustainability of organizations. There are several methods to assess the level of job satisfaction and thus arrive at some important conclusions. Work out how you would like to evolve a method to assess the level of job satisfaction at an adult education center.

Activity 14.3

Find out the job satisfaction level of the employees at your adult learning center. Try job rotation method to instill sense of satisfaction among those lacking it. Write a short account of the process about how you found out the job satisfaction level of the employees and how you tried to instill a sense of job satisfaction among them.

Leadership and job satisfaction are interlinked as a well meaning leadership helps the process of job satisfaction among employees by providing a motivating atmosphere. Ordinary workers look up to their leaders and feel

immensely satisfied if leaders take them into confidence and share their wisdom and experience. Hence it is essential that people who are managing adult learning centers understand the concept of leadership and its various dimensions.

14.5 Leadership

Most of us are familiar with the word 'leader'. The word leadership can refer to the process of leading, the concept of leading and those entities that perform one or more acts of leading. In our day to day life, leadership can be viewed as either actual or potential.

- ❖ Actual leader gives guidance or direction, as in the phrase "the emperor has provided satisfactory leadership".
- ❖ Potential leader has the capacity or ability to lead, as in the phrase "she could have exercised effective leadership"; or as implies in the concept "born to lead".

Leadership can have a formal aspect (as

in most political or business leadership) or an informal one (as in most friendships). The abstract term "leadership" usually implies that the entities doing the leading possess some "leadership skills" or competencies; while the term "leading" suggests action of leading.

Several types of entities may provide or exhibit leadership, actual or potential. Leadership emerges when an entity as "leader" contrives to receive deference from other entities who become "followers". The process of getting deference can become competitive in that the emerging "leader" draws "followers" from the factions of the

prior or alternative “leaders”.

In a democratic country, the people retain sovereignty (popular sovereignty) but delegate day-to-day administration and leadership to elected representatives.

Competence or perceived competence provides a possible basis for selecting leadership elites from a broader pool of potential talent. Political lobbying may prove necessary in electoral systems, but immediately demonstrated skill and character may secure leadership in smaller groups such as a service agency.

Many organizations and groups aim to identify, foster and promote what they see as leadership potential or ability - especially among younger members of society. The issues of succession planning or of legitimating a leader become important when leadership (particularly individual leadership) might or must change due to term-expiry, accident or senescence (growing old).

14.5.1 Scope of Leadership

One can govern oneself, or one can govern the whole earth. In between, we may find leaders who operate primarily within families, bands, tribes, states, nations or empires.

In addition to these, we also find, for example, religious leaders (potentially with their own internal hierarchies), work-place leaders (executives, officers, senior/upper managers, middle managers, staff-managers, line-managers, team-leaders, supervisors) and leaders of voluntary associations.

Believing that charisma and personality alone can work miracles, most leaders operate within a structure of supporters and groups of executives who carry out and monitor the expressed or filtered-

down will of the leader. This undercutting the importance of leadership may serve as a reminder of the existence of the follower. A more or less formal bureaucracy can promote an ordinary personality as an entirely effective leader. Bureaucratic organizations can also raise incompetent people to levels of leadership. These leaders may build coalitions and alliances. Political parties abound with such leaders. Still others depend on rapport with the masses: they labor on the actual work place or stand in the front-line of battle, leading by example.

14.5.2 Suggested Qualities of Leadership

Studies of leadership have suggested qualities that people often associate with leadership. They include the following qualities (see Fiedler 1967).

- ❖ Guiding others through providing a role model and through willingness to serve others first
- ❖ Talent and technical/specific skill at some task at hand
- ❖ Initiative and entrepreneurial drive
- ❖ Charismatic inspiration - attractiveness to others and the ability to leverage this esteem to motivate others
- ❖ Preoccupation with a role - a dedication that consumes much of leaders' life - service to a cause
- ❖ A clear sense of purpose (or mission) - clear goals - focus - commitment
- ❖ Results-orientation - directing every action towards a mission - prioritizing activities to spend time where results most accrue
- ❖ Optimism - very few pessimists become leaders
- ❖ Rejection of determinism - belief in one's ability to “make a difference”

- ❖ Ability to encourage and nurture those that report to them - delegate in such a way as people will grow
- ❖ Role models - leaders may adopt a *persona* that encapsulates their mission and lead by example
- ❖ Self-knowledge (in non-bureaucratic structures)
- ❖ Self-awareness - the ability to “lead” (as it were) one’s own self prior to leading other selves similarly
- ❖ With regards to people and to projects, the ability to choose winners - recognizing that, unlike with skills, one cannot (in general) teach attitude. Note that “picking winners” (“choosing winners”) carries implications of gamblers’ luck as well as of the capacity to take risks, but “true” leaders, like gamblers but unlike “false” leaders, base their decisions on realistic insight (and usually on many other factors partially derived from “real” wisdom).
- ❖ Understanding *what* others say, rather than listening to *how* they say things - this could partly sum this quality up as “walking in someone else’s shoes” (to use a common cliché).

Situational leadership theory (Stodgill 1957) proceeds from the assumption that different situations call for different traits. According to this group of theories, no single optimal psychographic profile of a leader exists. It has been said that leadership behavior becomes a function not only of the characteristics of the leader, but of the characteristics of followers as well. Other situational leadership models introduce a variety of variables. These variables include

- ❖ the nature of the task (structured or routine)

- ❖ organizational policies, climate, and culture
 - ❖ the preferences of the leader’s superiors
 - ❖ the expectations of peers
 - ❖ the reciprocal responses of followers
- Thus leadership is essentially about managing an organization on the basis of certain individual and situational qualities of managers. But there are several variants of leadership depending upon situation and kind of organization. An understanding of these various categories will help the managers of Adult Learning Centers to run these centers in an efficient way.

14.5.3 Leadership and Management

Some commentators (for example, Cagner 1992) link leadership closely with the idea of management; some would even regard the two as synonymous. If one accepts this premise, one can view leadership as

- 1 centralized or decentralized
- 2 broad or focused
- 3 decision-oriented or morale centered
- 4 intrinsic or derived from some authority

Any of the bipolar labels traditionally ascribed to management style could also apply to leadership style. Hersey and Blanchard (1982) use this approach. They claim that management merely consists of leadership applied to business situations; or in other words: management forms a sub-set of the broader process of leadership. According to Hersey and Blanchard (1982: 3), “Leadership occurs any time one attempts to influence the behavior of an individual or group, regardless of the reason. Management is a kind of leadership in which the achievement of organizational goals is paramount”.

However, a clear distinction between management and leadership may nevertheless prove useful. This would allow for a reciprocal relationship between leadership and management, implying that an effective manager should possess leadership skills, and an effective leader should demonstrate management skills.

Zaleznik (1977) for example, delineated differences between leadership and management. He saw leaders as inspiring visionaries, concerned about substance; while he views managers as planners who have concerns with process. Bennis (1989) further explicated a dichotomy between managers and leaders. He drew the following twelve distinctions between the two groups.

- ❖ Managers administer, leaders innovate
- ❖ Managers ask how and when, leaders ask what and why
- ❖ Managers focus on systems, leaders focus on people
- ❖ Managers do things right, leaders do the right things
- ❖ Managers maintain, leaders develop
- ❖ Managers rely on control, leaders inspire trust
- ❖ Managers have a short-term perspective, leaders have a longer-term perspective
- ❖ Managers accept the status-quo, leaders challenge the status-quo
- ❖ Managers have an eye on the bottom line, leaders have an eye on the horizon
- ❖ Managers imitate, leaders originate
- ❖ Managers emulate the classic good soldier, leaders are their own person
- ❖ Managers copy, leaders show originality

Box 14.2 gives the various leadership styles. Working with a community, an adult educator is always looking for actual or potential leaders and learning about different styles of leadership can help in identifying actual or potential leaders in a community.

Box 14.2 Leadership Styles

Leadership styles may be of relevance to in a variety of situations where there is a requirement to manage others. Effective performance will depend on many factors including the organizational culture in which the individual is operating.

Directive Leader: Directive Leaders are characterized by having firm views about how and when things should be done. As such they leave little leeway for subordinates to display independence, believing that they should adhere to the methods and schedules as originally laid down. Having a high goal-orientation and being particularly concerned with results the Directive Leader will tend to closely monitor the behavior and performance of others. This may lead them to be perceived as a little cool and detached.

Delegative Leader: As the name suggests, the style of Delegative Leaders is characterized by delegating work to subordinates. Since their style is not strongly democratic, the process of delegation may not involve consultation. As a result, subordinates will generally be assigned work rather than have active input into how projects should be conducted.

Participative Leader: Participative leaders are primarily concerned with getting the best out of a team as a whole. Hence, they encourage contributions from all members of a team and believe that by pooling ideas and coming to a consensus view the best solutions to problems will naturally arise.

Consultative Leader: The Consultative Leadership Style combines elements of both democratic and directive leadership orientations. They value group discussion and tend to encourage contributions from the separate members of the team. However, although

group discussions will be largely democratic in nature, Consultative Leaders typically make the final decision as to which of the varying proposals should be accepted.

Negotiative Leader: Negotiative Leaders motivate subordinates by encouraging them, through incentives etc., to work towards common objectives. Hence, through a process of negotiation attempts will be made to arrive at some mutually equitable arrangement with the other members of the team so as to motivate them to work in a particular way. Negotiative Leaders tend to rely on their skills of persuasion to achieve their stated goals.

Reflection

Leadership plays a crucial role in any organization. Change of leadership and reflection and rethinking in the top management team are powerful triggers for organizational change. Leaders create a context in which the status quo is challenged. Try to recollect an experience of crisis in matters of leadership during your career as an adult educator.

ACTIVITY 14.4

Please prepare an assessment-list of the leadership qualities of the staff working in your adult learning set-up and on that basis prepare them for undertaking higher responsibilities.

14.6 Authority, Power and Politics

Organizations or voluntary associations, though rational entities, often do not follow strictly their own well defined system leaving scope for power play and politics. It is therefore necessary to understand the dynamics of power, politics and authority so that organizations can be managed in a proper way. The concepts of authority, power and politics are inter-dependent in the sense that politics - whether of the specifically governmental kind (political parties, pressure groups, etc.), the economic kind (bureaucracies, the organization of the workplace into social hierarchies based upon status, etc.) or the interpersonal (relations between males and females, children and adults, etc) - involves the exercising of authority and power.

14.6. 1 Distinction between Authority and Power

Though authority and power are terms quite often used interchangeably but they are quite different. Specific differences can be described as below:

- 1 Authority is legally enforced and is derived from level of position in an organization. Power however is individual and independent and originates from charisma and social positioning.
- 2 Authority is formal based upon superior and subordinate relationship. Power is informal and is based upon individual understanding.
- 3 Since authority is related with position in an organization, it has limited scope and is confined to organizational structure whereas power is linked with an individual and

transcends boundaries.

- 4 Authority is just and applied equally whereas power may be used indiscriminately.

14.6.2 Authority

Authority is corner stone of an organization. It can be defined as the ability of an individual to seek compliance to the regulated instructions of the superior. It refers to the formal rights inherently available to a manager to give orders and see their compliance. According to Max Weber (1924), there are 3 types of authorities: Traditional, Rational and Charismatic authority. Traditional authority rests on an established belief in the sanctity of immortal traditions whereas legal authority rests on sheer legality of individual's position. Charismatic authority has its genesis in an individual's personal charisma and qualities.

Characteristics of Authority

- 1 Authority resides in the position and is individual independent
- 2 Nature of authority i.e. traditional, legal, charismatic, determines the nature of structure.
- 3 Authority is in proportion to levels in an organization.
- 4 Ideally there is a positive correlation between the authority and degree of competence.

14.6.3 Power

In social terms, power, almost by definition, involves the rule by the few over the majority and we have to understand the political processes (both Structural and Interpersonal) whereby power is legitimated (the process whereby power ceases to be nakedly coercive and becomes power that is based upon authority. By power is meant

the ability of individuals or groups to make their own concerns or interests count, even where others resist. Power sometimes involves the direct use of force, but is almost always also accompanied by the development of ideas (ideology) which justify the actions of the powerful. Politics, in this sense, is a concept that can be defined as a process involving the "exercise of control, constraint and coercion in society".

Power which is derived from social positioning lacks legitimacy. It is dependent upon individual strength and competencies. Depending upon situation, there are several kinds of power, some of which are described below.

- ❖ Reward power
- ❖ Coercive power
- ❖ Legitimate power
- ❖ Personal power
- ❖ Expert power
- ❖ Referent power

Reward power: The extent to which a manager can use extrinsic and intrinsic rewards to control other people is described as reward power. Success in accessing and utilizing rewards depends on **manager's skills**.

Coercive power: The extents to which a manager can deny desired rewards or administer punishments to control other people. Availability varies from one organization and manager to another.

Legitimate power: The extent to which a manager can use subordinates' internalized values or beliefs that the "boss" has a "right of command" to control their behavior. If legitimacy is lost, authority will not be accepted by subordinates.

Personal power: Personal power is derived from individual sources.

Expert power: Is ability to control another person's behavior through the possession of knowledge, experience, or judgment that the other person needs but does not have?

Referent power: The ability to control another's behavior because the person

wants to identify with the power source. It can be enhanced by linking to morality and ethics and long-term vision.

See Box 14.3 to understand the ways managers acquire the power that they need for leading those working under them.

Box 14.3 How do Managers acquire the Power needed for Leadership?

Managers can increase the visibility of their job performance by

- ❖ Expanding contacts with senior people.
- ❖ Making oral presentations of written work.
- ❖ Participating in problem-solving task forces.
- ❖ Sending out notices of accomplishment.

Additional tactics for acquiring and using power and influence include

- ❖ Using coalitions and networks to alter the flow of information and the analytical context.
- ❖ Controlling, or at least influencing, decision premises.
- ❖ Making one's own goals and needs clear.
- ❖ Bargaining effectively regarding one's preferred goals and needs.

14.6.4 Politics

What are organizational politics? Since organizations do not follow their systems and procedures fairly, there is lot of politics. It essentially implies lot of maneuverability in the allocation of responsibilities, rewards and resources. Politics is the use of power to develop socially acceptable ends and means that balance individual and collective interests.

Political behavior may take many forms. It may comprise passing a chain of commands, withholding information, spreading rumors, leaking confidential information, lobbying, using pressure tactics etc. The following are the characteristics and reasons of political behavior.

- ❖ It is outside one's job requirements.

- ❖ It is an attempt to influence the decision making process.
- ❖ It may involve give and take strategy.
- ❖ It is usually devoid of morality and ethics.

A number of factors can lead to political behavior. If there is lack of clarity in organizational policies and presence of over ambitious individuals in workforce is higher, there are more chances of politics. Limited promotional avenues, discriminatory behavior of management can aggravate political behavior.

There are several ways in which politics takes place in organizations. Feyol (1949) describes the following political strategies.

- ❖ **Impression Management:** An attempt is made to create an impression that everything is good because of us and

anything wrong has nothing to do with us.

- ❖ Extra Role Relationship: Flattery, creating goodwill and being overtly friendly are some of the tactics through which political behavior is promoted.
- ❖ Coalition: Like minded people come together and promote a particular cause which is essentially political in nature.
- ❖ Bargaining: Bargaining, negotiations etc. are used to get extra benefits which are normally not available.

Activity 14.5

Please make a questionnaire with some of the above-mentioned strategies and ask the staff at your adult learning set-up to fill it. This exercise will help you to assess your leadership qualities.

14.7 Apply What You Have Learnt

Please undertake the following activities to apply and demonstrate the main points covered in Unit 14.

- ❖ What are some important characteristics of the personality of each staff at your adult learning set-up? Prepare a comparative chart showing these characteristics.
- ❖ Narrate the factors which have been found to affect the motivation level of the employees of your adult learning set-up.
- ❖ Undertake a job satisfaction survey of the staff members at any of the adult learning set-up and match them with their personality traits.

