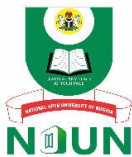COURSE
GUIDE

**PAD 122
ORGANIZATIONAL PSYCHOLOGY**

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INTRODUCTION

This course, PAD 122: **Industrial and Organizational Psychology** is a three (3) credit unit compulsory course for students studying Bachelor of Science (B.Sc) in Public Administration and other related discipline.

The field of study known as "industrial psychology," "industrial-organizational psychology," or "I-O psychology" examines how people act in the workplace. Industrial psychologists analyse and assess a business's working environment and procedures in order to boost efficiency and output.

The students will Industrial-organizational psychology in order to combines elements of psychology and management to give professionals the skills to build effective, healthy, and productive employees and organizations. Students with the knowledge of industrial-organizational psychology can enjoy careers in a wide range of industries, including academia, talent management and recruiting, management, and government.

COURSE GUIDE

The purpose of this course is to present aspects of industrial-organizational psychology, how student can lean to be primary negotiator in a workplace or whether you're mediating a compensation package, a contract, or a dispute between two parties, whether student need to discover solutions to work related challenges. You should also be able to articulate your thoughts well and convince others of their validity.

MEASURABLE LEARNING OUTCOMES

Upon successful completion of these modules, you will be able to:
1. Develop research questions and testable hypotheses linked to existing theory or research.
2. Develop hypotheses, choose appropriate statistics to test them, and describe the results correctly in a short research paper.
3. Develop research design and literature review related to dataset.
4. Interpret results from descriptive and inferential statistical analysis of public administrative datasets and place results in APA formatted text, tables, and figures.
5. Compare statistical test results to those of scholars' studies as reported in the literature review of the assignment.

THE COURSE AIM

The course is aimed at acquainting you with what quantitative techniques are all about and letting you understand the practical applications of quantitative techniques in business and economic decision making. To ensure that this aim is achieved, some important background information will be provided and discussed,

Self-Assessment-Exercise (SAEs)
Two Self-assessment Exercises each are incorporated in the study material for each unit. Self-assessment Exercise helps students to be a realistic judge of their own performance and to improve their work. Promotes the skills of reflective practice and self-monitoring; Promotes academic integrity through student self-reporting of learning progress; Develops self-directed learning; Increases student motivation and Helps students develop a range of personal, transferrable skills

SUMMARY

Each Unit contained a summary of the entire unit. A summary is a brief statement or restatement of main points, especially as a conclusion to a work: a summary of a chapter. A brief is a detailed outline, by heads and subheads, of a discourse (usually legal) to be completed: a brief for an argument.

POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

The materials contained Possible Answers to Self-Assessment Exercise(s) within the content. The possible Self-assessments answers enable you to understand how well you're performing in the contents. It is a way of analysing your work performance and any areas for growth. Reflecting on your strengths, weaknesses, values and accomplishments can help you determine what goals to work toward next.

COURSE MATERIAL

The course material package is comprises of following Modules and unit structure:
Module 1

Unit 1   Introduction to Industrial and Organisational Psychology
Unit 2   Basic Issues in I/O Psychology
Unit 3   Recruitment in Workplace
Unit 4   Employee Selection in Workplace
Unit 5   Employees Training in Workplace

Module 2

Unit 1   Learning Theories and Memory
Unit 2   Performance Appraisal
Unit 3   Performance Appraisal Methods
Unit 4   Organizational Change and Development
Unit 5   Sources of Organizational Change

Module 3

Unit 1   Work and Attitude
Unit 2   Components of Attitude
Unit 3   Ergonomics
Unit 4   Display Work Design
Unit 5   Conflict

Module 4

Unit 1   Conflict and Collective Bargaining
Unit 2   Negotiation
Unit 3   Communication
Unit 4   Career and Development
Unit 5   Career Cycle

Module 5

Unit 1   Personal Career
Unit 2
Unit 3
Unit 4   Team Work
Unit 5   Organizations and People

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MODULE 1

Unit 1   Introduction to Industrial and Organisational Psychology
Unit 2   Basic Issues in I/O Psychology
Unit 3   Recruitment in Workplace
Unit 4   Employee Selection in Workplace
Unit 5   Employees Training in Workplace

UNIT 1   INTRODUCTION TO INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

Unit Structure

1.1   Introduction
1.2   Learning Outcomes
1.3   Title of the main
1.3   Meaning of Psychology
1.4   Distinction between Industrial Psychology and Organisational Psychology
1.5   Goals of Industrial/Organizational Psychology4
1.6   Summary
1.7   References/Further Readings/Web Resources
1.8   Possible Answers to Self-Assessment Exercise(s) within the content

1.1   Introduction

Industrial Psychology as a course was initiated for the student of public administration in order to develop their critical thinking skills. A great deal of topics such as the Assessment of human attributes at work, Work stress, Job design , Selection, placement of people on jobs, Training, learning at work, Performance appraisal, Organisational change and development are what you study in industrial Psychology.

Industrial psychological studies the relation between the attitudes of the employees and their performance. From these studies, the factors enhancing morale of personnel can be identified and incorporated into the working environment of employees' in order to increase their morale and job- satisfaction. Industrial psychology therefore is the study of people at work and the application of psychological principles to employees and organizations.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

- Explain meaning of Psychology,
- Distinguish between Industrial Psychology and Organisational Psychology,
- Discuss the basic goals of Industrial/Organisational Psychology,

1.3   Industrial/Organizational Psychology and Goals of Industrial/ Organizational Psychology

1.3.1 Meaning of Psychology

Human behaviour holds a lot of charm for all and sundry. Philosophers such as Socrates and Plato speculated a lot about human behaviour. There are many puzzles as well as several rightly or wrongly held myths and believes about human behaviour. Puzzles such as:

i.   How do we remember things?
ii.   Why do we dream?
iii.   How and why do drugs alter human consciousness?
iv.   What will cause someone to taking his/her own life, via suicide, or take the life of others via gun shots or what is the origin of extreme behaviour like suicide bombing?

What makes individuals such as Boko Haram members become social misfits?

1.3.2 Distinction between Industrial Psychology and Organisational Psychology

Industrial Psychology as a sub-field of Psychology dated to the work of some notable writers such as Hugo Munsterberg, Fredrick Taylor, Eton Mayo, Abraham Maslow and so many others whose works are focused on the issues of man at work, functioning either as individuals or in groups. Our lives as individuals revolve around industries and organisations from where we sojourn either as workers or owners of businesses to make ends meet. Since the home, church, market place, shopping malls, and schools are all forms of organisation, there is no escaping the grip of the rules, relationships that range from the very simple to complex forms and the conforming structures and processes that are features of organisations. In the same vein, industries are forms of organisation and although they are commonly associated with machines and equipments, man is an important component.

Industrial Psychology as a subfield of study initially focused mainly on individuals at work. The principal concern was about individual differences at work. This focus was as a result of the concept of man as mere factor of production. This approach was influenced by Taylorism whose mechanistic conception of work pitch man as sharing narrow roles in productivity after work has been divided and the one-best way was found to improve productivity through appropriate connectivity between productivity and reward (Taylor, 1911). While Organisational Psychology explain the Informal groups at work and such issues as group morale, social conformity, attitudes and the generally observable changes that both physical and social aspects of the work place represents and other scenarios such as structure, processes and people became topical issues which are codified as Organisational Psychology. Organisational Psychology thus began as a separate field of study different and independent of Industrial Psychology.

Self-Assessment Exercises 1

1.   Define Psychology
2.   The important industrial goals involves five basic activities mention two

1.3.3 Goals of Industrial/Organizational Psychology

Understanding human behaviour, from a scientific point of view, is the overall goal of Psychology. This broad, all-important goal involves five basic activities:

i.   **Measurement of behaviour:** Much of the work of psychologists involves measuring of concepts, attributes, characteristics or variables that impact or conditions human behaviour.

ii.   **Describing**: Attributes or concepts that are so measured are classified, identified, or categorized in terms of their salient features, or characteristics.

iii. **Explanation**: This mean adducing reason(s) to why people think, feel, or act the way they do. It is one of the major goals of any scientific discipline and this may be achieved through formulation of theories.

iv.   **Prediction**: The goal of predicting behaviour is underscored by the need to take decisions that will be valid for now and in the future.

V   Control: Another equally important goal is the need to; based on predicted behaviour, encourage frequent occurrence of desired behaviour and stoppage of undesired ones

Self-Assessment Exercises 2

1.	Compare between Industrial Psychology and Organisational Psychology?
2.	State rightly or wrongly held myths and believes about human behaviours?

 1.6   Summary

Industrial/Organisational Psychology offers valuable contribution and a repertoire of knowledge of man in work situations. The ranges of issues covered are broad and germane to the understanding, prediction and control of human behaviour at and off work. In lecture will further explain the Basic Issues in Industrial/Organisational Psychology and other sub-fields of psychology

 1.7   References/Further Readings/Web Resources

Mullins, L. J. (2007) *Management and Organisational Behaviour* (8th Ed.). New York: Prentice Hall

Musterberg, H. (1913) *Psychology and Industrial Efficiency.* Boston: Houghton Mifflin.

1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior. The field of psychology is considered a "Hub Science" with strong connections to the medical sciences, social sciences, and education (Boyack, Klavans, & Borner, 2005).

Answers to SAEs1 (2)
Measurement of behaviour: Much of the work of psychologists involves measuring of   concepts, attributes, characteristics or variables that impact or conditions human behaviour.
1   **Describing**: Attributes or concepts that are so measured are classified, identified, or categorized in terms of their salient features, or characteristics

2   Industrial Psychology as a sub-field of Psychology dated to the work of some notable writers such as Hugo Munsterberg, Fredrick Taylor, Eton Mayo, Abraham Maslow and so many others   While Organisational Psychology explain the Informal groups at work and such issues as group morale, social conformity, attitudes and the generally observable changes that both physical and social aspects of the work place represents and other scenarios such as structure, processes and people became topical issues which are codified as Organisational Psychology.

Answers to SAEs 2
i.   How do we remember things?
ii   Why do we dream?
iii   How and why do drugs alter human consciousness?
iv   What will cause someone to taking his/her own life, via suicide, or take the life of others via gun shots or what is the origin of extreme behaviour like suicide bombing?
v .   What makes individuals such as Boko Haram members become social misfits?

UNIT 2   BASIC ISSUES IN I/O PSYCHOLOGY

2.1   Introduction

Industrial psychologists study a number of different aspects of the human experience at work and also occasionally go beyond studying individuals to studying teamwork and organizational culture

2.2   Learning Outcomes

By the end of this unit, you will be able to:

• Identify the Basic Issues in Industrial/Organizational Psychology,
• List and explain other sub-fields of psychology

2.3   Industrial/Organizational Psychology and basic Issues in I/O Psychology

2.3.1   Basic Issues in I/O Psychology

With the background already provided, the rest of the chapter will now focus on salient issues that engage the attention of I/O psychologists. The issues are many and can only be briefly touched upon in an introductory course of this nature. The issues selected for brief discussion are:

i.   Assessment of human attributes at work
ii.   Work and Job design
iii.   Selection and placement of people on jobs
iv.   Training and learning at work

v.   Performance appraisal
vi.   Organisational change and development
vii.   Ergonomics, equipment design and man-machine fit
viii.   Attitudes, attitude measurement, job satisfaction, pay satisfaction, organizational commitment, organisational citizenship, work motivation and performance
ix.   Social and interpersonal skill; self-esteem, self-efficacy, locus of control, leadership, assertiveness, negotiation, communication, mentoring
x.   Self-Assessment, Career choice and development
xi.   Industrial accident, safety and health

2.3.2 Work of Psychology in Work Place

With the background already provided, the rest of the chapter will now focus on salient issues that engage the attention of I/O psychologists. The issues are many and can only be briefly touched upon in an introductory course of this nature. The issues selected for brief discussion are:
i.   Assessment of human attributes at work
ii.   Work and Job design
iii.   Selection and placement of people on jobs
iv.   Training and learning at work
v.   Performance appraisal
vi.   Organisational change and development
vii.   Ergonomics, equipment design and man-machine fit
viii.   Attitudes, attitude measurement, job satisfaction, pay satisfaction, organizational commitment, organizational citizenship, work motivation and performance
ix.   Social and interpersonal skill; self-esteem, self-efficacy, locus of control, leadership, assertiveness, negotiation, communication, mentoring
x.   Self-Assessment, Career choice and development
xi.   Industrial accident, safety and heal

Self-Assessment Exercises 1

1.	Discuss the Basic Issues in Industrial/Organisational Psychology,
2.	Define industrial psychology

2.4   The importance of I-O Psychology

In most cases, adults spend the bulk of their weekdays (and frequently their weekends) at work. Part-time employment is a common way for high school and college students to make ends meet, especially during

the summer. Many people invest more time and effort into this than they do into any other pursuit in their lives. This fact alone should be enough to infer that people value their effort. Most people also have financial obligations that can only be met through working. In reality, though, there is much more to a job than just trading time for money. Since the experience of working may be easily described to others, many excellent works on the topic have been written outside of the field of psychology. One such publication is "Gig" (Bowe, Bowe, & Streeter, 2000), which featured interviews with individuals who described their occupations. In those interviews, both the finest and worst aspects of past jobs are readily apparent. Box 1.1 includes comments from two workers, a bus driver in Los Angeles who enjoys her job and a flagger on Kentucky's state highways who does not. Even though these interviews are with people in lower-level positions, they provide just as much insight into what it means to work as those with CEOs, engineers, and middle managers. Most people would continue working if given the chance, despite having mixed sentiments about their professions. This view is bolstered by a book by the National Research Council on the evolving nature of work (NRC, 1999). Since at least 1973, over 70% of people have answered "I would continue working" to the question "If you were to obtain enough money to live as comfortably as you would like for the rest of your life, would you continue to work or would you quit working?" This dramatically demonstrates the significance of effort beyond its monetary value. This is substantial evidence that our labour — not just our jobs, but the whole act of working — is fundamental to our sense of self. Talking to folks who are going to lose or have lost their employment is an additional confirmation of the value of labour. A person's contribution to society, their family, and themselves is often measured in terms of the amount of time they spend working, as we shall see.

2.5   Sub-field of Psychologists and Area of practices

According to Jayeoba (2008), Psychologists apply their training in different areas of endeavour:
(i)   Explain Elton Mayo's Hawthorne experiment on the influence of physical conditions on productivity
(ii)   **Clinical Psychologist**: The clinical psychologist comes close to many people idea of what a psychologist is. They are "doctors" who diagnose psychological disorders and treat them using psychotherapy. The clinical psychologist is different from a psychiatrist.
(iii)   **Counselling Psychologist**: This work is almost similar to that of a clinical psychologist. Also in terms of training they are similar. The main difference is that counselling psychologists work with people of milder emotional problems. He uses tests to measure

traits like intelligence, interest, aptitude and personality characteristics.

(iv) Experimental Psychologist: The experimental psychologist is primarily engaged in research using experimental method. They are found in universities, social research centres, etc.

(v) Physiological Psychologist: The psychologist is a specialist in research into physiological problems. His focus is on issues bothering on physiological basis of behaviour e.g. the brain, and the nervous system as they affect behaviour. His method is basically experimental and may use animals, such as rat and monkeys to infer human behaviour.

(vi) Industrial-Organisational Psychologist: As the name implies, the psychologist applies psychological principles, procedures, theories and insight to tackling industrial and organizational problems especially as they relate to the human aspect of the organization. He is involved in personnel recruitment, training, motivation, business administration, marketing strategies, communication, job counselling, as researcher and lecturer in universities, consultancy.

(vii) Social Psychologist: The social psychologist applies psychological principles and theories in understanding human behaviour in social setting. His scope of interest is wide and covers issues like attitude and attitude change, people perception or perceptual stereotypes, determination of influence and power, conformity etc.

(viii) Developmental Psychologist: Developmental psychologists try to understand complex human behaviour by studying the onset of a behaviour pattern and the orderly way in which they change over time. He may specifically be interested occur across ages. Psychologists studying behaviour changes occurring in earlier years are called child psychologists.

(ix) Forensic Psychologist: Involved in criminology and legal issues relating to investigation and prosecution of criminals. That is, using psychological insight to gain confession to crimes without resort to torture and abuse of human right. They forensic psychologist also assist in managing after-effects of acquittal and conviction.

(x) Military Psychologist: Like the name implies, he function in military setting in different capacities, as counsellor, ergonomist or in the use of psychological principles and procedures, to select, train and deplore military personnel**.**

Self-Assessment Exercises 2

1 explain Clinical Psychologist
2 define Forensic Psychologist

2.6 Summary

Industrial/Organisational Psychology offers valuable contribution and a repertoire of knowledge of man in work situations. The ranges of issues covered are broad and germane to the understanding, prediction and control of human behaviour at and off work. With the background already provided, the rest of the chapter will now focus on salient issues that engage the attention of I/O psychologists. The issues are many and can only be briefly touched upon in an introductory course of this nature. The issues selected for brief discussion are:

i.   Assessment of human attributes at work
ii.   Work and Job design
iii.   Selection and placement of people on jobs
iv.   Training and learning at work
v.   Performance appraisal
vi.   Organisational change and development

1.7   References/Further Readings/Web Resources

Mullins, L. J. (2007) *Management and Organisational Behaviour* (8th Ed.). New York: Prentice Hall

Musterberg, H. (2013) *Psychology and Industrial Efficiency.* Boston: Houghton Mifflin.

1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
The basic issues selected for brief discussion are:
i.   Assessment of human attributes at work
ii.   Work and Job design
iii.   Selection and placement of people on jobs
iv.   Training and learning at work
v.   Performance appraisal
vi.   Organisational change and development
vii.   Ergonomics, equipment design and man-machine fit

Answers to SAEs 1 (2)
Industrial psychologists study a number of different aspects of the human experience at work and also occasionally go beyond studying individuals to studying teamwork and organizational culture

Answers to SAEs 2(1)
Clinical Psychologist: The clinical psychologist comes close to many people idea of what a psychologist is. They are "doctors" who diagnose psychological disorders and treat them using psychotherapy. The clinical psychologist is different from a psychiatrist.

Answers to SAEs 2(2)
Forensic Psychologist: Involved in criminology and legal issues relating to investigation and prosecution of criminals. That is, using psychological insight to gain confession to crimes without resort to torture and abuse of human right. They forensic psychologist also assist in managing after-effects of acquittal and conviction

UNIT 3   RECRUITMENT IN WORKPLACE

Unit Structure

3.1   Introduction
3.2   Learning Outcomes
3.3   Title of the main
3.4   Meaning of Recruitment
3.5   Source for Recruitment
3.6   Summary
3.7   References/Further Readings/Web Resources
3.8   Possible Answers to Self-Assessment Exercise(s) within the content

3.1   Introduction

The staffing function is one of the main activities of Personnel Psychologists in particular and I/O Psychologists and other trained human resource management experts. The gateway to the organisation is via the staffing activities of the human resource department. It is an important job role that incorporates three distinctive activities. In this lecture, we will be discussing recruitment and sources of recruitment**.**

3.2   Learning Outcomes

At the end of this unit, you should be able to:

- To Define Recruitment and Explain it components,
- Itemize the source of recruitment

3.3   Recruitment, Selection and Placement

1.3.1 Meaning of Recruitment

Recruitment is the process of actively seeking out, finding and hiring candidates for a specific position or job. It is also refers to the procedure of actively searching for, locating, and hiring new employees. A full definition of recruiting would encompass everything from the initial stages of the hiring process all the way through to the new employee's first day on the job.The recruitment definition includes the entire hiring process, from inception to the individual recruit's integration into the organization.

components:

1. Job analysis to determine the core activities to be engaged by employees; that is the duties, tasks, responsibilities, working conditions and hazards and assessment of human requirements of all jobs including the knowledge, skills, aptitudes, attitudinal dispositions, experiences and other human attributes required to succeed on the job positions delineated in each of the departments and units of the organisation.
2. Manpower planning involving a number of essential and basic processes of organisational analysis to determine whether there are deficiencies of skills, reconciliation of present and future needs through scientific forecasting of the labour market supply and demand matrix, planning human resource actions
3. Recruitment via announcement of vacancies and finding means of attracting from the labour market those who are qualified and willing to fill the vacancies.
4. Selecting from among the applicants those who have the best probability of succeeding on the jobs
5. Putting selected candidates on the job roles

Self-Assessment Exercises 1

1. Define recruitment
2. Explain the concept job analysis

3.3.2 Where Do We Source for Recruitment

New graduates from primary, secondary and tertiary institutions, useful skills and experiences from informal labour market sector, employees looking out for new opportunities, NYSC, internees/students on industrial attachment, retirees, returnees from diasporas and other sources

These are broadly divided into two; knowledge, skills and aptitudes existing within the organisation (the internal labour market) and those in the external labour market.

Internal labour market. Internal labour market sources include transfer, promotion, job rotation, recommendation of labour union, training and skill upgrading, job redesigning by either enlargement or slimming, or job reclassification.

External labour market. External labour market sources include unsolicited applications,

Selection

The state of being selected 2: one that is selected: choice also a collection of selected things recommendations of present employees, walk-ins, referrals, employment agents/agencies, redundant workers, labour union centres, poaching, job fairs, scouting, nepotism and leasing.

When introducing myself to potential employers, I occasionally mention that I've helped evaluate candidates for anything from bartender to astronaut positions. This is quite literally the case, and after giving it some thought, I've come to the conclusion that both instances have substantial economic significance. Pick the wrong astronauts and you'll waste billions of dollars on a mission that fails. If a more effective method is used to hire bartenders, the company's annual revenue might rise by tens of millions of dollars. This is based on a hypothetical scenario in which 200 locations experience a 10% to 100% increase in sales. On a more personal note, I found it interesting to learn that a former coworker of mine, who had an unsuccessful marriage that ended in divorce, now has another employee do structured interviews with potential brides and try to find a good match for him. Their compatibility with the future bridegroom was then relayed to him. In fact, he had turned down at least two otherwise very qualified suitors 1 for his hand because of this reason, which in and of itself is significant. When I met with the executive team of a big finance house, I was again taken aback to see that they lacked any concrete criteria for what constitutes success in their business on an individual level. At the time of this writing, 16 years later, stories abound in the media about how their market value has dropped by more than 75%. Is the company's performance on the overall related to the fact that its employees don't take the time to carefully evaluate what constitutes good performance on an individual level?

Self-Assessment Exercises 2

1.	Mention the source of recruitment you know.
2.	Discuss selection

3.6   Summary

Recruitment is the process of actively seeking out, finding and hiring candidates for a specific position or job. The recruitment definition includes the entire hiring process, from inception to the individual recruit's integration into the organization.
components:

Job analysis to determine the core activities to be engaged by employees; that is the duties, tasks, responsibilities, working conditions and hazards and assessment of human requirements of all jobs including the knowledge, skills, aptitudes, attitudinal dispositions, experiences and other human attributes required to succeed on the job positions delineated in each of the departments and units of the organization. Staffing involves sequence of activities which recruitment & its components, sources of recruitment. In the next class, we will discuss the concept of selection and placement

3.7   References/Further Readings/Web Resources

Fajana, S. (2002) *Human Resources Management: An Introduction.* Lagos: Labofin and Company.

Fisher, C. D., Schoenfeldt, L F. & Shaw, J. B. (2003) Human Resource Management, 5th Ed. Houghton Mifflin

3.8   Possible Answers to SAEs

Answers to SAEs 1(1)
 Recruitment is the process of actively seeking out, finding and hiring candidates for a specific position or job

Answers to SAEs 1(2)
job analysis to determine the core activities to be engaged by employees; that is the duties, tasks, responsibilities, working conditions and hazards and assessment of human requirements of all jobs including the knowledge, skills, aptitudes, attitudinal dispositions, experiences and other human attributes required to succeed on the job positions delineated in each of the departments and units of the organisation

Answers to SAEs 2(1)
New graduates from primary, secondary and tertiary institutions, useful skills and experiences from informal labour market sector, employees looking out for new opportunities, NYSC, internees/students on industrial attachment, retirees, returnees from diasporas and other sources

Answers to SAEs 2(2)
Selecting from among the applicants those who have the best probability of succeeding on the jobs

UNIT 4   EMPLOYEE SELECTION IN WORKPLACE

Unit Structure

4.1   Introduction
4.2   Learning Outcomes
4.3   Title of the main
         4.3.1   Meaning Selection
4.4   Stages in Selection
4.5   Placement
4.6   Summary
4.7   References/Further Readings/Web Resources
4.8   Possible Answers to Self-Assessment Exercise(s) within the content

 4.1   Introduction

Selection and placement is one of the most important staffing function in an organization. In this lecture, we shall be discussing selection, stages of selection and placement

 4.2   Learning Outcomes

At the end of this unit, you should be able to:

- Explain the concept of selection
- Outline the Stages in Selection
- Define the concept of Placement

 4.1   Employee Selection

4.3.1   Meaning Selection

Selection on the other hand means determining among the so-recruited, the best possible hand for the position advertised. Selection is a rigorous exercise involving a number of steps. In fact, selection as a process went beyond the actual attraction of people, picking among them and placing them on the job. It includes job analysis, recruitment, and all the steps discussed below. Thus recruitment is only concerned with bringing in applications of prospective job candidates, and the rest of the steps discussed below relates to another stage in the hiring process.

Self-Assessment Exercises 1

1.   Discuss the concept Placement
2.   Mention two Stages involve in Selection

4.2   Stages in Selection

There are at least, depending on the size and nature of the organization, budget and the number of applicant showing interest in the available job position, nine stages in the selection process. They are not necessarily sequential stages but may occur in the order preferred by the Organization.

a.   **Preliminary interview.** Usually exploratory, it is suitably used where number of applicant is manageable. Preliminary interview further serves as part of screening of those who are qualified enough to participate in the rest of the selection process/stages.

b.   **Application blank.** Thoughtfully designed with attributes required on the job in mind relevant biographical data are also obtained through the blank. It's useful in subsequence interview.

c.   **Second interview.** It is often done to clarify issues arising in the application blank.

d.   **Psychological testing.** Psychological tests are designed on different human attributes and the choice of test(s) depends on attributes that are necessary for the job in question. They give greater insight than results are generally more valid and reliable than most measure.

e.   **Work history.** This has to do with examining the relevance of earlier job experiences of applicants. This is important in a job in which experience is needed and advertised.

f.   **Reference check.** Opinions of former employer(s) and or people of eminent status are obtained. This, though not so reliable a measure, because no one will name a referee that will give negative comments, may provide useful insight in helping to reach decision to employ or not.

g.   **Medical examination.** This is done to examine the physiological state and fitness of candidates. To check for absence or otherwise illnesses that may impact on efficiency on the job if employed.

h.   **Recommendation.** At this point few of the applicants drawn during recruitment are left relative to available positions. This is because at every stage of the selection process some applicants are rejected as indicated by reducing size of bars in fig 2. Those recommended are those that meet most of the criteria for the job positions. They may be in two categories, those that will be given

the offer and some kept for precautionary purpose. That is, in case those actually given the offer may not honour it, this group may easily be used as replacement.

i.   Offer. At this point a decision to employ in communicated to successful candidate. Also both parties sign the contract. Also both parties sign the contract of employment usually drawn by employer and other formalities are concluded for the candidate to resume work.

4.3.3 Placement

Successful recruitment and selection culminates in placement on workers on the job they are best fit to do and not necessarily the jobs they had applied for. Efforts during placement are devoted to making the new employee suitably absorbed into not just a job position, but both career and lifetime opportunities for use of knowledge, skills, and importantly aptitudes that are latent and may be discovered along the line. Workers must be placed in the job on which they can best perform. This can be achieved; by giving interest inventories to determine area of interest and by placing the new recruit on all possible job positions, and using his relative performance rating to place him in his area of highest rating.

Self-Assessment Exercises 2

| 1. | Meaning Selection |
| 2. | Discuss Application blank**.** |

 4.6   Summary

Selection on the other hand means determining among the so-recruited, the best possible hand for the position advertised. Selection is a rigorous exercise involving a number of steps. In fact, selection as a process went beyond the actual attraction of people, picking among them and placing them on the job

There are at least, depending on the size and nature of the organization, budget and the number of applicant showing interest in the available job position, nine stages in the selection process. They are not necessarily sequential stages but may occur in the order preferred by the Organization

Selection is a rigorous exercise involving a number of steps. In fact, selection as a process went beyond the actual attraction of people,

picking among them and placing them on the job. It includes job analysis, recruitment, and all the steps

4.7   References/Further Readings/Web Resources

Fajana, S. (2002) *Human Resources Management: An Introduction.* Lagos: Labofin and Company.

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4.8   Possible Answers to SAEs1

Successful recruitment and selection culminates in placement on workers on the job they are best fit to do and not necessarily the jobs they had applied for. Efforts during placement are devoted to making the new employee suitably absorbed into not just a job position, but both career and lifetime opportunities for use of knowledge, skills, and importantly aptitudes that are latent and may be discovered along the line.

Answers to SAEs 1 (2)
a.   **Preliminary interview.** Usually exploratory, it is suitably used where number of applicant is manageable. Preliminary interview further serves as part of screening of those who are qualified enough to participate in the rest of the selection process/stages.
b.   **Application blank.** Thoughtfully designed with attributes required on the job in mind relevant biographical data are also obtained through the blank. It's useful in subsequence interview.
c.   **Second interview.** It is often done to clarify issues arising in the application blank

Answers to SAEs 2(1)
Selection is a rigorous exercise involving a number of steps. In fact, selection as a process went beyond the actual attraction of people, picking among them and placing them on the job

Answers to SAEs 2(2)
Application blank. Thoughtfully designed with attributes required on the job in mind relevant biographical data are also obtained through the blank. It's useful in subsequence interview. Second interview is often done to clarify issues arising in the application blank

UNIT 5   EMPLOYEES TRAINING IN WORKPLACE

Unit Structure

5.1   Introduction

Training and Learning most important tools used for individual growth and organisational development. In this lecture, we shall discussing the Rationale for Training, Training Methods, Off-the-job methods and basic elements of learning.

5.2   Learning Outcomes

At the end of this unit you should be able to:

- Discuss the concept of training
- Explain the concept of learning

5.3 Training and Learning

5.3.1 Meaning of Employees Training

Employee training is described as a structured series of actions for educating staff of the organization in a way that increases the work skills needed for organizational growth. These could be managerial, technical, or professional talents. Keep in mind that training and development (L&D) is different from employee training. Employee training focuses more on problem-solving and production, but training and development (L&D) is a multifaceted strategy that supports a bigger human resource development programme and programme within the firm. Employee training is a short-term project with a primary goal of raising the organization's capacity for production, whether of goods or services. Employee training would include instruction on how to use new software, for instance. The company's L&D programme, however, will cover learning a new programming language (with credentials) (Musa, 2023).

5.3.2 Benefit of Employees training for the employee

Training tailored acquiring skills, which requires less effort to perform the same task

Training gaining knowledge and abilities that will be helpful even after leaving organization the organization (Musa, 2023).

Training promotions that result in higher pay through consistent training Training fostering leadership potential and creating new employment opportunities

Training closing the educational achievement gap, especially for individuals without a college degree

5.3.3 Benefit of Employees training for the employer

Training improved employee productivity, increasing sales margins When peers can educate peers due to transferable knowledge, the process becomes more cost-effective and collaborative.

Training aids lower penalties and fines due to fewer workplace accidents Easier adoption of new products when staff members receive training in digital literacy

These are some of the most important advantages of staff development and training.

Overall, it fosters a safer, more effective workplace where staff members are assured of their skills. Companies can spend less on hiring new employees and operational managers, and managers don't have to constantly micromanage their workforce (Musa, 2023).

5.3.4   Types of Employees Training Programme

Depending on where they are in their employment with your organization, you can determine the best way to train a new employee. The journey can be divided into three stages during the course of their employment, each requiring a particular training programme:

1.   Pre-onboarding instruction: This kind of training, sometimes referred to as orientation, informs a new employee of the company's culture, beliefs, and mission before they even enter the workplace. During orientation, important subjects such company policies, administrative practices, and compliance standards are covered. Any organisation must provide this kind of training.

2.   Onboarding training: This is intended to acquaint the new hire with the fundamentals of their position. This is a crucial component of training new staff because of this. Onboarding includes describing the numerous facets of the position, including the fundamental knowledge the employee will need from day one, and teaching digital skills for using the required productivity apps.

3.   Workplace training: You may or may not need to give thorough training on hard skills and soft skills depending on the level of expertise an employee brings. While soft skills help employees become important members of the workplace culture, hard skills will enable them to operate more effectively. Typically, new hire training involves some level of on-the-job instruction.

4.   Coaching for succession plans: As a worker advances up the corporate ladder, they will require specialised training in strategic thinking, leadership, and soft skills. Executive coaching may be the catalyst for this (which could benefit middle managers as well). Your succession planning blueprint will decide whether or not each employee needs coaching.

5.   Retraining: Your workers will need to update their skill sets on a regular basis. These training programmes go through current developments, fresh concepts, and new tools in your field. Reskilling will be required starting in 2020 as workers try to future-proof their skills programmes for educating employees that focus on specific learning

The five categories of employee training and development listed above are based on how far along in their term an employee is. The following classification takes into account the goals of staff training:

1.   Hard skills training: As previously indicated, this is a key element of workplace training, giving workers the necessary hard skills to complete jobs effectively. Digital skills like data science or coding as well as expertise in other fields like business analysis, writing, social media management, design, etc. are all examples of this.

2.   Soft skill development: Employee performance is now heavily dependent on their ability to communicate, deal with challenges in the workplace, and interact with clients. Dedicated soft skills training is quite important, especially in companies that don't require a lot of workers. This contributes to the development of leaders.

3.   Diversity training: Businesses are examining behavioral/attitudinal change through staff training more and more. To reduce prejudice and make workplaces more inclusive is one of the main goals. Diversity training may be given to leaders and HR staff in particular so that they can make impartial judgements.

4.   Anti-harassment training for staff members may be required by law, depending on the size and location of your business. Employees are instructed on proper conduct in the workplace, corporate policy, and how to use the tools and resources available for reporting workplace harassment.

5.   Safety and compliance: Employees need to receive regular training on safety and compliance procedures. The two crucial times to hold safety and compliance training sessions are when an employee is onboarded and immediately following a change in the law. programmes for training employees according to how they are distributed

You might also use the learning channel as a defining criterion to group the various forms of employee training and development. As opposed to the industry standard of classroom sessions, HR has significantly increased its reach using a range of dissemination modes:

1.   Employees are given the necessary learning materials in a digital format via a learning management system (LMS) or MOOCs under this type of self-driven e-learning. The employee can choose a convenient training schedule within a predetermined timeframe that has been established. Additionally, e-learning may include certificates that improve a worker's overall employability.

2.   Role-playing and simulations: In the pre-digital era, role-playing was a well-liked method of delivering diversity and soft skills training. Today, simulated environments are easier to access

because to the development of augmented reality (AR) and virtual reality (VR). In essence, this strategy involves putting workers in real-world situations to aid in their observation and learning.

3. Mentoring/One-on-One Coaching: In this scenario, the employee is paired with a specific trainer who walks them through the learning process. Mentoring takes place within the workplace, utilising the qualified individuals currently employed by your business (Google is a fantastic example, as we'll cover later). Coaching, on the other hand, might involve outside specialists.

4. Lecture sessions: This kind of employee training is still significant since it enables a single instructor to instruct a sizable class at once. 5. Hands-on/Apprenticeship: In addition to in-person lectures, you might also offer live webinars with interactive features, allowing staff members to engage in meaningful Q&A on the training topic. This helps with onboarding training because new hires may observe supervisors and staff and pick up the skills they need. Considering the 70:20:10 paradigm, this training strategy takes use of the cognitive tendency that 70% of learning occurs through experiences.

4   Best Practices for Creating Employee Development and Training Programs

As was said above, there is a diverse matrix of training styles, and the best combination of tactics and resources will depend on the nature of your company. A set of best practises exist, though, that can point your employee training programme in the right path despite these variations.

1. Keep training programmes from being accelerated in order to fulfil deadlines

    Employees may be receiving training to give them the skills necessary to complete a particular project or commercial opportunity. In such cases, a deadline will unavoidably exist. The training process shouldn't be rushed though, as learning a skill only partially might be just as dangerous as learning nothing at all.

    Fast-tracking a software training session, for instance, when employees don't leave with all the necessary information, can easily lead to employees making expensive mistakes in the system.

    To prevent them from starting work without all the necessary information, there should be special sessions for those employees who are lagging behind.

2.   Take preventative action and account for the forgetting curve

        Does your workplace learning programme take the forgetting curve into consideration? If so, you can be losing out on a significant return on your spending in employee training.

        According to the forgetting curve, training-related knowledge might deteriorate over time if it is not applied in the real world. And the curve can be steeper than you anticipate: information retention falls to 58% just after 20 minutes. a new window is opened. After a day's break, the employee maintains only 34% of his or her job; after a month, this drops to 20%.

        HR may address this by utilising the effectiveness of simulations and hands-on learning, both of which require workers to put their abilities to the test in real-world scenarios.

3.   Offer a flexible and individualised learning experience
        One size may not fit all when it comes to teaching, especially when it comes to staff.

        Say your training course consists of five units. Some employees may have trouble using particular modules in this situation. The best strategy is to divide your training into tiers. In Tier 1, you can give all enrolled employees the generic, common material, while adding a Tier 2 training for each module for employees having trouble with that particular module.

        As a result, learning becomes more flexible and tailored, and staff members no longer worry about falling behind. Aim to hire specialised trainers or coaches to provide intensely individualised training sessions.

4.   Adapt the staff training programme dynamically in response to feedback.

        It's a good idea to get feedback from workers at key points during the learning process.

For instance, you could request that staff members examine the instructor after the first day. You can verify your understanding of particular course modules and get feedback after the first week. And following the completion of the staff training programme, you might provide a thorough questionnaire on the various training components.

Employee training without feedback may not be as effective as intended and may not be used to its full potential in daily work routines. In order to improve the programme for subsequent cycles, a strong feedback loop will aid in better understanding learner emotions and reactions.

As a result, the inefficiencies of previous sessions won't be replicated when training a new employee and the programme will gradually become more effective over time.

5.4   Training and Development

While development is a long-term proactive process intended for leaders, training is a short-term reactive procedure for workers. Employees' goals in training and development are to acquire new skills and fully develop as people.

The management takes the initiative in training with the goal of addressing the current requirement of the employee. The person takes the initiative throughout development in order to fulfil a future requirement for an employee.

Training and development refer to educational initiatives carried out by a corporate organization to improve employee expertise and knowledge while educating them on how to better carry out particular responsibilities.

5.4.1 Rationale for Training

Organizations provide training for their employees for these and many other reasons:

- To remove performance deficiencies.
- To increase employees competencies.
- To improve quality and quantity of work.
- To prevent skill obsolesces.
- To increase productivity and efficiency.
- To match employees" abilities with the job requirement and organizational needs.
- To bring about team spirit and high morale.
- To induce certain behavioural changes in employees.
- To cope with new technological advancement.
- To prevent accident or improve health and safety

5.4.2   Training Methods

Training methods can be classified under the following headings:
On-the-job methods. This approach involves introduction of the worker to new set of information and work related skills that are immediately transferable to the work situation. It is often done right on the job and though it may cause some disruption of normal flow of work and take a bit of chunk time from the trainer who is likely to be the boss or supervisor, the advantage is in the instantaneous transfer of learning.

Off-the-job methods. Off the job training makes up for the disruption of flow of work hinted at using on-the-job methods. It is done in preselected venues away from the actual work.

Off-Site Training Methods
Instructional approaches such as classroom lectures are often utilised. As a means of imparting knowledge to a large group of students, lectures are highly effective. They are frequently complemented by student participation, case studies, and multimedia presentations. As a kind of training, lectures are affordable in comparison to other options, and they are effective when information transfer to trainees is the primary objective. Arthur, Bennett, and colleagues (2003) conducted a meta-analysis and discovered that lectures were a very efficient means of imparting knowledge to trainees. The lecture technique, however, is not optimal for situations where the acquisition of new skills is crucial since it can create a passive environment in which learners are not required to actively engage with the subject (Goldstein & Ford, 2002). It's possible that learning by doing would be more useful in certain cases. If a lecture format is used, the instructor must ensure that trainees are actively engaged by using job-related examples and exercises that facilitate learning and transfer (Noe, 2010). Information is presented to students in a structured manner, employing reinforcement principles, in a method known as programmed instruction (Goldstein & Ford, 2002). Instructional materials, whether printed or digital, are used to provide students with positive feedback as they progress through the course. Providing instant feedback and reinforcement about correct and poor responses is crucial to the success of this self-paced method. It can be organised either linearly, with all trainees moving through the same content, or flexibly, with each learner receiving additional practise on topics that initially proved challenging. There was no difference in trainees' initial learning or retention of material between programmed instruction, lecture, and conversation, according to reviews, but automated instruction took about 30 percent less time (Goldstein & Ford, 2002). Much programmed instruction is transitioning from textual formats to computer-assisted instruction thanks to recent advancements in computer and multimedia technology. Computer-assisted

programmed instruction is becoming more engaging and entertaining thanks to multimedia technology that can offer text, images, animation, and movies all at once; nevertheless, researchers have yet to investigate the benefits of these advancements experimentally. Nonetheless, there is great promise in the use of computers in education as a means of enhancing the accessibility and efficiency of prerecorded lessons. To maximise learning and transfer to the job, simulators are built to replicate the most important aspects of the actual world in a controlled training environment. To practise cardiopulmonary resuscitation (CPR), students typically utilise a simulator, a dummy made to seem like a person who has suffered a stroke or heart attack. Examples of training simulations include the drive-through windows at Hamburger University. Additionally, simulators are essentially the sole risk-free method of training pilots to fly planes and preparing nuclear power plant operators to work in and respond to emergencies at their facilities. When it comes to honing one's motor skills, simulators are invaluable tools. They let trainees recognise the effects of their decisions and management practises, which is important for the development of management and decision-making skills. Presentation in Class Using a combination of verbal instruction and visual aids, trainer-led lectures are a frequent way to impart knowledge to a large group of people quickly and effectively. Automated tutoring Method in which students work through course material at their own pace with the use of textual or digital aids that provide positive reinforcement at each step. Iterative programming in a linear setting Class of computer-based training in which all students work through the same course materials at the same time. One form of individualised, computer-based education is branching programming, which allows students to review concepts they struggled with after they were introduced. The purpose of a simulator is to allow trainees to practise making judgments in a low-risk context before applying them in a real-world setting, hence increasing the likelihood that they will retain the knowledge and use it on the job (Noe, 2010). The four benefits of using simulators were outlined by Goldstein and Ford (2002).

Self-Assessment Exercises 1

1.   Discuss the concept of training
2.   What is Rationale for Training?

5.5   Meaning Learning

Learning is a key process in human behaviour. It plays crucial role in language, custom, belief, attitude, personality and perceptions of people. Learning can be defined as any relative change in behaviour occurring as a result of practice or experience. Thus, the basic elements of learning

are (i) change of behaviour (ii) change occurring through practice or experience, and (iii) the behaviour change must be relatively permanent. Learning occurs in three ways; informally, that is spontaneously and incidentally and formally through structured processes.

5.5.1 Factors Affecting Learning

In brief the factors affecting learning are so numerous and has to do with the environment, the learner and the tutor as reflected in the figure below, they can however be classified as internal and external factors:

5.5.2 External factors

Rewards and punishments, relationships Environment: Learning context, distractions, workplace, facilities, tutors, methods, inhibitions, etc
External Rewards and punishments, relationships
Environment: Learning context, distractions, workplace, facilities, tutors, methods, inhibitions, etc

Internal factors
IQ, perception, memory, motivation, attitudes, emotions, personality, forgetting, etc
1.   **Inhibitions.** There are two types of inhibitions (i) retroactive inhibitions; that is, previously learnt experience or material interacting to mask or disrupt the recall of newly learnt material (ii) proactive inhibition; that is materials exposed to after learning may affect the recall of previously learnt material.
2.   **Forgetting.** This means either temporary or total loss of material previously learnt.
3.   **IQ.** Higher IQs are able to learn and recall better than low IQs
4.   **Distraction.** It is believed that distraction arising from the environment of learning e.g. background noise, heat etc have negative effect on learning.
5.   **Individual differences.** There are factors in learning that are inherent in the learner. For instance, while some learns quickly, others may take longer time in learning similar material

5.5.4 Job Rotation

Job rotation is another popular way of training workers since it allows them to gain experience in a variety of settings (Noe, 2010). Participants in job rotation gain a broader set of abilities than those who stay in one position, function, or hierarchy level. Typically, a new hire in a large HR department will spend time in several distinct divisions, such as staffing, salary, benefits, and training. Three to six months in each subspecialty is possible during this rotation. Employees who show great

promise for future management roles can benefit from job rotation. Professionals with advanced degrees (such as an MBA) and recent college grads may benefit from job rotation to find their ideal role within a business (Wexley & Latham, 2002). An executive or manager in training might, for instance, spend time in each of Human Resources, Operations, Accounting, and Finance during their first few months on the job. Interpersonally, employees who have been through a job rotation programme tend to build a strong network of relationships within the company. In addition to preparing workers for future promotions, job rotation helps them acquire the decision-making and problem-solving abilities necessary for success in their current positions. There is evidence linking job hopping to career advancement and financial gain (Campion, Cheraskin, & Stevens, 1994). Job rotation, like other training methods, is most effective when it is integrated into a larger career development framework that provides employees with a wide range of chances and experiences that are directly applicable to their work.

Rotating employees between different positions within the same department or across different departments is one method of employee development known as "job rotation." Instruction and Improvement One organisation that has found success with job rotation is the consulting firm PricewaterhouseCoopers (PwC). With "Tours of Duty," consultants can spend anywhere from one to two years working with various PwC consulting teams all over the world. Consultants "on tour" improve the business performance of the host organisation by imparting their expertise to its members. Consultants gain fluency in a new language, exposure to a new culture, and improved technical and interpersonal abilities as a result of this experience. Barbaric (2002)

1. Reproducibility that can be carefully monitored and managed. In a training scenario, simulators are able to accurately portray the real world.
2. We must think about safety. The complexity of the required real-world activity often exceeds the trainee's ability to perform it in a secure manner.
3. We must also think about the student's education. Learning principles like active practise and feedback are used effectively in most simulators, and the simulators are made to aid in the transfer of training.
4. Cost. In order to practise and learn new abilities, simulators are a low-cost option for educators and students.

While it's true that simulators can add a hefty price tag to an organization's budget, they're worth it when human lives or valuable machinery are on the line. As we've seen in this section, the concept of fidelity is especially crucial in simulators, which need to be as close to

the real thing as feasible in terms of physical architecture (physical fidelity) and in reflecting the KSAOs needed to complete the work on the job (psychological fidelity). High-fidelity flight simulators are used in flight schools for training and assessing pilots and their ability to work together with co-pilots. There is a high degree of physical authenticity in flight simulators since they simulate the cockpit and the motion a pilot would experience in a real plane (Goldstein & Ford, 2002). Helicopter simulators, for instance, contain a screen for projecting pictures and a tilt platform to mimic the sensation of balance in the ear. I got motion sick from one of those simulators in two seconds! All technical aspects of flight, such as altitude control, navigation, and the usage of safety checklists, are simulated in a flight simulator, providing psychological realism (Smith Jentsch, Salas, & Brannick, 2001). If the simulator task is realistic enough, the trainees will learn more about the real job and be better able to apply what they've learned in the real world. The use of virtual environments as training simulators in the military, aviation, and medicine is an exciting discovery that is being exploited to enhance realism. Given the wide range of applications that simulators have, it stands to reason that I-O psychologists will keep looking for ways to improve the transferability of abilities acquired in simulation environments.

Self-Assessment Exercises 2

1.   Explain the concept of learning
2.   name two Factors that Affect Learning

 5.6   Summary

Learning principles and theories are crucial and form the basic principles upon which training and development activities are built. Learning brings about relatively permanent change in behaviour as a result of acquisition of new set of knowledge, skills and attitudes. For training to be successful training needs has to be diagnosed and a system put in place to implement the training agenda using appropriate methodologies. The effectiveness of training can only be ascertained using systematized measure of the process, costs and outcome**.**

5.7   References/Further Readings/Web Resources

Musa, Z. (2023). Monograph of reading in Public Administration. Department of Public Administration, National Open University of Nigeria.

Passer, M. W. & Smith, R. E. (2001) *Psychology; Frontiers and Applications*. Boston: McGraw-Hill Higher Education.

Jayeoba, F. I. & Jacob, E. D. (2014*) Methodological Issues in Training and Development*. In O.J.K. Ogundele & A. O. Fagbemi (Ed.), *Light of Management.* Lagos: Wits Publishing Ltd.

5.8   Possible Answers to SAEs

Answers to SAEs 1(1)
Training is an organized procedure by which people learn knowledge and/or skill for a definite purpose'. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization

Answers to SAEs 1(2)
Organizations provide training for their employees for these and many other reasons:
1. To remove performance deficiencies.
2. To increase employees competencies.
3. To improve quality and quantity of work.
4. To prevent skill obsolesces.
5. To increase productivity and efficiency.
6. To match employees" abilities with the job requirement and organizational needs.
7. To bring about team spirit and high morale.

Answers to SAEs 2(1)
Learning is a key process in human behaviour. It plays crucial role in language, custom, belief, attitude, personality and perceptions of people.

Answers to SAEs 2(2)
External factors
Internal factors

MODULE 2

UNIT 1   LEARNING THEORIES AND MEMORY

Unit Structure

1.1   Introduction

In the lecture we shall be looking at different learning theories such as the behavioural, social-cognitive and information processing theories.

1.2   Learning Outcomes

- Discuss the different learning theories
- Explain the concept of Memory

1.3   Learning theories and Memory

1.4   Learning theories

Psychologists have been interested in the intriguing processes involved in human learning. As a result of such efforts; a body of knowledge has built up which describes the principles and processes involved in learning. Important learning theories are behavioural, social-cognitive and information processing theories. Theories provide explanatory

frameworks for understanding crucial variables in an experience or phenomena.

Behavioural theories. Two notable approaches are presented which are *classical* and *operant* conditioning principles.

a.   ***Classical Conditioning***. The classical conditioning approach was promoted by the work of Ivan Pavlov (1849-1936) who earned the Nobel Prize experiments on the activities of the dog¨s salivary gland relative to different types of food accidentally discovered that dogs began to salivate - at the presence (sight) of food, food dish, smell or even the person delivering the food - long before food was placed in their mouths. The initial puzzle was; why do salivation, though a reflex response which is largely involuntary and automatic response to an external stimulus, occur at mere sight or smell of food? He interpreted the salivation as neither inborn nor biological but *acquired* through experience and a form of *learning*

b.   ***Operant Conditioning.*** Classical conditioning has the power to affect emotions, attitudes, physiology and health, but could neither explain how a behaviour is learnt nor elicited. It only works on behaviours that are automatically triggered. In classical conditioning, the consequences of behavioural responses are not the focus.   *Interval schedule:* Reward is given at specified interval. A parent who sucks her young one, at every four hours is using an interval schedule. The interval could be fixed or variable.

Fixed-interval: Regular interval is maintained between successive reinforcements and Variable-interval. Reward is given at varied intervals. For instance, a variable schedule is being implemented if the mother sucks at an interval such as four hours followed by five hours, by three hours and so forth. That is, each successive interval varies from the next.

Ratio schedules. In this schedule, desired behaviour is reinforced after specified number of responses. The ratio schedule can be fixed-ratios or variable ratios:

c.   Fixed-ratio. If a boy is being trained for correct use of potty he may be rewarded every order time he correctly uses the potty.

Self-Assessment Exercises 1

1.   Discuss Learning theories
2.   State the two notable approaches in behavioural theories.

Social-cognitive Theory. Also called cognitive-social learning or cognitive-behavioural theory, these set of behavioural psychologists belief that behaviour is more than simple S-R (stimulus and response) paradigm, rather thinking and interpretation of stimuli – S-O-R (stimulus-Organism-Response) are bonafide part of the learning process. According to this view, human learning is influenced by multiplicity of factors such as beliefs, attitudes, motivations, expectations and emotions.

Information processing theories: The human memory is highly functional and biologically adapted for everyday life by receiving and automatically filtering a barrage of information and selecting, retaining and recovering essential information for our survival. Basically

1.5   Memory

Memory is an internal record or representation of some prior event or experience. Without memory, learning is lost and we have no past but only the present. Memory is one of the most important and valuable mental process. The long term memory interlinked with the short term memory; whenever a thing is recalled, it is brought to the conscious mind (STM) and later returned to the memory store for keeps (LTM). There are at least two basic types or systems of memory; the declarative (explicit) and the non-declarative (implicit or procedural) memory.

Remembering Versus Forgetting
Because of the frailties of human memory, many people are plagued by the problem of inability to retain and recall what has been learnt. Information stored in the long term memory can be recalled/retrieved on demand. When such information is easily recalled, it is said that we remembered. Recall, as a term is not the same as remembering. It means being able to retain what is learned, and brings it back from memory.

Self-Assessment Exercises 2
1.   Define memory
2.   Define Social-cognitive Theory.

1.6   Summary

The learning theories includes; behavioural, social-cognitive and information processing theories. Theories provide explanatory frameworks for understanding crucial variables in an experience or phenomena. Behavioural theories. Two notable approaches are *classical* and *operant* conditioning principles. *Classical Conditioning, Operant*

Conditioning, Social-cognitive. Memory is an internal record or representation of some prior event or experience.

1.7   References/Further Readings/Web Resources

Passer, M. W. & Smith, R. E. (2001) *Psychology; Frontiers and Applications*. Boston: McGraw-Hill Higher Education.

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1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
Psychologists have been interested in the intriguing processes involved in human learning. As a result of such efforts; a body of knowledge has built up which describes the principles and processes involved in learning. Important learning theories are behavioural, social-cognitive and information processing theories.

Answers to SAEs 1(2)
Classical Conditioning.
Operant Conditioning

Answers to SAEs 2(1)
Memory is an internal record or representation of some prior event or experience.

Answers to SAEs 2(2)
cognitive-social learning or cognitive-behavioural theory, these set of behavioural psychologists belief that behaviour is more than simple S-R (stimulus and response) paradigm, rather thinking and interpretation of stimuli – S-O-R (stimulus-Organism-Response) are bonafide part of the learning process

UNIT 2   PERFORMANCE APPRAISAL

Unit Structure

2.1   Introduction

Performance appraisal or performance evaluation is the systematic evaluation of individual employee with respect to job performance. We shall be examining the concept of performance appraisal and the Reasons for Performance Appraisal.

2.2   Learning Outcomes

At the end of this unit, you should be able to:

- Explain the concept of performance appraisal,
- Give Reasons for performance appraisal, Mode of Appraisal, Performance appraisal methods
- Appraisal pitfalls and how to avoid them

2.3   Performance Appraisal

2.3.1   Meaning of Performance Appraisal

Performance appraisal or performance evaluation is the systematic evaluation of individual employee with respect to job performance. It is targeted at evaluation of performance, personality, and potential of group members. Since performance is about extent of attainment of specific job targets, appraisal assists in evaluating and communicating

factors on the job that enhances or hinders goals attainment. It could be carried out.

1. Informally. Supervisors assess subordinates performance continually, in the normal course of work giving feedback on performance and advice on how to improve.

2. Formally. Systematic, orderly, planned and time-indexed activity aimed at record, feedback, advice, reward, promotion and training need identification.

Since organisations are run by people, the performance of organisations dependent on the sum total of performance of individual members. According to Peter Drucker, „an organisation is like a tune; it is not constituted by individual sounds but by their syntheses. The success of organisations therefore depends on ability to measure accurately the performance of individuals and use such information to optimize the use of man as vital resource.

2.3.2 Reasons for Performance Appraisal

Performance appraisal serves the following ten objectives:

1. **Employee performance.** It provides opportunity for both superior and subordinate to review the latter work in term of what is done according to set standard or what falls short of expectation.

2. **Employee Development.** During evaluation training needs are identified. Also potential or capacity to assume greater responsibility may be discovered.

3   **Supervisory understanding.** In formal appraisal, supervisor review of subordinates work gives him further understanding of tasks, duties and responsibilities as they relate to him and the workers under his span of control. Mutual understanding is therefore enhanced and areas of friction could be worked upon.

4. **Guide to changes.** Appraisal reviews the mode of work, work content and may throw up issues like job reconstruction (i.e. design or redesign) job enlargement and need for new technology or global organisational restructuring. It can also suggest the need to promote, demote, transfer and rotate job.

5. **Wage and Salary Adjustment.** One of the uses of appraisal is to assist in reward of performance of beyond standard. Performance evaluation results have been found useful in the periodic salary review in organisations. For organizations emphasizing performance incentives scheme appraisal assists in directly trying pay to performance.

6. **Validate Personnel Decisions.** The degree to which selection and placement decision are valid can be cross - checked using the outcome of performance appraisal exercise.

7. **Research Tool.** Outcome of periodic appraisal when properly recorded and analyzed can score as a veritable research tool for organisational change of work mode, selection process training programmes.

8. **A useful tool in employee participation.** In the past appraisal is a unilateral judgment of subordinate level of compliment on the job. Modern system duly incorporates feedback, discussion and job counselling.

9. **Removing work alienation**. Performance appraisal helps employees to internalize the values and norms of jobs and is useful in counselling on issues, misconceptions and challenges on the job.

10. **Exercising control.** Performance appraisal is a useful tool of managerial control of the process of work by setting clear criteria for reward and sanction.

11. **Achieving equity and justice.** Objective performance appraisal ensures that decisions about work objective, evaluation and reward are based on objective criteria that can be attested to and justified by management

2.4   Uses for Performance measurement and evaluation

Performance measurement is universal. Your instructor will measure your performance in this class by assigning a grade. You, in turn, may measure your instructor's performance by rating your instructor at the end of the course. News polls capture the public's view of the president's performance on a weekly and sometimes even daily basis. Fans measure the performance of their favorite football or baseball team by looking at their win–loss record and current standing in the league. Parents often use performance measurement devices such as homemade charts to track their children's accomplishment of household chores. In the world of work, supervisors evaluate their subordinates' performance by means of an annual review.

Performance evaluation is prevalent in many facets of our lives. In work settings, performance measurement often goes beyond the annual review and can be used for many purposes. Some of the most common are the following

● Criterion data. In a criterion-related validation study of a selection device, the work psychologist can correlate an individual's performance data with test data to determine if the test predicts successful performance.

● Employee development. A worker is given information about strengths and weaknesses, and works with a supervisor to develop a plan to improve weaknesses and build upon strengths. Based on the profile of performance strengths and weaknesses,

employers may design a series of training modules or experiences for an employee.

● Motivation/satisfaction. By setting appropriate performance standards, evaluating employees' success in meeting those standards, and giving employees feedback regarding the extent to which they are meeting or exceeding those standards, an organization can increase the motivation and satisfaction of those employees

● Rewards. Employers compare workers to one another to determine how to distribute rewards such as salary increases and bonuses. Rynes, Gerhart, and Parks (2005) provide a comprehensive review demonstrating the value of tying pay to performance measurement.

● Transfer. Employers can use a profile of performance capabilities to determine which employees are best suited for a transfer from one job family or job title to another.

● Promotion. To the extent that documented performance capabilities are part of a higher-level job, employers can use performance information as part of the assessment procedure that determines promotions.

● Layoff. If an organization finds it necessary to downsize, an important factor that might be used to guide the selection of those to be laid off could be performance; employees with the lowest performance would be the most likely candidates for layoff. As you learned in Chapter 4, three different types of data can be used to represent performance: objective, personnel, and judgmental data. You also were introduced to the concept of criterion contamination and deficiency, underscoring the point that quality control issues figure in the choice of a performance measure.

Self-Assessment Exercises 1

1.   Define the concept of performance appraisal
2.   Give two Reasons for Performance Appraisal

2.5   Relationships among Performance Measures

We introduced the three classes of performance data independently, but it might be reasonable to assume that they are not independent. For example, we might assume that there should be a relationship between the objective indicators of an employee's performance and the ratings a supervisor assigns to that employee. But as reasonable as this might seem, research indicates that the relationships among the different types of performance measures are weak. Heneman (1986) analyzed the results of 23 independent studies and, even after adjusting the correlations for the effects of unreliability in the measures, found low

correlations between supervisory ratings and objective performance measures such as sales volume, complaint letters, and output. Specifically, the correlation was approximately. Although such a value may be statistically significant, we would expect the value to be much higher if we are really just looking at different measures of the same thing, that is, performance. A later study by Bommer, Johnson, Rich, Podsakoff, and McKenzie (1995) examined a larger number of studies and found a slightly higher average correlation (about .39) between ratings and objective measures of performance after correcting for sample size, range restriction, and rater unreliability. These results indicate that performance measures do not seem to be interchangeable. These studies lead us to several conclusions. The first is that each type of performance measure gives us a different perspective on performance. As Campbell (1990a) pointed out, there is no "general" or unitary performance factor. A second conclusion that follows from the first is that we cannot simply substitute an objective measure for a performance rating, or vice versa. Bommer and colleagues (1995) suggested that the traditional distinction between "objective" and "subjective" or "judgmental" measures is a false one, since even so-called objective measures entail many judgments (e.g., in looking at the number of production defects attributed to a certain employee, what do you decide to call a "defect"?). A third conclusion to be drawn from these studies is that despite the intuitive appeal of objective measures, they are not necessarily more reliable. Further, objective measures tend to be more narrow in scope than judgmental measures. As Campbell (1990a) argued, judgmental performance measures (such as supervisory ratings) are more likely to capture the nuances and complexity of work performance than objective measures. Hands-On Performance Measures Work samples measure job skills by taking a sample of behavior in standardized conditions. , we provided an example of screening call-center applicants using a computer to present a "customer" and requiring the applicant to deal with that customer by navigating computer screens, entering information, and solving customer problems. Instead of measuring the test performance of applicants, an employer might use the same software to measure the skills of current employees. Because the performance measure requires Objective performance measure Usually a quantitative count of the results of work such as sales volume, complaint letters, and output. Judgmental performance measure Evaluation made of the effectiveness of an individual's work behavior, most often by supervisors in the context of a yearly performance evaluation. 200 Chapter 5 Performance Measurement the employee to engage in work-related tasks, this procedure is often called hands-on performance measurement (Wigdor & Green, 1991). Hands-on measures are usually carefully constructed simulations of central or critical pieces of work that involve single workers, thus eliminating the effects of inadequate equipment, production demands, or day-to-day work environment

differences—some of the contaminating influences in objective measures. These measures also permit the observation of infrequent but important work activities, such as a firefighter's use of hydraulic cutters to extract an accident victim from a vehicle or a nuclear power plant operator's reducing the temperature of superheated reactor water. Many of us remember the first hands-on measure of one aspect of our young adult performance—the dreaded in-car driving test with the triple-dreaded parallel parking subtest. As part of a large-scale project for studying the performance of military personnel, the U.S. Army developed a hands-on measure of the proficiency of the position of tank crew members (Wigdor & Green, 1991). The parts of the hands-on assessment included some of the most important aspects of tank crew member performance as determined through a job analysis. The hands-on measure required the crew member to climb into a tank and do the following:

- Operate the radio system to communicate with friendly ground forces outside the tank
- Operate the internal communication system to speak with other crew personnel in the tank when it is in operation
- Position the tank cannon for firing
- Disassemble and reassemble an automatic handheld weapon Each crew member was asked to complete the tasks one at a time while a trained observer scored the actions on a checklist. The resulting performance measures were reliable. In addition, because they came directly from a job analysis, they were also valid. Because handson measures are based directly on the job in question, employees trust them as measures of performance (Hedge & Borman, 1995). Trust is a major issue in performance measurement, one we will discuss further later in the chapter. An extension of the hands-on methodology is known as walk-through testing (Hedge & Teachout, 1992). This method requires an employee to actually describe to an interviewer in detail how to complete a task or jobrelated behavior. The interviewer then scores the employee on the basis of the correct and incorrect aspects of the description.

Self-Assessment Exercises 2

1.   Discuss Wage and Salary Adjustment. 2.   Define Validate Personnel Decisions

2.6   Summary

Performance appraisal is a means by which performance of objectives can be assessed using key performance indicators that reflect work

objectives and by choice of appropriate method from the range of available options. Appraisal is better done by core stakeholders who understand the job and understand how to avoid common appraisal pitfalls also, Performance appraisal or performance evaluation is the systematic evaluation of individual employee with respect to job performance. It is targeted at evaluation of performance, personality, and potential of group members. Since performance is about extent of attainment of specific job targets, appraisal assists in evaluating and communicating factors on the job that enhances or hinders goals attainment. It could be carried out.

Performance appraisal serves the following ten objectives:
1. **Employee performance.** It provides opportunity for both superior and subordinate to review the latter work in term of what is done according to set standard or what falls short of expectation.
2. **Employee Development.** During evaluation training needs are identified. Also potential or capacity to assume greater responsibility may be discovered.
3. **Supervisory understanding.** In formal appraisal, supervisor review of subordinates work gives him further understanding of tasks, duties and responsibilities as they relate to him and the workers under his span of control. Mutual understanding is therefore enhanced and areas of friction could be worked upon.
4. **Guide to changes.** Appraisal reviews the mode of work, work content and may throw up issues like job reconstruction (i.e. design or redesign) job enlargement and need for new technology or global organisational restructuring. It can also suggest the need to promote, demote, transfer and rotate job.

2.7 References/Further Readings/Web Resources

Landy, F. J. & Trumbo, D. A. (1980) *Psychology of Work Behaviour*. Illinois: The Dorsey Press.

Pattanayak, B. (2012) *Human Resource Management* (3rd Ed.). New Delhi: PHI Learning Private Limited.

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)
Performance appraisal or performance evaluation is the systematic evaluation of individual employee with respect to job performance.

Answers to SAEs 1(2)
1. **Employee performance.** It provides opportunity for both superior and subordinate to review the latter work in term of what is done according to set standard or what falls short of expectation.
3 **Supervisory understanding.** In formal appraisal, supervisor review of subordinates work gives him further understanding of tasks, duties and responsibilities as they relate to him and the workers under his span of control. Mutual understanding is therefore enhanced and areas of friction could be worked upon.

Answers to SAEs 2(1)
One of the uses of appraisal is to assist in reward of performance of beyond standard. Performance evaluation results have been found useful in the periodic salary review in organisations. For organizations emphasizing performance incentives scheme appraisal assists in directly trying pay to performance.

Answers to SAEs 2(2)
The degree to which selection and placement decision are valid can be cross - checked using the outcome of performance appraisal exercise

UNIT 3   PERFORMANCE APPRAISAL METHODS

Unit Structure

3.1   Introduction
3.2   Learning Outcomes
3.3   Title of the main
       3.3.1   Performance Appraisal Methods
3.4   Appraisal Pitfalls and How To Avoid Them
3.5   Ways to avoids them
3.6   Summary
3.7   References/Further Readings/Web Resources
3.8   Possible Answers to Self-Assessment Exercise(s) within the content

3.1   Introduction

The performance of organisations dependent on the sum total of performance of individual members. In this lecture, we shall be examining Performance appraisal methods, Appraisal pitfalls and how to avoid them.

3.2   Learning Outcomes

At the end of this unit you should be able to:

- Explain the concept of performance appraisal,
- Give Reasons for performance appraisal, Mode of Appraisal, Performance appraisal methods
- Appraisal pitfalls and how to avoid them

3.3   Appraisal Methods

3.3.1   Performance Appraisal Methods

There are several choices of methods ranging from the simple to the complex, or from qualitative rating to quantitative. These are briefly discussed.
1.   **Essay report.** Raters in their own word assess employees with respect to some performance yardsticks. The approach provides ample opportunity for supervisor to state without much restraint

all job incidents that he deem relevant to the appraisal. This approach is limited by extent of supervisors" ability to correctly report observations, his memory and language skill is also a limitation.

2. **Ranking.** Assessor uses one particular yardstick to compare a group of workers and rank them from highest to lowest performance. It is most useful where the numbers of workers are few and personally supervised by rater.

3. **Forced-choice.** This method asks raters to assess job incumbents in terms of selected objectives describing job behaviours. The objectives are rated along dimensions like outstanding, good, satisfactory and unsatisfactory.

4. **Critical incident.** Assessor observes and record relevant incident on the job. These are incidents of outstanding or poor performance, accident and such like. The record is kept over the appraisal period and increases readiness with which appraise agree with appraiser during feedback and discussion.

5. **Log book keeping.** The rater, usually the incumbent or the boss is encouraged to keep daily or weekly or monthly diary recording activities and events on the job. The record is made useful in the appraisal period if it is faithfully kept and tap into relevant and salient job related behaviour and activities.

6. **Adjective checklist.** A checklist of all salient behaviour is presented to the rater who is to tick those activities he/she had observed in the course of the appraisal period. The checklist, of course, serves as a memory trigger and can be weighted to achieve quantitative measure of performance.

7. **Graphic Rating**. It is an old method and widely used. Traits or behaviours are rated by attaching certain numerical values. It is devised to eliminate the biases noticed in previous methods. For an example Ratings can be in the form below:
    Quality of work, can be rated as; Poor, Below average, Average, Good, Very Good and Outstanding
    Initiative - --- ---
    Leadership quality--- ---

8. **Behavioural Anchored Ratings (BAR)**. Emphasis is not on who does the rating but on behaviours that are crucial to performance.

9. **Management By Objective (MBO).** Performance is principally measured against results as derived from well defined work objectives.

10. Assessment Centres. Assessment is based on responses to a battery of tests administered by consultants from an assessment centre

Self-Assessment Exercises 1

1 name and explain two Performance Appraisal Methods
2 explain Log book keeping

3.4   Appraisal Pitfalls and How to Avoid Them

The problems are many and varied. Some of which are; according to Ojo (1998)

1.   **Problem of reliability.** Is appraisal consistently assessing the same traits over time?
2.   **Problem of validity.** Is appraisal assessing the appropriate traits? Are traits or behaviours relevant to job success being assessed?
3.   **Selecting relevant traits.** Some traits are difficult to define. Apart from this, it should be clear that selected traits are critical to job success.
4.   **Leniency or strictness.** Some raters consistently rate higher (leniency) while others rate low (strictness). This can lead to unfavourable rating where different raters assess different workers or departments. It is important to train raters to avoid this bias
5.   **Halo Effect.** This involves rating employee positive or negative on the basis on one quality. That is, one positive or negative quality interacts with ratings on other qualities. Rating all employees on a quality before moving to the next can minimize it.
6.   **Central tendency.** This error occurs as a result of pitting rating around the average; neither strict nor generous. Such rater often fails to discriminate between superior and inferior workers. The rater may lack job knowledge, is indifferent, in haste or simple careless.
7.   **Recency effect.** Rater put excessive weight on recent behaviour(s) while earlier ones are not brought into appraisal.

3.5   Ways to avoids them

These biases can be reduced to the barest minimum by the following means;

1.   Raters' education
2.   Choice of appraisal method
3.   Using more than one rater

Self-Assessment Exercises 2

1.   list three problem of Appraisal Pitfalls
2.   list three Ways to avoids Appraisal Pitfalls

1.6 Summary

There are several choices of methods ranging from the simple to the complex, or from qualitative rating to quantitative were discussed. These include; Essay report, Ranking, Forced-choice, Critical incident Graphic Rating, Adjective checklist.

Some the problems associated with performance appraisal method are.
1. Problem of reliability
2. Problem of validity
3. Selecting relevant traits

1.7 References/Further Readings/Web Resources

Landy, F. J. & Trumbo, D. A. (1980) *Psychology of Work Behaviour*. Illinois: The Dorsey Press.

Pattanayak, B. (2012) *Human Resource Management* (3rd Ed.). New Delhi: PHI Learning Private Limited.

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)
1. **Essay report.** Raters in their own word assess employees with respect to some performance yardsticks. The approach provides ample opportunity for supervisor to state without much restraint all job incidents that he deem relevant to the appraisal. This approach is limited by extent of supervisors" ability to correctly report observations, his memory and language skill is also a limitation.
2. **Ranking.** Assessor uses one particular yardstick to compare a group of workers and rank them from highest to lowest performance. It is most useful where the numbers of workers are few and personally supervised by rater.

Answers to SAEs 1(2)
1. The rater, usually the incumbent or the boss is encouraged to keep daily or weekly or monthly diary recording activities and events on the job. The record is made useful in the appraisal period if it is faithfully kept and tap into relevant and salient job related behaviour and activities.

Answers to SAEs2(1)
1   Problem of reliability
2   Problem of validity.
3   Leniency or strictness.

Answers to SAEs 2 (2)
These biases can be reduced to the barest minimum by the following means;
1.   Raters' education
2.   Choice of appraisal method
3.   Using more than one rater

UNIT 4   ORGANIZATIONAL   CHANGE   AND DEVELOPMENT

Unit Structure

4.1   Introduction

According to Pattanayak (2012) change is inevitable for every organisation to be healthy and productive while organisational development as a generic term embraces a wide range of intervention strategies into both structural and social processes of an organisation. Organisational development programmes are packaged to drive organisational change agenda. The changes however are aimed at individual, group and total organisational development driven at improving overall performance and effectiveness. Organisational development (OD) is a strategic long-term effort, led and supported by top management to specifically improve on organisation‟s visioning, empowerment, learning and problem-solving processes through an ongoing collaborative management or organisational culture.

4.2   Learning Outcomes

At the end of this unit you should be able to:

- Define the concept of organisational change and development
- Differentiate between organisational change and development
- Explain the various types of Change

4.3   Organizational Change and Development

4.3.1 Meaning of Organizational Change and Development

Organisational change is a radical transformation in the functioning of the organisational processes. It involves reshaping the organisation structure, culture, processes and other design elements, and can be characterized as both systemic and sometimes revolutionary because the entire nature of the organisation is altered significantly and fundamentally. In Nigeria, we have witnessed such radical transformations first in 1970s when the indigenization decree of 1976 was being implemented by the administration of Murtala mohammed-Olusegun Obasanjo, by which time erstwhile foreign companies are being transformed into indigenous organisations and later years when processes of privatization and commercialization of governmental organisations were taking place. Such semantics as reorganisation, restructuring, reengineering, downsizing, rationalization, rightsizing, outsources are associated with organisational change in one way or the other.

Self-Assessment Exercises 1

1.   Define the concept of organisational change and development
2.   list three Types of Change

4.3.2 Relationship   between   Organizational   Change   and Development

What can a manager change, aside him/herself? He/she can change three things; the structure, the technology and the people.
i.   *Changing the Structure*. This means reworking or redesigning the work specialization, departmentalization, chain of command, span of control, centralization, formalization, job redesign or actual structural design.
ii.   *Changing Technology*. The work processes, methods and equipment are focus of change.
iii.   *Changing People*. The culture, attitudes, expectations, perceptions and behaviour of individuals and groups are the focus of change

4.5   Types of Change

What can a manager change, aside him/herself? He/she can change three things; the structure, the technology and the people.
i.   *Changing the Structure*. This means reworking or redesigning the work specialization, departmentalization, chain of command,

span of control, centralization, formalization, job redesign or
actual structural design.

ii.   *Changing Technology.* The work processes, methods and
       equipment are focus of change.

iii.   *Changing People.* The culture, attitudes, expectations,
       perceptions and behaviour of individuals and groups are the focus
       of change

Self-Assessment Exercises 2

1.	Differentiate between organisational change and development
2.	Define Changing the Structure

1.6   Summary

Organisational change is a radical transformation in the functioning of
the organisational processes. It involves reshaping the organisation
structure, culture, processes and other design elements, and can be
characterized as both systemic and sometimes revolutionary because the
entire nature of the organisation is altered significantly and
fundamentally

What can a manager change, aside him/herself? He/she can change three
things; the structure, the technology and the people.

i.   *Changing the Structure.* This means reworking or redesigning the
       work specialization, departmentalization, chain of command,
       span of control, centralization, formalization, job redesign or
       actual structural design

1.7   References/Further Readings/Web Resources

Lippit, R., Watson, J.&Wesley, B. (1958) *Dynamics of Planning
       Change*. New York: Harcourt & Brace

Mullins, L. J. (2007) *Management and OrganisationalBehaviour*(8th
       Ed.). Great Britain: Prentice hall Private Limited.

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)
Organisational change is a radical transformation in the functioning of the organisational processes. It involves reshaping the organisation structure, culture, processes and other design elements, and can be characterized as both systemic and sometimes revolutionary because the entire nature of the organisation is altered significantly and fundamentally

Answers to SAEs 1(2)
1. *Changing the Structure*
2. *Changing Technology*
3. *Changing People*.

Answers to SAEs 2(1)
This means reworking or redesigning the work specialization, departmentalization, chain of command, span of control, centralization, formalization, job redesign or actual structural design.

Answers to SAEs 2(2)
change is inevitable for every organisation to be healthy and productive while organisational development as a generic term embraces a wide range of intervention strategies into both structural and social processes of an organisation.

UNIT 5   SOURCES OF ORGANIZATIONAL CHANGE

Unit Structure

5.1   Introduction
5.2   Learning Outcomes
5.3   Title of the main
5.4   Sources of Organizational Change
5.5   Techniques of organizational Change
5.6   Summary
5.7   References/Further Readings/Web Resources
5.8   Possible Answers to Self-Assessment Exercise(s) within the content

5.1   Introduction

Organisational development programmes are packaged to drive organisational change agenda. The changes however are aimed at individual, group and total organisational development driven at improving overall performance and effectiveness.

5.2   Learning Outcomes

At the end of this unit you should be able to:

•   Discuss the sources of organisational change and Development
•   Explain the techniques of organisational change

5.3   Organizational Change and Development II

5.3.1 Sources of Organizational Change

According to Pattanayak (2012) change is inevitable for every organisation to be healthy and productive while organisational development as a generic term embraces a wide range of intervention strategies into both structural and social processes of an organisation.

Organisational change is triggered by need to respond to new challenges or opportunities presented by the external and internal environment, or in anticipation of the need to cope with potential future problems.

Organisational development (OD) is a strategic long-term effort, led and supported by top management to specifically improve on organisation̈'s visioning, empowerment, learning and problem-solving processes through an ongoing collaborative management or organisational culture.

The need for reorganisation arising as a result of *growth* or *decline* may be a major impetus for change. The basic underlining objectives in general terms are:

Modifying the behavioural patterns of members of the organisation
Improving the ability of the organisation to cope with changes in its environment.

Organisational Change can be traced to factors external or internal to the organization

External Factors
Market forces: Financial pressure, Competition
Legislation: Quota control, local content, workers charter, discrimination, etc
Tax Structures: Value added, National Insurance, etc
New Technology
Political

Internal Factors
Profitability: Product research, Knowledge, skills and aptitudes of senior managers, reduction of staff, take-overs/mergers, improved production facilities, etc
Reorganisation: restructuring, re-engineering,
Downsizing, outsourcing, etc
Conflict, Change of Job role.

Self-Assessment Exercises 1

1.   Define Sources of Organizational Change
2.   Define Survey Feedback

5.3.2 Techniques of organizational Change

Techniques of Change
There are several approaches to implementing change. The path and strategy adopted may vary according to the goal of change; that is whether whole or a segment of the organisation has to change. Robbins &Coutlier (2007) has an approach suggested in the figure below:

The goal of OD is to stabilise the new system to achieve a more effective interpersonal work relationships and the techniques used is important to achieving this goal (Robbins & coulter, 2007). The techniques are:

i.   Team Building. Create the type of activities that help team members learn how each member think and works.

ii.   Intergroup Development. Intergroup development involves changing the attitudes, stereotypes, and perceptions that work groups have about each other.

iii.   Process Consultation. Outside consultant helps managers to understand how interpersonal processes are affecting the way work is being done.

iv.   **Survey Feedback.** This means putting in place a technique for assessing attitudes and perceptions, identifying discrepancies in these, and resolving the differences by using survey information in feedback groups**.**

Self-Assessment Exercises 2

1.   Define techniques of Change 2.   Discus Internal Factors of change

1.6   Summary

For many reasons, change is resisted chiefly because of inability to effectively communicate to allay the fears, deal with misconceptions and overcome resistance using appropriate developmental strategies. This is the main challenge of modern managers; how to implement OC and OD processes at minimum costs, resistance for greater organisational outcomes

1.7   References/Further Readings/Web Resources

Lippit, R., Watson, J.&Wesley, B. (1958) *Dynamics of Planning Change*. New York: Harcourt & Brace

Mullins, L. J. (2007) *Management and OrganisationalBehaviour*(8th Ed.). Great Britain: Prentice hall Private Limited.

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)
change is inevitable for every organisation to be healthy and productive while organisational development as a generic term embraces a wide range of intervention strategies into both structural and social processes of an organisation.

Answers to SAEs 1(2)
This means putting in place a technique for assessing attitudes and perceptions, identifying discrepancies in these, and resolving the differences by using survey information in feedback groups.

Answers to SAEs 2(1)
There are several approaches to implementing change. The path and strategy adopted may vary according to the goal of change;
1   Team Building
2   Intergroup Development
3   Process Consultation

Answers to SAEs 2(2)
several approaches to implementing change
The goal of OD is to stabilise the new system to achieve a more effective interpersonal work relationships and the techniques used is important to achieving this goal

MODULE 3

UNIT 1   WORK AND ATTITUDE

Unit Structure

1.1   Introduction

In the workplace people engage in myriad of activities, they interact, communicate and learn from one another things they would otherwise not been exposed to. The work place is essentially about four key components; equipment and machines (or tools of work or technology), the structure, processes and the people; meaning that work has physical, social and emotional content, people are bound to respond to work the „good‟ and „bad‟ aspects of work in one form or the other. For some the workplace may offer exceptional opportunities for career growth, excellent pay, and warm relationship with supervisors and peers while for others, the experience may be less salutary; such as low pay, harsh disciplinary environment and little opportunity for creativity, growth and development. Work experience can therefore range from satisfying to not satisfying

1.2   Learning Outcomes

At the end of the topic, we should be to:

- To define the meaning of work and attitude,
- Give reasons why people work.

1.3   Title of the main section

1.3.1   Meaning of work and attitude

Work, according to Eze (2004) is central and essential part of life. Also, Work can be defined as any mental or physical activity with the primary goal of providing for one's family. A person's attitude can be defined as their general way of thinking about and responding to social situations and the people in them. It is necessary for humans to provide basic needs like food, shelter, clothing, love, esteem and other lofty life goals. By working the earn money which afford them meaningful life. Many engage in hours of productive activities, for which they train and accumulate experiences. Work involves the use of hands, equipments, machines, technology to transform raw materials to products that meets human needs. Work however offers more than economic means; it is a place of social interaction, problem solving, conflict management, attitude formation and change.

Job simplification and job enrichment
It has been found through surveys (e.g. Taylor, 1979) that the following are key to the planning of the vast majority of jobs: minimising the need for specialised training maximising the authority of upper management; reducing how long something usually takes to do Especially when viewed through the lens of economics,

These may appear to make perfect sense the price of using unskilled or semiskilled workers is lower than using fully trained professionals, and their output is comparable improved if work is completed rapidly. However, as we will discuss, occupations that are structured in this way carry heavy monetary and personal tolls. Scientistic management, sometimes known as "Taylorism" after its founder F. W. Taylor, is the philosophical foundation for this "conventional" method of job creation. Taylor conceived of his thoughts in early twentieth-century America. Mechanics' workshop as a foreman, he observed that workers routinely fell short of his expectations and concluded that the only the only way to stop it from happening was to: gather data on the activities involved in

the job in a methodical (or "scientific") fashion required a lack of freedom and responsibility on the part of employees;

a.　reduce complexity wherever possible;

b.　outlining typical work processes and estimated completion times;

c.　Apply monetary incentives (and only monetary incentives); using the aforementioned procedures, guarantee that employees couldn't trick superiors, or Keep out of sight from them. Especially when they are clearly visible, monetary incentives have a positive effect on performance. as impartial and honest in its assessment of the learner's progress. Important Takeaway Naturally, this is strikingly similar to the "theory X" interpretation of human nature. (already elaborated on in this chapter). It is well acknowledged by experts that employment prospects in many (if not most)Organizations are either covertly or overtly founded on Taylorism. The tenets of scientific management—also called Taylorism—center on a commitment to uniformity. procedures and cost reduction through strategic planning of tasks. Important Takeaway The environment that Taylorism creates may be orderly, but is it a happy and productive one? Several studies published in the 1960s appeared to prove that employment at the time organised according to the tenets of scientific management theory was related to unfavourable views of one's work and, in some cases, mental and/ physical illness (e.g.Kornhauser (1965); Turner and Lawrence (1965). Furthermore, it was commonly believed that poor people Such a result would be productive because labour would be easier. resulted in decreased mental well-being, lack of motivation, and dissatisfaction orientation of causes Research on the effects of streamlined processes has raised serious concerns. quality of life in the workplace (QWL). Theoretical frameworks from a exerted upon. The notion of job enrichment, which emerged from Specifically, Herzberg's research (1966). An important distinction that Herzberg variables, and what drives them. Pay, working conditions, and other hygiene considerations workplace factors that are unrelated to actual work performance. The opportunity to learn, advance, and apply one's talents on the job were all powerful motivators. traits that are attractive to developing demands Herzberg made a suggestion based on his findings. satisfaction could not be caused by factors related to personal cleanliness, but dissatisfaction could what would happen if they weren't there. Motivators, on the other hand, resulted in contentment:

Rather of causing unhappiness, their absence just led to a lack of contentment. AlthoughAmong the many problems with Herzberg's research and findings is his contention that training and development

might boost motivation and/or contentment. much subsequent work agrees with the use, difficulty of the job, etc.

Socio-technical systems is another important school of thought (Cherns, 1976, Based on research conducted soon after World War II For many years now, socio-technical theory has emphasised the importance of combining technological developments with social processes.Office politics and group dynamics. In many cases, new technologies are released with inadequate consideration for preexisting social structures, work teams, and power dynamics. This is something that sociotechnical theory works to address, but it also uses to make broader claims. For for illustration, it specifies that work responsibilities should be outlined just to the extent that they are actually needed. Perhaps we may lay down some ground rules for this position. Additionally, it stresses the significance of setting limits. be drafted so as to not interfere with the flow of knowledge, ...and that problems with workflow must be addressed directly wherever they arise. possible, as opposed to by managers who are further removed from the situation. While these ideas may seem obvious, a closer look at many different types of businesses reveals that they are far from the norm. provide evidence that they are not being followed. This calls for a socio-technical approach to the creation of jobs. emphasises freedom of choice and action and resistance to being told what to do. homunculus to robotic

Attitude. Attitude can be defined as an enduring organisation of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the environment. A good attitude at work is crucial because it encourages creative problem solving and effective action. A upbeat individual is easier to talk to and more likely to foster relationships that are beneficial to the team.

Job satisfaction and organisational commitment are the two most important factors in determining an employee's actions on the job.

Several aspects of an individual's working conditions are taken into account and evaluated. These include the job itself, the employee's relationship with his or her superiors and peers, the employee's treatment inside the organisation, and the stress level of the position. The two attitudes at work that have the most impact on an employee's actions are job satisfaction and organisational commitment. It is a positive or negative evaluative reaction towards a stimulus, such as persons, objects (equipment, technology, office environment), action of superiors/peers/subordinates, or concept/ideas (organisation‟s policies, rules and processes). Attitude as shown below has three components; cognitive, emotional and behavioural and serve several functions.

Self-Assessment Exercises 1

1.   Meaning of work
2.   Define attitude

1.4 Job satisfaction

Job satisfaction this is how people feel about their work. That an employee is happy in his job is arguably the most crucial attitude to have. Those that are happy in their jobs have a positive outlook on their work, whereas those who are unhappy do not. Commitment to one's organisation refers to a feeling of belonging or pride in one's place of employment. An employee who is fully invested in the success of the company shares its goals and is prepared to do whatever it takes to achieve them. A dedicated worker like this will want to stay put and advance with the company. The array of goods and services generated as a result of organized effort, called work, is awesome. Work involves the deliberate use of physical, emotional and mental energy to produce utilities. Harnessing these energies have led to production of tangible goods such as agricultural products putting food on tables, automobiles for mobility, energy as bare bone for domestic and industrial uses, telecom equipment for communication, textiles for clothing and such a wide varieties of other goods; also intangible goods such as legal, social psychological or counsel, health care, security, education and so forth. To do this certain basic inputs such as land, raw materials, energy, information, capital, equipment/technology and people. Work produces jobs which are organised or deliberately designed group of activities composing of units of tasks, duties, responsibilities within the context of peculiar conditions and rules which significant amount of influence on performance and gives coherence to attainment of set goals and objectives.

Work can bring about several outcomes than could be accounted for here but outcomes such as **the following are examples:**

As a means of earning a living, Traditionally, the reason many work is to be able to make ends meet by being able to afford their daily needs for food, shelter, clothing and meeting all other basic needs as stipulated by Maslow and other motivation theorists.

As an opportunity for using basic human talents. Work provides avenue for using all of human talents, physical, intellectual, emotional and so forth. Without work, man will be idle and most of the endowments like cognitive skills for creativity, problem solving and the likes will go unused

Self-Assessment Exercises 2

1.   Define Job satisfaction
2.   What are the basic need

1.6   Summary

Attitude is important in life as well as work. It is both enduring and dynamic to the extent that it can be subject to change. The understanding of this will assist managers to shape workplace attitudes to engender positive behaviour that are tangential to organisational productivity, job satisfaction and other desired outcomes.

1.7   References/Further Readings/Web Resources

Katz, D. C. (1960). The functional Approach to the study of Attitudes. *Public Opinion Quarterly*, Summer, 163-204.

Kraus, S. J. (1995) Attitudes and prediction of behaviour; a meta-analysis of empirical literature. *Personality and Social Psychology Bulletin*, 21, 58-75.

1.8   Possible Answers to SAEs

Work is central and essential part of life. Also, Work can be defined as any mental or physical activity with the primary goal of providing for one's family. A person's attitude can be defined as their general way of thinking about and responding to social situations and the people in them.

Answers to SAEs 1(2)
Attitude can be defined as an enduring organisation of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the environment. A good attitude at work is crucial because it encourages creative problem solving and effective action

Answers to SAEs 2(1)
Job satisfaction this is how people feel about their work. That an employee is happy in his job is arguably the most crucial attitude to have. Those that are happy in their jobs have a positive outlook on their work, whereas those who are unhappy do not.

Answers to SAEs 2(2)
The basic need are food, shelter, clothing and other basic needs as stipulated by Maslow and other motivation theorists

UNIT 2   COMPONENTS OF ATTITUDE

Unit Structure

2.1   Introduction

In the workplace people engage in myriad of activities, they interact, communicate and learn from one another things they would otherwise not been exposed to. The work place is essentially about four key components; equipment and machines (or tools of work or technology), the structure, processes and the people; meaning that work has physical, social and emotional content, people are bound to respond to work the „good" and „bad" aspects of work in one form or the other. For some the workplace may offer exceptional opportunities for career growth, excellent pay, and warm relationship with supervisors and peers while for others, the experience may be less salutary; such as low pay, harsh disciplinary environment and little opportunity for creativity, growth and development. Work experience can therefore range from satisfying to not satisfying

2.2   Learning Outcomes

At the end of the topic, we should be to:

- state the components of attitude, attitudinal change
- The effect of positive attitude on performance and job satisfaction.
- Attitudes and Ergonomic

2.3 Attitudes

2.3.1 People Attitudes

People have attitude towards just about everyone and everything. Attitude is a disposition to respond favourably or unfavourably toward some person, thing, event, place, goods and services or situation (often called attitude object). In other words, attitude describes our *thoughts*, *feelings*, *behaviour* (negative or positive) towards attitude objects.

The most popular approach to attitude study is the tri-component view of attitude, which states that attitude has three components, which are;
i.   *Cognitive Component*. This refers to thoughts, belief, opinions, and knowledge or information held by the person concerning others, objects or ideas.
ii. *Affective Component.* Emotional feelings about people, places and objects to which statements like „I do not like can apply and can lead to behavioural outcomes.
iii. *Behavioural Component*. This component refers to action tendencies and intentions to behave in a certain way towards someone or something.

Typically, a workers attitude is moderated by economic, social, emotional and physical conditions of work. His knowledge, skill, feelings and behaviour is influenced towards shaping work orientation and productivity. It will also determine cooperation, conflict and overall disposition to behave in specific ways under certain circumstances.

Also attitude in spite of stability can be changed through a variety of means using essentially persuasive communication and proper understanding of message, message content, media and recipients. Furthermore, attitude, as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of our environment, serves four key functions (Katz, 1960).
i.   *Knowledge functions:* Whether they accurately reflect objective reality or not, attitudes serve to organize our beliefs about objects or activities such as brands or shopping. The amount of information presented about products in the market serves useful purpose in shaping knowledge and perception of work, people

and the organisation as a whole. This eventually translates to positive, neutral or negative attitudes.

ii. *Value expressive functions:* Attitudes are sometimes formed as a reflection of self-concept or expression of individual central values. What turn out to be important attitude will depend on whether the attitude is terminal or instrumental in nature.

iii. *Utilitarian functions:* Based on the operant conditioning principles, we tend to be favourably disposed towards goods and services that are intrinsically rewarding and have negative attitudes towards those that are not.

iv. *Ego-defensive functions:* As McGuire classification of needs shows attitudes are formed and used in the defence of the ego and self-image.

Self-Assessment Exercises 1

1.	List and discuss the components of attitude
2.	Explain the attitudinal change and the effect of positive attitude on performance and job satisfaction

2.4 Attitude Change

Attitude is viewed as Social Psychology most indispensable concept by Allport (1935) because it defines our identity, guide our actions and influence how we judge people and situations.

Attitude can be formed and attitude does change. Every day, we are confronted with objects, events, people, and attitude that demand one form of response or another. Often our response can result from old attitudes, newly formed or a change of attitude.

Attitude has been shown to be;
(i)   Stable over time,
(ii) Held with a high degree of certainty,
(iii) Consistent with the person affect (emotional reaction) toward a behaviour,
(iv) Formed as a result of direct experience,
(v)   Easily remembered and
(vi) Capable of change.

Every year advertisers spend millions of naira to change consumers" attitudes. Governments often use the media to send messages that is meant to cultivate positive attitudes towards its views and programmes. Our conversation, arguments and disputations are filled with attempts, not just to make others see our own point of view, but to get them to change (that is *persuade* them) from one form of attitude-negative or

positive-and adopt another one. Persuasion is a fact of everyday life (Maio and Olson, 2000).

2.5   Factors lead people to change their attitudes

What factors lead people to change their attitudes? There are conditions under which people change or resist change of their attitudes. Persuasive communication is the vehicle through which attitude change is transmitted. Persuasion involves a *communicator* who delivers a *message* through a *channel* (in writing, verbally, visually) to an *audience*, within a surrounding *context* (a cultural, civic, social, religious, setting). As the definition of persuasion shows, five significant factors; communicator or source of message, the message, the channel, the context, and the audience are crucial in attitude change.

Source of message. Certain characteristics of the communicator finds relevance in persuading others to change their opinion or attitude about a brand, some of these characteristics are:

a.   Expertise. People are better persuaded about what they read, hear or see when the person making the presentation is an expert. Many are better persuaded by advice to stop smoking or drinking when offered by their doctor rather than by friends.

b.   Attractiveness. Communicators that are physically attractive, likable or similar in terms of shared attribute, interests or goals may do better to persuade us than otherwise. Advertisers spend thousands of naira to pair models, beauty queens, boxing or football stars with their products. It is perhaps also true that „correct‟ dressing, makeup and trendy design may appeal to certain segment of the audience and aid attractiveness.

c.   Credibility. When the target market views the source of the message as credible, it is easier to influence their behaviour. Some authors belief that expertise and trustworthiness are aspects of source credibility.

d.   Trustworthiness. How honest or believable is the message as well as the communicator?

e.   Fast or slow speaker? Fast speakers are generally viewed as more persuasive than slow speakers (Miller, Maruayama, Beaber and Valone, 1976).

f.   Body language. Eye contact is important in establishing credibility and honesty. Other gestures such as averting the eyes, smiling constantly, biting the lips constantly tend to lower speaker‟s credibility. It is also thought that the voice modulation-deep, baritone voice-are helpful in persuasion

Self-Assessment Exercises 2

1.	Define Attitude Change
2.	State the three component of atittude

2.6   Summary

People have attitude towards just about everyone and everything. Attitude is a disposition to respond favourably or unfavourably toward some person, thing, event, place, goods and services or situation (often called attitude object). In other words, attitude describes our *thoughts*, *feelings*, *behaviour* (negative or positive) towards attitude objects.

The most popular approach to attitude study is the tri-component view of attitude, which states that attitude has three components, which are;

i.   Cognitive Component. This refers to thoughts, belief, opinions, and knowledge or information held by the person concerning others, objects or ideas.

ii.   Affective Component. Emotional feelings about people, places and objects to which statements like I do not like can apply and can lead to behavioural outcomes.

iii.   Behavioural Component.

2.7   References/Further Readings/Web Resources

Katz, D. C. (1960). The functional Approach to the study of Attitudes. *Public Opinion Quarterly*, Summer, 163-204.

Kraus, S. J. (1995) Attitudes and prediction of behaviour; a meta-analysis of empirical literature. *Personality and Social Psychology Bulletin*, 21, 58-75.

2.8   Possible Answers to SAEs

Answers to SAEs 1(1)

The most popular approach to attitude study is the tri-component view of attitude, which states that attitude has three components, which are;

i.   *Cognitive Component*. This refers to thoughts, belief, opinions, and knowledge or information held by the person concerning others, objects or ideas.

ii.   ***Affective Component.*** Emotional feelings about people, places and objects to which statements like „I do not like can apply and can lead to behavioural outcomes.

iii.   ***Behavioural Component***. This component refers to action tendencies and intentions to behave in a certain way towards someone or something.

Answers to SAEs 1(2)
attitude that demand one form of response or another. Often our response can result from old attitudes, newly formed or a change of attitude.

Attitude has been shown to be;
(i)   Stable over time,
(ii)   Held with a high degree of certainty,
(iii) Consistent with the person affect (emotional reaction) toward a behaviour,
(iv)   Formed as a result of direct experience

Answers to SAEs 2(1)
Every day, we are confronted with objects, events, people, and attitude that demand one form of response or another. Often our response can result from old attitudes, newly formed or a change of attitude

Answers to SAEs 2(2)
1.   *Cognitive Component*
2.   *Affective Component*
3.   *Behavioural Component*

UNIT 3 ERGONOMICS

Unit Structure

3.1   Introduction

People and machines make up the systems that operate in large and small organizations. The goal or ergonomics is efficient and effective man-machine systems that are based on understanding of human factors as important input in machine and equipment designs.

3.2   Learning Outcomes

At the end of the topic, we should be able to:

- explain the meaning of ergonomics,
- discuss designing work for people,
- identified types and characteristics of technology,

3.3   Ergonomics

3.3.1 Meaning of Ergonomics

Engineering Psychology or Human Factor Engineering is another name for the sub-field of psychology called Ergonomics. It is concerned with man-machine fit at work with the consideration of core human factors in the design and use of equipment and machines at work. The main research focus are:
Achieving man-machine fit Reduction of industrial accidents Guaranteeing industrial safety and security, and Optimizing performance

Ergonomics, sometimes known as "human factors," is the study of how people ninteractwith various parts of a system and the profession that applies this knowledge to product development in order to increase both user satisfaction and system efficiency.

Work (Greek: ergon) and laws (nomos) are the roots of the modern science of ergonomics. What we have here is the "science of work" or the "rules of labour," respectively. Ergonomic design is the study and practise of maximising comfort and efficiency in the workplace by reducing or eliminating hazards and other sources of discomfort for workers. Also the Greek terms ergo (labour) and nomos (law) are the roots of the modern English word "ergonomics" (laws). Wojciech Jastrzebowski of Poland first used it in a newspaper article published that year, 1857. (Karwowski, 1991). It's common practise in the United States to use the terms "human factors engineering" and "human factors" interchangeably. The fields of labour physiology, biomechanics, and workplace design are the foundations of European ergonomics. When it comes to human performance and systems design, however, human factors can be traced back to the field of experimental psychology (Chapanis, 1971). Engineering psychology is one term; cognitive engineering and cognitive systems engineering are two more contemporary ones. This latter point underscores the significance of human information processing to our field of study (Hollnagel and Woods, 2005). Human factors and ergonomics are getting closer to one another despite their disparities in the types of knowledge and design philosophies they employ. The widespread adoption of computers has contributed to this trend. Human factors and ergonomics knowledge are integrated into the design of computer workspaces. Here, a computer user takes in data from a monitor. The data is processed, and a course of action is decided upon. This is done by hand as a control input, and it modifies the display's current state of affairs accordingly. A brand-new presentation is created. An ergonomist's job is to find the source of a problem in computer-based workplaces, analyse it, and then recommend fixes in the form of design changes. So, the first rule is: Human factors and ergonomics' principal function is to aid in the creative process. Analysis of the current state, synthesis of new design solutions, and further analysis of these solutions are the three phases of workplace design. Through multiple iterations of the design process, which might last for quite some time, a "control loop" can be used to represent the design procedure.

Ergonomics integrates knowledge from a wide range of fields to improve the workplace for employees**.**

3.3.2 Designing Work for People

Until the 1940s designing of industrial plants and machines were the sole responsibilities of Engineers who usually make design decisions without due consideration for the workers who operate them. Thus human beings have to adjust to the features represented in those machines with considerable strain and higher degree of errors, accidents and other machine induced stresses such as fatigue, cramps, eyes and headaches, etc. More so, machines and equipment, especially military hardware as used in the World War II, became increasingly complex and requiring increasing levels of speed and precision for their operation. These placed great demands on capabilities, not only upon muscular strength, but also higher-level abilities of sensing, perception, judgment and decision making. But another possibility was in the offing. The time-motion study of Fredrick Taylor and the Gilbereths were precursor to the understanding of the need to adapt machine to human attributes as opposed to the other way round. This is what ergonomics is all about; designing machines and equipment that fit into human physiological and cognitive abilities as well as other attributes; sociability, emotionality and so forth, bearing in mind also the environment of usage.

Self-Assessment Exercises 1

1. Explain the meaning of ergonomics
2. Explain the logic of designing work for people and not otherwise

Today, the 21st century work place is becoming increasingly automated with technology increasingly competing for space, time and opportunities with man.

3.3.3 Types and Characteristics of Technology

Technology in today's context can be interpreted broadly to include according to Mullins (2007) both:

i. The physical aspects of machines, equipment, processes and work layout (machine technology) involved in the transformation or conversion processes, and

ii. The actual methods, systems and procedures involved (knowledge technology) in carrying out the work of the organisation and transforming and conversion of inputs into outputs.

The physical side of technology refers mainly to microelectronics and microprocessors, information and communication technology (ICTs) applicable in manufacturing, information sharing and processing, service

provision and as products themselves. The main forms of applications are:

i. Manufacturing/engineering/design equipment often referred to as „advanced manufacturing technology" (ATM) or „computer-aid engineering" (CAE).

ii. Technology for information capturing, storage, transmission, analysis and retrieval like the computer that may be linked with the ATM.

iii. Technology employed in the provision of services to customers, patients, clients by use of service sector applications.

iv. Technology is a product

Self-Assessment Exercises 2

1. Identify and discuss the types and characteristics of technology

1.6 Summary

The overall goal of equipment and machine designs is to facilitate as well as complements human efforts at work. There is several types of useful technology in today"s work places ranging from the simple to the sophisticated like industrial robots; so also there are factors to consider in building and installing industrial machines. Though new age technology and the world of work is changing dramatically, the basic features of machines remains; input, processing and the output and feedback systems.

1.7 References/Further Readings/Web Resources

Eze, N. (2004) African Industrial/Organisational Psychology. Lagos Pumark Nigeria Limited.

Mullins, Oborne, D. J. (1992) Ergonomics at Work. Chicester, England: John Wiley.

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)

1 Engineering Psychology or Human Factor Engineering is another name for the sub-field of psychology called Ergonomics. It is concerned with man-machine fit at work with the consideration

of core human factors in the design and use of equipment and machines at work.

Answers to SAEs 1(2)
Until the 1940s designing of industrial plants and machines were the sole responsibilities of Engineers who usually make design decisions without due consideration for the workers who operate them.

Answers to SAEs 2(1)
Technology in today's context can be interpreted broadly to include according to Mullins (2007) both:
i.   The physical aspects of machines, equipment, processes and work layout (machine technology) involved in the transformation or conversion processes, and
ii.   The actual methods, systems and procedures involved (knowledge technology) in carrying out the work of the organisation and transforming and conversion of inputs into outputs.

The physical side of technology refers mainly to microelectronics and microprocessors, information and communication technology (ICTs) applicable in manufacturing, information sharing and processing, service provision and as products themselves. The main forms of applications are:

UNIT 4   DISPLAY WORK DESIGN

Unit Structure

4.1   Introduction

It is important that display systems are embedded in both the system and the environment. To do this, human capacities and limitations are viewed and built appropriately into the reception, coding, transmission and interpretation of information taking into consideration opportunities and limitations imposed by the environment

4.2   Learning Outcomes

At the end of the topic, you should be able to:

Explain factors to consider when introducing adopting new technology and Technology and the new face of work

4.3   Ergonomics II

4.3.1 Factors for consideration in display design

It is important that display systems are embedded in both the system and the environment. For instance, failure due to electricity are first discovered by either the ear when the humming sounds stopped or eyes if the lighting diminished or goes out. For instance, the dashboard is programmed to relay multiples of information ranging from fuel level, functioning of hydraulic brake system, acceleration, speed, mileage, temperature, geographical information and so forth. These put the

sensory, central and peripheral nervous systems etc on the alert. The designer therefore should bear these in mind.

1.   *Natural Format*. Formats that are unfamiliar to natural human attributes require time to become accustomed to. Reading and interpreting signals that are not familiar to normal habit patterns are likely to increase error rates.

2.   *Precision of response*. Requiring operators to be more precise than necessary (that is normal response threshold) may add to fatigue and cause them to make judgmental errors. For instance the difference between read-out and press-button accuracy and true accuracy has to be factored in.

3.   *Operator view technique*. The display technique has to be matched to the operator's bodily constraints, viewing environmental conditions like lighting, acceleration, vibration, mobility restrictions and position.

4.   *Use of simple concept*. Displays that use complex signs and symbols are difficult to interpret and understand and without extensive training, may lead to increased error rates

5.

Self-Assessment Exercises 1

1.   List the factors for consideration in display design
2.   Organisational research shows that technology influence behaviour of people discuss

4.3.2   Technology and the New Face of Work

The truth is, the face, form, structure and pace of work have changed in such a dramatic fashion over the last two decades. Not only has technology (equipment, machines, ICTs and robotic engineering) have influenced work and job designs, it has influenced human behaviour at work; his job roles, areas of latitude and tenure. Organizational research shows that technology influence behaviour of people in work setting by:

1.   The specific designs of work and the knowledge, skills and aptitudes needed to do them,
2.   Influencing how work is organised and controlled,
3.   Affecting the pace and intensity of work,
4.   Reducing the number of people that has to participate in getting a product off the assembly line, and
5.   Adjusting overhead and other disciplinary issues related to individual and organised body of workers.

Whereas technology has fundamentally affected how work is designed in terms of structure, processes and expected behaviour, thereby reducing managerial control and freeing management from burdensome bureaucracy to focus on germane issues of quality, improved working

conditions and motivation of employees for cutting edge performance, technology has equally created certain problems and challenges such as:

i. Free flow of information which erodes into managerial prerogatives of information management and official secrecy,

ii. Overdependence on automated solutions that had reduced human initiative, creativity and removing intrinsic motivating components of work,

iii. Devotion of official hours to personal use of social media (e-mail, facebook, Whatsapp etc) which can limit productivity,

iv. The informality and speed of electronic communications are of great attraction as well as embarrassingly compromising as information meant for a colleague can get to official quarters by the seconds as the send button is hit upon,

v. The use of ICT as a means of mounting surveillance on employees which may compromise their privacy and certain fundamental rights

Image for the significance of ergonomics

The findings of the Washington State DLI study support the following five advantages of a robust workplace ergonomics process:

1. Costs can be reduced by ergonomics.
2. Productivity is increased through ergonomics....
3. Quality is improved by ergonomics.
4. Employee engagement is increased by ergonomics....
5. Better safety cultures are fostered via ergonomics.

Self-Assessment Exercises 2

1.   What are the five advantages of ergonomics

 1.6 Summary

The overall goal of equipment and machine designs is to facilitate as well as complements human efforts at work. There are several types useful technology in today‟s work places ranging from the simple to the sophisticated like industrial robots; so also there are factors to consider in building and installing industrial machines. Though new age technology and the world of work is changing dramatically, the basic features of machines remains; input, processing and the output and feedback systems.

1.7 References/Further Readings/Web Resources

Eze, N. (2004) African Industrial/Organisational Psychology. Lagos Pumark Nigeria Limited.

Mullins, Oborne, D. J. (1992) Ergonomics at Work. Chicester, England: John Wiley.

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)
Factor should bear in mind.
1. *Natural Format*. Formats that are unfamiliar to natural human attributes require time to become accustomed to. Reading and interpreting signals that are not familiar to normal habit patterns are likely to increase error rates.
2. *Precision of response*. Requiring operators to be more precise than necessary (that is normal response threshold) may add to fatigue and cause them to make judgmental errors. For instance the difference between read-out and press-button accuracy and true accuracy has to be factored in.
3. *Operator view technique*. The display technique has to be matched to the operator‟s bodily constraints, viewing environmental conditions like lighting, acceleration, vibration, mobility restrictions and position.
4. *Use of simple concept*. Displays that use complex signs and symbols are difficult to 13,2 interpret and understand and without extensive training, may lead to increased error rates

Answers to SAEs 1(2)
1. The specific designs of work and the knowledge, skills and aptitudes needed to do them,
2. Influencing how work is organised and controlled,
3. Affecting the pace and intensity of work,
4. Reducing the number of people that has to participate in getting a product off the assembly line, and

Answers to SAEs 2(1)
Five advantages of a robust workplace ergonomics process are
1. Costs can be reduced by ergonomics.
2. Productivity is increased through ergonomics....
3. Quality is improved by ergonomics.
4. Employee engagement is increased by ergonomics....
5. Better safety cultures are fostered via ergonomic

UNIT 5   CONFLICT

Unit Structure

5.1   Introduction

Conflict is endemic in organisational life because of the complications of diversity, culture, ideology, individual and group differences and the diversity of interests and goals of members of the organisation. In this class, we shall be looking at the concept of conflict , types of conflict in work place and negotiation.

5.2   Learning Outcomes

By the end of this topic, you should be able to:

- To explain concept of conflict
- Identified types of conflict in work place and negotiation;
- Discuss the types of conflict and

5.3   Title of the main section

5.3.1 What is Conflict?

Conflicts are generally defined as relational disputes between two or more parties. "The clashing of opposed principles" Oxford Dictionary "Conflict is inevitable in organisational life but it need not have destructive consequences for the organization (or work group). Depending on how the conflict is managed, the negative effects may be minimized, and positive effects may result from the conflict.

5.4   Types of conflict in Work Place

Effective conflict management is based, in part, on a solid understanding of the different ways conflict emerges and can be resolved". Organisational Behavior Hellreigel, Slocum and Woodman, 2001 Ninth Edition, South Western Thomson Learning, Singapore
There are several different types of conflict in Work Place;
Relationship Conflict; Value Conflict; and Interest Conflict

Relationship Conflict is a personal perspective and can arise when one person behaves in a negative manner or another person has skewed perception due to things like stereotypes and rumors. The relationship between people is affected negatively, and in the workplace, performance is eroded due to poor team cohesion.

Value Conflict arises when two people or groups have dissenting views on moral values-- that basic understanding of what is naturally right or wrong. Relationship and value conflicts are the most subjective conflict types, because they are based totally on what someone "feels" about a person or situation.

Interest Conflict arises when one person's desired outcome is in conflict with another person or group's interests. Typically, this occurs when one person believes that another person's desires, if enacted, will prevent his or her own interests from being met. This type of conflict can be experienced when two people who have relationship conflict are required by a team manager to work as a part of a team.

Other types of Conflict
Personality conflict. This mean interpersonal opposition that is driven by personal dislike or disagreement between parties.

Value conflict. A value according to Rokeach (1973) is an enduring belief that specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct.

Intrapersonal value conflict. Highly ranked instrumental and terminal values pulling individual in opposing directions can result into inner conflict and stress. Intrapersonal value conflict involves internal priorities that bring about role conflict.

Interpersonal value conflict. This type of conflict runs parallel to intrapersonal value conflict. It results in combinations of instrumental and terminal values that may inevitably spark disagreement in interpersonal relationship with others. A worker may ignore juicy

posting that involve bribe taking to the chagrin of more materialistic coworkers.

Individual-organisation value conflict. For organisation seeking to embed certain values into their corporate culture, conflict may arise if such values as espoused and enacted collide with employees' values.

Intergroup conflict. This is addressed to conflict among work groups, teams, and departments, unions that may degenerate to infighting, politicking and industrial action.

Cross-cultural conflict. The global economy embraces cross-border mergers, joint ventures, mergers, acquisitions, foreign direct investments and other forms of alliances. Doing business with people of diverse culture is not a matter of right and wrong but accommodation, acculturation and adaptation.

Self-Assessment Exercises 1

1.　　define conflict
2.　　There are several different types of conflict in Work Place discuss

5.5　Sources of Conflict

Some situations produce more conflict than others. It is important to know and anticipate conflict generating situations and circumstances as a means of managing or resolving them. They may derive from internal processes or from external socio-economic and political realities.

i.　　*Internal sources*. Among situations producing conflict according to Filley (1975) are; incompatible personality or value systems, unclear or overlapping job boundaries, competition for limited resources and intergroup competition, ineffective communication mode, interdependence of tasks, organisational complexity, unclear policies, rules and standards, unreasonable deadlines/targets, unmet expectations(pay, promotion) and unresolved or suppressed conflicts.

ii.　　*External sources*. Other peculiar sources of conflict in Nigerian industries and organisations especially deriving from external sources are: government's industrial and economic policies, nature of national economic mismanagement, nature of labour legislation, unpatriotic behaviour of the political and business classes and general distribution of wealth and power in society.

Self-Assessment Exercises 2

1.   Name and explain two types of conflict
2.   Name and explain two Sources of Conflict

1.6   Summary

One could see that conflict though a part of organisational life can be anticipated and managed using both internal and external mechanisms. In our next class, we shall be discussing method/ mechanisms/ strategies for negotiation and resolving conflict in industries and organizations as well as the concept of Collective Bargaining

1.7   References/Further Readings/Web Resources

Animashaun, O. O. & Shabi, O. R. (2000) *Fundamentals of Industrial Relations: Issues and theories.* Lagos: Global Consult.

Bankole, A. R. (2011) Psychological determinants of conflict handling behaviour of workers in oil sector in Nigeria. *Educational Research and Reviews*, *6*(13), 763-768.

1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
Conflicts are generally defined as relational disputes between two or more parties. "The clashing of opposed principles" Oxford Dictionary "Conflict is inevitable in organisational life but it need not have destructive consequences for the organization (or work group).

Answers to SAEs 1(2)
Effective conflict management is based, in part, on a solid understanding of the different ways conflict emerges and can be resolved".
There are several different types of conflict in Work Place;
Relationship Conflict; Value Conflict; and Interest Conflict

Answers to SAEs 2(1)
Personality conflict. This mean interpersonal opposition that is driven by personal dislike or disagreement between parties.

Value conflict. A value according to Rokeach (1973) is an enduring belief that specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct.

Answers to SAEs 2(2)

i.   ***Internal sources***. are; incompatible personality or value systems, unclear or overlapping job boundaries, competition for limited resources and intergroup competition, ineffective communication mode, interdependence of tasks, organisational complexity, unclear policies, rules and standards, unreasonable deadlines/targets, unmet expectations(pay, promotion) and unresolved or suppressed conflicts.

ii.   ***External sources***. external sources are: government's industrial and economic policies, nature of national economic mismanagement, nature of labour legislation, unpatriotic behaviour of the political and business classes and general distribution of wealth and power in society

MODULE 4

Unit 1   Conflict and Collective Bargaining
Unit 2   Negotiation
Unit 3   Communication
Unit 4   Career and Development
Unit 5   Career Cycle

UNIT 1   CONFLICT AND COLLECTIVE BARGAINING

1.1   Introduction
1.2   Learning Outcomes
1.3   Title of the main
       1.3.1 Methods of resolving conflicts
       1.3.2 Collective Bargaining
1.4   Summary
1.5   References/Further Readings/Web Resources
1.6   Possible Answers to Self-Assessment Exercise(s) within the content

1.1   Introduction

One of the main duties of managers is to find the means of navigating the narrow bridge of organisational politics of differences and the need for competition and cooperation in the bid to share resources and keep the good will for the organisation to survive and continue to retain the capacity to generate more resources for future sharing. There are both internal and external mechanisms as well as strategies for dispute resolution known to industries and organisations in Nigeria which are covered in this unit of the manual. In this lecture, we shall be looking at the method/mechanisms/strategies for negotiation and resolving conflict in industries and organizations as well as the concept of Collective Bargaining

1.2   Learning Outcomes

By the end of this topic, you should be able to:

- Itemize the method/mechanisms/strategies for negotiation and resolving conflict in industries and organizations
- Explain the concept of Collective Bargaining

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1.3   Conflict and Collective Bargaining

1.3.1 Methods of resolving conflicts

The conflicts can be resolving in two ways
1.   Internal methods of conflicts resolution
2.   External methods of conflicts resolution

Self-serving fairness interpretations Rather than making impartial decisions about fairness, we interpret what would be most fair to us and then use that interpretation to defend our preferences. Each head of a division, for instance, is likely to feel as though they should be given an outsized portion of the annual budget. Conflicts arise when people have different views about what is fair.

Overconfidence To put it another way, we have a propensity for being overconfident in our own judgements, which in turn causes us to have irrational expectations. For example, litigants often exaggerate their chances of success in court, causing them to reject a negotiated settlement that could save them time and money.

Conflict avoidance. Because unpleasant sentiments are so unpleasant, we may try to suppress them in the hopes that they would go away on their own. When parties avoid dealing with their intense emotions, the dispute often escalates and the demand for conflict resolution grows.
How can you avoid these and other problems in setting up a positive conflict resolution strategy to handle conflict in the workplace and elsewhere? Negotiation, mediation, arbitration, and lawsuit are all viable options for settling disputes.

Negotiation. You may and should apply the same ideas of cooperative negotiating that you employ when striking a bargain to the process of settling conflicts. In order to reach a satisfactory resolution, it is important to get to the bottom of each party's stance by probing for their underlying motivations, such as the desire to avoid bad press and restore a commercial relationship that has been destroyed. It's also important to have a plan B if negotiations fail, such as a new partner to work with or legal action to take. An amicable resolution to your disagreement may be reached through in-house negotiations if you and the other party are willing to put in the time and effort to consider alternative solutions and make compromises across problems.

Mediation
A mediator is an impartial third person who is trained to help parties in conflict reach an agreement. Expert mediators don't force parties to

settle their differences, but rather help them identify and articulate the motivations that drive their perspectives. The goal of mediation is to assist the parties in reaching a mutually agreeable, non-binding, and long-term agreement.

Arbitration A neutral third party acts as a judge and renders binding rulings in arbitration, which can be similar to a court trial. The arbitrator hears all sides' arguments and evidence, and then makes a final, usually private, ruling. While parties to a dispute normally have little recourse once an arbitrator has rendered a ruling, they do have some say in how the process unfolds, including whether or not attorneys will be present and what kind of evidence will be considered.

Litigation In a civil trial, the parties argue their cases in front of a judge or a judge and jury, who then make a decision based on the weight of the evidence. Most of the time, the information shared in court proceedings becomes part of the official record. Litigation is often controlled by lawyers and typically concludes with a negotiated settlement at the pre-trial stage.

Negotiation and mediation are two examples of less formal, less expensive conflict resolution processes that should be explored before more intensive processes like arbitration or litigation are initiated. You can improve your capacity to negotiate fair solutions to conflicts by taking a course in conflict resolution.

1.4   Collective Bargaining

Trade unions' primary purpose has historically been collective bargaining. A collective agreement that governs terms and conditions of employment is the result of a process in which employers and organised groups of employees seek to balance their opposing goals through mutual accommodation**.**

Rather than providing a definition of collective bargaining, the Webbs offered numerous illustrations, such as the one given below. When a worker applies for a job in an unorganised sector, he or she makes a private agreement with the employer regarding the terms of the sale of his labour, without consulting with other workers or taking into account any factors of the organisation beyond those directly related to his own position. But if the workers organise and dispatch representatives to bargain on their behalf, the situation is immediately altered. When an employer enters into a collective bargaining agreement, he avoids having to negotiate terms with a wide variety of different workers. Instead, he can reach consensus on a set of principles that apply to all employees in a given group, class, or grade. Taking into account the

aforementioned case and others like it from their publications, it seems that the Webbs envisioned the collective bargaining process as: Recently, critics of the Webb's theoretical model have argued that individual bargaining can and does coexist with collective bargaining, and that depending on the nature of the labour market, individual bargainers may have ample scope to obtain wages beyond the minimum level. The absence of focus on the power dynamic that exists in a collective bargaining context is seen as a more important omission in Webb's approach. It is stated that the uncertainty surrounding Webb's concept of collective bargaining can be dispelled by giving sufficient weight to its two important elements, rule making and power relationship. Since the Webbs' empirical study of trade union behaviour in England was conducted in 1897, there is no basis for most of the criticism levelled at their conceptually inadequate framework. The lack of nuance in the Dunlop debate is a more pressing and important issue in academia today. The collective bargaining relationship is fundamentally kaleidoscopic, making it a very unsatisfying intellectual exercise to consider trade union activity toward management as primary economic or political in nature. A student of collective bargaining, or a union or management representative, may wonder why they need theory to support their position in a negotiation. There is sufficient evidence to support this theory. It's essential because to the fact that it can predict the future and provide extremely powerful explanations for existing phenomena**.**

Self-Assessment Exercises 1

1.   The conflicts can be resolving in two ways name them
2.   Name two method of conflict resolution and explain

1.5   Types of collective bargaining

There are two basic types of collective bargaining, which are; integrative and distributive bargaining.

Integrative bargaining. This is a problem solving approach in which interested parties confront the issues and cooperate to identify the problem, generate and weigh alternatives solutions. The approach is suitable when complex issues are involved and there is a dire need to bridge misunderstanding between parties. Example of issue for integrative bargaining may involve the need to wade through depression or falling market share or low productivity. Agreement may be desired on increased productivity, redundancies, lay-offs, cut-back on overtime, pay adjustment and so forth. Such negotiation is to seek means of surviving threatening economic situation. The approach is capable of

producing long lasting solution especially when conflict is not rooted in opposing value systems.

Distributive bargaining. The issues involve are divergent mostly involving wage rates, holidays, overtime, bonus and other fringe benefits. It is mostly about sharing the industrial „pie". Opposing values often result in a win-lose situation breeding room for conflict at a later time. This is because one party gain is the other loss. Others are:
Concession bargaining. Workers/union and management are concerned with keeping the organisation going. In an economy characterised with recession, focus is on staying afloat for management while worker is concerned with keeping their jobs

Self-Assessment Exercises 2

1.	Define collective bargaining
2.	Define Integrative bargaining

 1.6   Summary

One could see that conflict though a part of organisational life can be anticipated and managed using both internal and external mechanisms. There are equally negotiation/bargaining strategies that are available to gain either cooperation or concessions in either win-win or win-lose situations. Recently the Alternative Dispute Resolution is gaining in popularity because it is less legalistic, cheaper, less time consuming and could achieve effective resolution of disputes if parties go into it in good faith.

 1.7   References/Further Readings/Web Resources

Animashaun, O. O. & Shabi, O. R. (2000) *Fundamentals of Industrial Relations: Issues and theories.* Lagos: Global Consult.

Bankole, A. R. (2011) Psychological determinants of conflict handling behaviour of workers in oil sector in Nigeria. *Educational Research and Reviews*, *6*(13), 763-768.

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)
The conflicts can be resolving in two ways
1.   Internal methods of conflicts resolution
2.   External methods of conflicts resolution

Answers to SAEs 1(2)
Negotiation.. You may and should apply the same ideas of cooperative negotiating that you employ when striking a bargain to the process of settling conflicts. In order to reach a satisfactory resolution, it is important to get to the bottom of each party's stance by probing for their underlying motivations, such as the desire to avoid bad press and restore a commercial relationship that has been destroyed. It's also important to have a plan B if negotiations fail, such as a new partner to work with or legal action to take. An amicable resolution to your disagreement may be reached through in-house negotiations if you and the other party are willing to put in the time and effort to consider alternative solutions and make compromises across problems.

Mediation
A mediator is an impartial third person who is trained to help parties in conflict reach an agreement. Expert mediators don't force parties to settle their differences, but rather help them identify and articulate the motivations that drive their perspectives. The goal of mediation is to assist the parties in reaching a mutually agreeable, non-binding, and long-term agreement

Answers to SAEs 2(1)t
Trade unions' primary purpose has historically been collective bargaining. A collective agreement that governs terms and conditions of employment is the result of a process in which employers and organised groups of employees seek to balance their opposing goals through mutual accommodation**.**

Answers to SAEs 2(2)
This is a problem solving approach in which interested parties confront the issues and cooperate to identify the problem, generate and weigh alternatives solutions. The approach is suitable when complex issues are involved and there is a dire need to bridge misunderstanding between parties. Example of issue for integrative bargaining may involve the need to wade through depression or falling market share or low productivity. Agreement may be desired on increased productivity, redundancies, lay-offs, cut-back on overtime, pay adjustment and so

forth. Such negotiation is to seek means of surviving threatening economic situation. The approach is capable of producing long lasting solution especially when conflict is not rooted in opposing value systems.

UNIT 2   NEGOTIATION

Unit Structure

 2.1   Introduction

Negotiation and bargaining are terms often used synonymously and it is give-and-take, life long process between conflicting interdependent parties and agreement means concurrence of opinion between the parties. Collective bargaining is actually negotiation between parties leading to agreement. In real life situation, especially borrowing from the Nigerian experience, agreement is turning out to be a complex issue that requires elaboration in terms of documentation of what is agreed, terms conditions and time boundary for implementation and consequences of default

 2.2   Learning Outcomes

By the end of this topic, you should be able to:

- explain the meaning of Negotiation,
- identified the types of Negotiation and
- List and explain the Negotiating Skills.

2.3   Negotiation

2.3.1 Meaning of Negotiation

As a means of conflict resolution, negotiation is a common practice. It's a way to avoid conflict and reach a consensus instead.

It's only natural for people to want what's best for themselves in a dispute (or perhaps an organisation they represent). But the keys to a successful outcome are fairness, finding mutual benefit, and maintaining a relationship.

Numerous contexts call for the application of specialized kinds of negotiation, such as those involving international relations, the law, government, industrial issues, and personal relationships. Generalized skills in negotiating, however, are something that can be taught **and** used in many contexts. Possessing the ability to negotiate a solution to a problem with another party can be very useful.

There is some evidence that a methodical approach to negotiation increases the likelihood of a successful conclusion. In the workplace, for instance, it might be necessary to call a meeting so that everyone can discuss the situation face to face.

Negotiation types according to Eze (2004) include the following:
i.   Win-Lose: One dominant party gets his way while the other party doesn't.
ii.   Lose-Lose: Neither of the negotiating parties achieve set goals and objectives
iii.   No deal. Both parties disagree on all issues
iv.   Compromise. Some of the objectives are met by deliberate attempts by both parties to stem down on some of the demands.
v.   Win-win. Popular with distributive bargaining during which both parties means of mutually satisfying each other demands through effective negotiation and tradeoffs that ensure that the parties leave far better than they came.

Self-Assessment Exercises 1

1.   Define Negotiation
2.   List and explain the 2 steps involved in a negotiation

2.4   Stages of Negotiation

It may be helpful to take a methodical approach to negotiating in order to reach a satisfying agreement. In the workplace, for instance, it might be necessary to call a meeting so that everyone can discuss the situation face to face.

The following are the steps involved in a negotiation:
i.   Preparation
ii.   Discussion
iii.   Clarification of goals
iv.   Negotiate towards a Win-Win outcome
v.   Agreement
vi.   Implementation of a course of action

Preparation: An initial step in any negotiation process should be deciding when and where a meeting will take place to address the issue and inviting the appropriate parties to participate. Putting a time limit on the quarrel can also help keep it from escalating.

At this point, you should make sure you have a firm grasp on all the relevant information in the issue so that you can articulate your perspective. For example, in the work context, this would entail being familiar with the "rules" of your organization in terms of who receives assistance, when such assistance is deemed inappropriate, and the rationale behind such decisions. It's possible that you have negotiation guidelines at your company that you can review beforehand.

Doing some prep work before bringing up the argument in a meeting will help keep things from heating up and save everyone some time. Individuals or groups on both sides will now present their arguments, or "cases," based on their respective perspectives.

Discussion: At this point in the process, your ability to ask questions, listen, and clarify is crucial. When having a debate, it can be useful to take notes on everything that is said in case any of the issues need to be clarified later. When there is a difference of opinion, it is easy to make the error of talking too much and listening too little. There needs to be time for both sides to make their arguments.

Clarification: Clarification of goal   Understanding the motivations, interests, and points of view of each party to the conflict can be gained via talking about it.

Prioritizing these considerations can be useful. Clarification like this helps people find or create shared ground. In order to obtain a mutually advantageous agreement during negotiations, it is crucial to eliminate any ambiguity or room for misinterpretation.

Negotiate towards a Win-Win outcome: At this point, it's important that both parties leave the negotiation feeling that they've made progress and that their interests were taken into account. This is known as a "win-win" outcome.

The ideal outcome is a mutually beneficial one. This shouldn't be the starting point unless and until it's negotiated.

Agreement: Right now, we need to hear proposals for new tactics and accommodations. In many cases, the parties involved can benefit more from a compromise than they would from continuing to insist on their initial viewpoints.

When the perspectives and interests of both parties are taken into account, compromise is possible. To find a workable solution, it's crucial that all parties involved maintain an open mind. Any understanding must be expressed precisely so that all parties are on the same page.

Implementation of a course of action
Consequentially, a plan of action must be put into motion to put the decision into effect.

If you want to learn more, check out our Strategic Planning and Action Taking pages.

2.5   Failure to agree

If talks fail and a compromise cannot be achieved, it will be necessary to set a new date for another meeting. This keeps everyone from getting into an argument or heated conversation, which is not only a waste of everyone's time but may also poison the connection between the two parties.

The negotiating process should be repeated in its entirety at the next scheduled meeting. The situation has to be reevaluated in light of any new information or thoughts that have come to light. There is still time to seek out additional options and/or involve a third party in the mediation process. For more, check out our Resource Page on Mediation Techniques.

Informal negotiation

Occasionally, a more casual approach is needed when negotiating. When a disagreement emerges like this, it may not be practical or acceptable to formally go through the steps outlined above.

Remembering the steps of a formal negotiation, however, may prove useful in a number of less formal contexts.

The following three factors are critical and can influence the outcome of any negotiation:
1.   Attitudes
2.   Knowledge
3.   Social Abilities

The Negotiator skill. Negotiators are not born but made and require basic skills and attributes to succeed. He may be an insider or outsider (hired expert) who has requisite experience on the subject matters that constitutes the dispute issues. Some of the important attributes are:
-    Positive attitude
-    Ability to negotiate in good faith
-    Good memory for facts, names and events
-    Clear understanding of dispute issues
-    Ability to solve problems creatively
-    Ability to communicate clearly and convincingly
-    Persuasive and well-mannered
-    Have general and emotional intelligence
-    Perceptive and intuitive etc

Self-Assessment Exercises 2

1.	Three factors are critical and can influence the outcome of any negotiation discuss
2.	List 5 importance of Negotiator skill

2.6   Summary

One could see that conflict though a part of organisational life can be anticipated and managed using both internal and external mechanisms. There are equally negotiation/bargaining strategies that are available to gain either cooperation or concessions in either win-win or win-lose situations. In our next class, we shall be discussing the Negotiation skills.

2.7   References/Further Readings/Web Resources

Animashaun, O. O. & Shabi, O. R. (2000) *Fundamentals of Industrial Relations: Issues and theories.* Lagos: Global Consult.

Bankole, A. R. (2011) Psychological determinants of conflict handling behaviour of workers in oil sector in Nigeria. *Educational Research and Reviews*, *6*(13), 763-768.

2.8   Possible Answers to SAEs

Answers to SAEs1 (1) as a means of conflict resolution, negotiation is a common practice. It's a way to avoid conflict and reach a consensus instead. It's only natural for people to want what's best for them in a dispute (or perhaps an organisation they represent). But the keys to a successful outcome are fairness, finding mutual benefit, and maintaining a relationship.

Answers to SAEs 1(2)
N**egotiate** towards a Win-Win outcome At this point, it's important that both parties leave the negotiation feeling that they've made progress and that their interests were taken into account. This is known as a "win-win" outcome.

The ideal outcome is a mutually beneficial one. This shouldn't be the starting point unless and until it's negotiated.

Agreement Right now, we need to hear proposals for new tactics and accommodations. In many cases, the parties involved can benefit more from a compromise than they would from continuing to insist on their initial viewpoints.

When the perspectives and interests of both parties are taken into account, compromise is possible. To find a workable solution, it's crucial that all parties involved maintain an open mind. Any understanding must be expressed precisely so that all parties are on the same page.

Answers to SAEs2(1)
1.   Attitudes
2.   Knowledge
3.   Social Abilities

Answers to SAEs2(2)
Ability to negotiate in good faith
-        Good memory for facts, names and events
-        Clear understanding of dispute issues
-        Ability to solve problems creatively
-        Ability to communicate clearly and convincingly

UNIT 3   COMMUNICATION

Unit Structure

3.1   Introduction
3.2   Learning Outcomes
3.3   Communication
        3.3.1 Communication Skill
3.4   Reflection of feelings
3.5   Reflection of feelings
3.6   Summary
3.7   References/Further Readings/Web Resources
3.8   Possible Answers to Self-Assessment Exercise(s) within the content

3.1   Introduction

Negotiation and bargaining are terms often used synonymously and it is give-and-take, life long process between conflicting interdependent parties and agreement means concurrence of opinion between the parties. In this class, we will you discussing Negotiation skills

3.2   Learning Outcomes

By the end of this topic, you should be able to:

- List and explain the Negotiation Skills
- Reflection of feelings

3.3   Negotiation Skills

3.3.1 Communication Skill

Essential communication skills include identifying nonverbal cues and verbal skills to express you in an engaging way. Skilled negotiators can change their communication styles to meet the listener's needs. By establishing clear communication, you can avoid misunderstandings that could prevent you from reaching a compromise. When people are working together, effective communication is a must.

Tasks, their interrelationships, and the circumstances necessitating change are all topics of conversation. Assembling and planning take place vto finish. There needs to be scheduling done. It's important to get in touch with the global environment. Is that something you pick up while working there? Certainly, but you are an step ahead if you've prepared ahead of time by immersing yourself in it and developing abilities that can hone and perfect in the real-world operation of the company.

Such as the case where employees at Dinner Ltd. want to host a variety of concerns, and to have them in a respectful and thoughtful manner ways, a few fundamentals need to be in place. These constituent parts are fundamental. Having the ability to convey your thoughts and ideas to others.

3.4   Fundamentals of communication

Here, we'll start with the fundamentals of communication, which are always useful. desire to interact and talk with others. It is possible to make a broad contrast between the one who broadcasts a message and the person who receives it obtains the information

Active Listening skill
Active Listening skills are also crucial for understanding another's opinion in negotiation. Unlike passive listening, which is the act of hearing a speaker without retaining their message, active listening ensures you're able to engage and later recall specific details without needing information repeated.

Emotional intelligence
 Emotional intelligence is the ability to control your own emotions and recognize others' feelings. Being conscious of the emotional dynamics during negotiation can allow you to remain calm and focused on the core issues. If you're unsatisfied with the current negotiation, express the need for a break so you and the other party can return later with refreshed perspectives.

Expectation management
Just as you should enter a negotiation with a clear goal, the other side also likely has its own defined expectations. If you believe you might not be able to agree to each other's terms, you could try adjusting your expectations. Skilled expectation management involves maintaining a balance between being a firm negotiator and a collaborative one.

Patience
Some negotiations can take a long time to complete, occasionally involving renegotiation and counteroffers. Rather than seeking a quick conclusion, negotiators often practice patience to properly assess a situation and reach the best conclusion for their clients.

Adaptability
Patience is a vital skill for a successful negotiation. Each negotiation is unique, and the situation within a singular negotiation may change from one day to the next. For example, an involved party may change their demands abruptly. While it's difficult to plan for every possible situation, a good negotiator can adapt quickly and determine a new plan, if needed.

Persuasion
The ability to influence others is an important skill of negotiation. It can help you define why your proposed solution is beneficial to all parties and encourage others to support your point of view. In addition to being persuasive, negotiators should be assertive when necessary. Assertiveness allows you to express your opinions while respecting the other side's perspectives.

Integrity
Integrity or having strong ethical and moral principles is an essential skill for negotiations. Being thoughtful, respectful and honest allows the other side to trust what you say. As a negotiator, you should be able to follow through on commitments. To demonstrate trustworthiness, avoid over-promising.

Self-Assessment Exercises 1

1.   Define Communication Skill
2.   Emotional intelligence is one of the characteristics of a negotiator discuss

3.5 Reflection of feelings

The phrase "reflection of feelings" means exactly what it sounds like: a reflection or a mirroring of emotions. A reflection "may be viewed as utterances in the interviewer's own words that summarise and re-present the core of the interviewee's preceding message' (p. 148; see also Dickson, 1997). (p. 148; see also Dickson, 1997). For this competency, you'll want to demonstrate that In this conversation, you're attempting to put yourself in the shoes of the speaker.

The first role of reflecting is that speakers notice that their feelings, regardless of nature, are being recognised, acknowledged, and

appreciated for what they are. Often the intensity of The emotion (in this case, anger) gradually fades away. You can relax in their reflection. Feelings reflection also has a regulatory purpose. You are checking how well you have guessed the speaker's emotional state. In order to reflect, it is necessary to be aware of and attuned to one's sensations and moods. someone else's sentiments accurately. Expressions of emotion and experience can be seen in alternative methods They might employ 'emotion' terms such as 'I am scared', 'I am excited' or 'I feel exhausted'. But generally feelings are communicated in nonverbal ways: for example, via the speed of talking, tone of voice, body position, or by blushing and looking away. All these can be seen as expressions of how the person is feeling being cognizant of these. Behaviors that reveal feelings it's less difficult to take on the other person's perspective. feelings. One's emotional state might range from a single feeling to a complicated web of emotions. Single feelings can either be whether it's positive ('I am pleased') or negative ('I am sad'). Complex feelings, in particular, are typically perplexing and tend to surface most frequently in highly charged emotional contexts. Psychological and physiological responses to stress and tension be both upbeat and downcast. It's crucial that you do the following when such emotions arise: treat them with care.

In order to use this skill effectively, you must be on the same mental frequency as the person you are interacting with. To mirror another's emotions with the same intensity as their own

The Role of Communication in Organizations, Chapter 14 Say them out loud. Whenever someone says, "I'm feeling so listless," the typical response is, "You don't want to." live anymore' would be too strong a reflection, and the reaction 'You're a little bored' not enough of a mirroring to be useful. The introspection ought to be linked to the verbalization of the feeling(s). This may seem simple, but putting it into practise can be challenging, yet doing so pays off greatly. Capability competently is the ability to put this expertise to use is crucial in extremely emotive. As an illustration of the role that unpleasant feelings can have, consider the case where: which piece of harmful information must be shared (see Chapter 10).

An example in which positive an employee's positive emotional reaction to a work-related promotion. The following exchange shows how reflection is employed by two people: Jenny Jacobson, Freddy Fortune's secretary:

Jenny Jacobson is quite concerned since the typing has been piling up over the last few days and because the supervisors keep on failing to Describe the location they've moved to.

Self-Assessment Exercises 2

1.   Define Expectation management
2.   Define Active Listening skill

1.6   Summary

One could see that conflict though a part of organisational life can be anticipated and managed using both internal and external mechanisms. There are equally negotiation/bargaining strategies that are available to gain either cooperation or concessions in either win-win or win-lose situations. Recently the Alternative Dispute Resolution is gaining in popularity because it is less legalistic, cheaper, less time consuming and could achieve effective resolution of disputes if parties go into it in good faith.

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1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
Essential communication   skills include   identifying nonverbal cues and verbal skills to express yourself in an engaging way. Skilled negotiators can change their communication styles to meet the listener's needs. By establishing clear communication, you can avoid misunderstandings that could prevent you from reaching a compromise.

Answers to SAEs 1(2)
Emotional intelligence is the ability to control your own emotions and recognize others' feelings. Being conscious of the emotional dynamics during negotiation can allow you to remain calm and focused on the core issues. If you're unsatisfied with the current negotiation, express the need for a break so you and the other party can return later with refreshed perspectives.

Answers to SAEs 2(1)
Just as you should enter a negotiation with a clear goal, the other side also likely has its own defined expectations. If you believe you might not be able to agree to each other's terms, you could try adjusting your expectations. Skilled expectation management involves maintaining a balance between being a firm negotiator and a collaborative one.

Answers to SAEs 2(2)
Active Listening skills are also crucial for understanding another's opinion in negotiation. Unlike passive listening, which is the act of hearing a speaker without retaining their message, active listening ensures you're able to engage and later recall specific details without needing information repeated

UNIT 4   CAREER AND DEVELOPMENT

Unit Structure

 4.1   Introduction

In agrarian societies hard work by individuals was the key to success. But in industrial societies individuals gain success through efforts within the structure of companies. Today, most people spend the great part of their life in pursuit of a career in industries and organizations. Much of that period of their lives is spent much in ignorance of what their abilities are and which career could best suit those abilities. Primarily mismatch of abilities with career is a major cause of dissatisfaction in both career and life.

 4.2   Learning Outcomes

By the end of this topic, you should be able to:

- Define career
- Define Development
- Explain the concept of career development
- Define Self-Identity

4.3   Career Development

4.3.1   Meaning of Career and Development

A **career** is ones particular area of work within a series of jobs. The work usually involves more responsibility as time passes. One can

pursue a teaching/academic career, career in medicine or politics. What one does over a period of time becomes ones¨ career.

Development is a dynamic construct implying gradual growth, or increase or advancement. A career according to Fajana (2002) is the pattern or sequence of work roles of an individual. A career is not simply moving up a career ladder within ones organisation. It is a sequence of work related experiences that people participate in over the life span of their working lives. A person¨s career might include moving up the corporate ladder (vertically up) or moving across the organization (i.e. laterally) or may involve changing jobs or occupation.

4.3.2 Reasons for Working

When do we use it and how does it benefit us? As mental health professionals, why should we care about how people act at work? When people are getting ready for something, what do they have to offer? start working, learning the ropes, and running into issues

Are making significant changes to their professional lives, or planning to leave their current position? Is there a connection between work and other responsibilities? Must labour be viewed as a obstacle to, or a necessary addition to, active participation in family and other life domains? Is there a difference between counselling for personal issues and counselling for those who are having difficulties in the job? supplementary problems? All of these things fascinate and test people who research the labour market. who are interested in students' behaviour from a psychological standpoint, or who are looking for ways to help them, employees and retirees who are getting ready for, transitioning into, or maintaining or prospering in one's current position or leaving one's current position in one's chosen field of employment. It's not a huge shock that such. This book is built around questions and offers an introduction to students (and reacquainting experts) in the caring professions with research on career guidance and planning. In this canonical works by research on the underlying and developing theories of employee and career behavior on many different aspects of the workplace, and attempts to use theory and Studying real-world initiatives to improve people's experiences of happiness is an area of active research as well as fulfilling professional life.

1.   **career guidance and counseling**
2.   **Guidance in Professional Development**

Discussing some of the common misconceptions and actualities of the profession, and outlining issues both then and now, and the historical background they provide. Our main purpose is to convince the reader that job and career is one of the most crucial realms of human

experience that can be explored by counsellors and psychologists is also one of the most relevant targets of intervention in our responsibilities as counsellors, therapists, educators, and advocates. Freud was claimed to have connected psychological well-being with social and occupational functioning. Although While capacities may not genuinely be sufficient to define mental wellness, it is apparent because for many, employment occupies a pivotal position—one that is frequently connects with one's other responsibilities and might have profound effects on one's a person's standard of living.

Self-Assessment Exercises 1

1.   Meaning of Career
2.   Development is a dynamic construct implying gradual growth discuss

4.4   Meaning of Career Development

Career development is situated within organizational environment, where it involves levels of employees who are individually responsible for growth or development of their career. Organizations do however formulate career development policies which determine how talents are sourced, utilized, upgraded and discarded.

4.4.1 Meaning of Self-Identity

The self is both a simple and complex concept. It is more than a mental construct located in your head – It is you, a *social being* with ability to engage in *symbolic communication* and *self-awareness.*
Psychologists have used this type of procedure to understand how we develop our sense of identity. Three issues are important in the earlier definition of self.
1.   ***That the self is a social being***. The self do not develop in isolation but relative to certain relevant others, That is, the self evolves within a social context. The social context includes father, mother, and siblings as member of the nuclear family.
2.   ***Self as a symbol using agent***. This implies the self as a "meaning seeking" agent/meaningful object. He categorises his enveloping environment of living and non-living entities by assigning symbols that assists in understanding, planning and coordinating his activities.
3.   ***Self-awareness***. The self exist relative to others. Self-awareness provides knowledge about own behaviour, and encourages the use of insight from inner experiences to anticipate how rivals might behave in the future - in war or social engagements - thus giving advantage in the activities.

4.5   Assessment

What is assessment? It means to examines, form an opinion or make judgment about after careful consideration. Another word for assessment is evaluation. Self-assessment therefore is careful examination of self, with respect to certain salient expectations (of success or failure) or values, or beliefs especially those held by one with respect to either common opinions of significant others.

Self-Assessment Exercises 2
1.	Define is assessment?
2.	Three issues are important in the Self-Identity name and explain

1.6   Summary

Effective career development has been said to improve employee satisfaction and self-esteem, minimizes stress, and strengthens the employees˝ psychological and physical health. Effective career development is also of benefit to the organization as well as the individual employee. In our next class, we shall be discussing

1.7   References/Further Readings/Web Resources

Animashaun, O. O. & Shabi, O. R. (2000) *Fundamentals of Industrial Relations: Issues and theories.* Lagos: Global Consult.

Bankole, A. R. (2011) Psychological determinants of conflict handling behaviour of workers in oil sector in Nigeria. *Educational Research and Reviews*, *6*(13), 763-768

1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
A **career** is ones particular area of work within a series of jobs. The work usually involves more responsibility as time passes. One can pursue a teaching/academic career, career in medicine or politics. What one does over a period of time becomes ones˝ career.

Answers to SAEs 1(2)

Development is a dynamic construct implying gradual growth, or increase or advancement. A career is not simply moving up a career ladder within ones organisation. It is a sequence of work related experiences that people participate in over the life span of their working lives

Answers to SAEs 2(1)

It means to examines, form an opinion or make judgment about after careful consideration. Another word for assessment is evaluation. Self-assessment therefore is careful examination of self, with respect to certain salient expectations (of success or failure) or values, or beliefs especially those held by one with respect to either common opinions of significant others

Answers to SAEs 2(2)

a.   **That the self is a social being**. The self do not develop in isolation but relative to certain relevant others, That is, the self evolves within a social context. The social context includes father, mother, and siblings as member of the nuclear family.

b.   **Self as a symbol using agent**. This implies the self as a "meaning seeking" agent/meaningful object. He categorises his enveloping environment of living and non-living entities by assigning symbols that assists in understanding, planning and coordinating his activities.

c.   **Self-awareness**. The self exist relative to others. Self-awareness provides knowledge about own behaviour, and encourages the use of insight from inner experiences to anticipate how rivals might behave in the future - in war or social engagements - thus giving advantage in the activities.

UNIT 5   CAREER CYCLE

Unit Structure

5.1   Introduction
5.2   Learning Outcomes
5.3   Career Anchors
5.4   Career Cycle
5.5   Career Plans
5.6   Summary
5.7   References/Further Readings/Web Resources
5.8   Possible Answers to Self-Assessment Exercise(s) within the content

5.1   Introduction

Since the era of scientific management, to be classified and broken down to duties, tasks, working conditions, hazards and responsibilities and roles assigned on the basis of abilities, knowledge and skills, the need for insight into ones abilities, strengths and weaknesses needed for career success is crucial. There are existing theories that can give insight into the fit between man and job.

5.2   Learning Outcomes

By the end of the topic, you should be able to:

- explain the concept career anchors,
- identified and explain the career cycle
- discuss career plans

5.3   Career Anchors

5.3.1 Choice of career:

There are reasons behind choice of career by individuals. An individual's career choice according to Schein (1978) is informed by:
1.   Motivation.
2.   Self-perceived talents and abilities.
3.   Self-perceived motive and needs.
4.   Self-perceived attitudes and values.

5.   Technical/functional competence.
6.   Management competence.
7.   Security and stability.
8.   Creativity.
9.   Autonomy and independence.
10.   Need for power, influence and control.

Self-Assessment Exercises 1

1.	Define Career Cycle
2.	Name and explain the Career Plans

5.4   Career Cycle

There are a number of propositions by scholars who had devoted time to the study of career stages across organizations. Two of such studies are briefly reviewed below. Schein had proposed nine stages, while Greenhans and Callaman proposed a five stage cycle.

Schein's nine stages of career development cycle.
development. Counselors can evaluate the exploration, setup, maintenance, and disengagement phases and tasks using the Adult Career Concerns Inventory Typically, a career progresses in a linear fashion, with each stage accounting for some combinations of ages and typical activities that produce a "grand "story" of one's professional growth.

Growth. The life stage of childhood is the starting point for the career development grand narrative. Spanning From infancy until adolescence (about ages 0 to 13), it's crucial to set the stage identifying with significant persons as a means of building an initial and realistic occupational self-concept. The developing sense of one's own professional identity is a A child's earliest concept of self in response to the query "Who am I?" Professional Guidance and Career Development a depiction of one's own virtues, vices, hobbies, values, aptitudes, abilities, characteristics, and features of one's character. The child's public identity is embedded in this self-concept.image and personal motivation for how he or she sees work fitting into his or her future.

There is a societal expectation that people will make the most of the and academic experiences will spark the youngster's imagination and provide them with the tools they'll need to create a future self that can be actualized through labour and other social activities. roles. Tasks that children (and adults) must complete at various stages of development Concern for the future, mastery of a capacity for deliberation, a commitment to success, and a command of effective work practises and attitudes (Savickas & Super, 1993). In order for them to build a

workable future, children need to develop their creativity, independence, and problem-solving skills. Based on cultural mandates communicated within the context of families and communities. The youngster is compelled to acquire a future by the developmental tasks associated with the growth of a vocation. one's ability to look forward with purpose and make plans (Savickas,

Imagination plays a vital role in this procedure. understanding the relative importance of one's work and other tasks, or of these roles in one's life, and the significance of doing so.

Exploration. Career development activities from childhood give way to those linked with the next stage of life. Adolescents and young adults (those between the ages of 14 and 24) are the primary focus of this exploration. (Arnett, 2004) whose focus is on clarifying, defining, and enacting the perception of oneself in relation to one's work. In the context of a career, crystallisation entails the formation of a firm and consistent image of one's own ideal job role, in accordance with one's values and fields of work and skill levels. Citing Examples from the Fields of Study and Employment Exploring several career options and developing a sense of professional identity leads to decisions that are in keeping with one's occupational self-concept. Once a career path has been decided upon, the next step is to take the necessary steps toward acquiring an opinion or stand. Exploration is viewed as a time when knowledge collecting is at its The teenager and emerging adult can learn a lot about themselves and potential careers through experiences gained through part-time work, courses, and extracurriculars mature to decide on a profession and put themselves into action doing a job-related function. Finding one's way through the investigation phase requires studying learning about the framework and possibilities of the labour market, developing an early professional identity, and making a wide range of career explorations through ability to take a glance at one's surroundings (Savickas, 1997). Passage with relative ease Learning about the world of work and the ideas behind making professional decisions can be gained through research, as can a sense of direction and interest about different types of work.

Establishment. A person's career path ultimately leads them to their chosen occupation and place in the workforce. admittance, and then the next stage of life, establishment, which brings a whole new set of responsibilities. A Career Theory Based on the Individual's Longitudinal and Spatial Experiences 95

Regularly spanning the years 25–44, establishing entails creating a firm foundation for one's professional identity and professional trajectory in order to feel safe and comfortable in one's chosen field of work. The

process of stabilisation includes achieving success in a new job and keeping it by demonstrating competence and adaptation to the workplace going well. That paves the path for further establishing oneself in the role by consistent hard effort, strong interpersonal skills, and effectiveness and adjusting to new circumstances. It's possible that some people, given enough time, will try to climb the corporate ladder. Consistency in both one's sense of self and one's professional path Establishment produces habits where the primary focus is on actualizing one's self-concept in one's professional function to produce not only a more productive but also a more fulfilled employee. work as a means of making a living and finding purpose in one's life. meaningless employment forces employees to find fulfilment outside of the workplace.

Parent, Spouse, Member of the Community, and Leisurite are all roles that one can play. Forging a firm foundation in the era of constant disruption, constant change, and constant Job hopping typically results in a more fluid and drawn-out professional phase.

The results were published in (Savickas, 2011b).
Maintenance. Renewal is supported by research (Williams & Savickas, 1990) "as a time of "questioning future direction and aims" between the "establishment" and "maintenance" phases ...and ran into the majority of the upkeep is done by newer, younger workers (p. 173). Establishment of a Promising ProfessionIt raises a concern about long-term viability at midlife. People start to wonder if they really want to stay in their current roles till retirement. If not, they will have to do the work of discovery and construction all over again. to switch jobs or join a new company. In that case, they proceed.

 with fresh responsibilities for keeping a job. Between the ages of 45 and 65, the upkeep focuses on developing a positive image of one's self in the workplace as its primary objective.

conceived, implemented, and stabilised in the foregoing professional stages. Because people deal in varied ways with the long-term chances of continuing in their employment, maintenance stage chores may be better labelled ''styles'' also "strategies." Some people who are good at keeping things together use a method of holding on to a secured position through continuing job competence. When speaking on behalf of other individuals,

Updating one's knowledge and abilities for better performance or coming up with novel approaches to existing tasks is what is meant by "maintenance." full of life and new. Particularly, being creative can help

you avoid professional ruts. (Tan & Salomone, 1994) and mid-career shifts because of discontent in one's current position.

Career maintenance, like career establishment, may be difficult in today's global economy due to the effects of job loss, or "dejobbing." organisational changes, company collapse, and job reclassification as assignment work restructuring. The 96th Annual Conference on Counseling and Career Development

Disengagement. Disengagement is the final stage of professional development's grand narrative, occurring in late adulthood. Timescales spanning multiple decades Especially for the veteran worker over the age of 65, disengagement is a serious threat.

Making the Change to Retirement (Shultz & Wang, 2011). As a result of this change, shifting the emphasis from creating, forming, and maintaining one's own role self-concept development and implementation beyond the workplace to include personal, social, and leisure. Work related to disengaging appears as slowing down. tasks, levels of output, and retirement savings planning and budgeting and organise one's day-to-day routine (Adams & Rau, 2011) in order to make the most of one's retirement find the answers to where to live, what to do, and how to rejuvenate and shape a community formed bonds with people outside of work. The Disengaging Individual retirees can wonder, "What does retirement mean for me?" also "How am I going to adjust?''

Longer average life spans, the ability to retire earlier, and rising living costs could lead to a reevaluation of exploration and settlement projects. bridge the gap between jobs (Zhan, Wang, Liu, & Shultz, 2009) or create an encore career careers (Freedman, 2007). Workers participate in bridge employment when they are employment (whether part-time, self-employed, or temporary) to maintain their physical and mental health and their financial stability after leaving full-time employment. After retiring, people might take part in what are called "encore careers," which are second acts of employment. enables more significant personal growth, social effect, or both than one's previous endeavours allowed for. Research from the past few years has established eight analogies that There are many different interpretations of retirement, from the negative ("loss," characterised by meaninglessness and identity danger) to the positive ("transformation," characterised by growth and new beginnings). transformation into a different person by taking on a new identity and role (Sargent, Bataille, Vough, & Lee,Meanwhile, in 2011, the economy was still in flux and the nature of work was shifting. pair must fundamentally transform retirement and ensure its long-term

viability for several labourers According to research (Shultz & Wang, 2011)
Age Career stage
Growth, fantasy, exploration
16-25 Entry into the world of work
16-25 Basic training
17-30 Full membership in early career
25plus Full membership in mid career
Mid career crises
40 plus Late career
40 plus Decline and disengagement
Retirement

5.5   Career Plans

Organization human resource plan for career growth and development may be for long (focus on future) or short term plans (focus is on the immediate).

i.   ***Short term plans.*** In short term plans no deliberate effort is made to process skills through the organizations growth machineries. High performers are not identified and approved for future responsibilities. The prevailing assumptions will be that high performers will ultimately prove themselves and assume greater future responsibilities, otherwise the organisation will recruit from outside. Where deliberate effort is not made to develop and harness internal labour market, workers are difficult to put to action and such organisation will experience higher rate of workers" turnover.

ii.   ***Long term career plans***. A highly structured career management plans are put in place to train, motivate and promote high performers to assume greater responsibilities. Performance is periodically assessed, rewarded and training is given to meet future needs.

Another feature of long term plan is the broadening as well as deepening experience of job holders through exposure to relevant technology. Long term plans occur more in large organisation with individual structure, whereas short term plans is more common in small and rapidly growing organisation**s**

5.5.1 Assessment and Career Planning

The basis for career choice and planning is understanding of natural abilities upon which adequate cultivation and training can be built for successful work experiences. Some of such bases are: physiological,

cognitive, emotional, behavioural, socio/ economic, past history, personality and needs.

Physiological. We are basically a biological being and physiological factors are largely inherited except where accidentally caused. The first contact with a person often lead to rough and rapid assessment of his physiological characteristics; such as height, physique, beauty / handsome or ugliness etc.

Cognitive. Perhaps a more important ability in career choice is the cognitive or intellectual ability.

Emotional. While cognitive abilities describe rational factors of human behaviour, emotional factors are the basis of some irrational factors in man and also the basis of various motivational tendencies. Certain noted emotions are fear, frustration hate, anger, hate on the negative side, and love, joy, satisfaction and excitement on the positive side

Self-Assessment Exercises 2

1.   Disengagement is the last stage of career cycle discuss
2.   Define career Growth

5.6   Summary

Career begins with understanding of one identity within the context of natural abilities, needs and societal perception. Self-assessment is signposted in physiological, cognitive, personality and other attributes which makes career plans feasible and predictable

5.7   References/Further Readings/Web Resources

Passer, M. W. & Smith, R. E. (2001) Psychology; Frontiers and Applications. Boston: McGraw Hill

5.8   Possible Answers to SAEs

Answers to SAEs 1(1)
There are a number of propositions by scholars who had devoted time to the study of career stages across organizations. Two of such studies are briefly reviewed below. Schein had proposed nine stages, while Greenhans and Callaman proposed a five stage cycle.

Answers to SAEs1(2)

i.   *Short term plans.* In short term plans no deliberate effort is made to process skills through the organizations growth machineries. High performers are not identified and approved for future responsibilities. The prevailing assumptions will be that high performers will ultimately prove themselves and assume greater future responsibilities, otherwise the organisation will recruit from outside. Where deliberate effort is not made to develop and harness internal labour market, workers are difficult to put to action and such organisation will experience higher rate of workers" turnover.

ii.   *Long term career plans*. A highly structured career management plans are put in place to train, motivate and promote high performers to assume greater responsibilities. Performance is periodically assessed, rewarded and training is given to meet future needs.

Another feature of long term plan is the broadening as well as deepening experience of job holders through exposure to relevant technology. Long term plans occur more in large organisation with individual structure, whereas short term plans is more common in small and rapidly growing organisations

Answers to SAEs 2(1)
Disengagement is the final stage of professional development's grand narrative, occurring in late adulthood. Timescales spanning multiple decades Especially for the veteran worker over the age of 65, disengagement is a serious threat.

Making the Change to Retirement as a result of this change, shifting the emphasis from creating, forming and maintaining one's own role self-concept development and implementation beyond the workplace to include personal, social, and leisure. Work related to disengaging appears as slowing down. tasks, levels of output, and retirement savings planning and budgeting and organise one's day-to-day routine

Answers to SAEs 2(2)
The life stage of childhood is the starting point for the career development grand narrative. Spanning From infancy until adolescence (about ages 0 to 13), it's crucial to set the stage identifying with significant persons as a means of building an initial and realistic occupational self-concept. The developing sense of one's own professional identity is a A child's earliest concept of self in response to the query "Who am I?"

MODULE 5

Unit 1   Personal Career
Unit 2
Unit 3
Unit 4   Team Work
Unit 5   Organizations and People

UNIT 1   PERSONAL CAREER

Unit Structure

1.1   Introduction
1.2   Learning Outcomes
1.3   Title of the main
     1.3.1   Meaning of Career
     1.3.2   Types of Career
1.4   Example of Career Path
1.5   Summary
1.6   References/Further Readings/Web Resources
1.7   Possible Answers to Self-Assessment Exercise(s) within the content

1.1   Introduction

Career theories are many and assist in excavation of crucial underlining traits, factors and needs that are fulfilled by career both for the individual, policy makers, educators and society in general.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

- What is Career
- List and explain types of Career

1.3   Career

1.3   Meaning of Career

There are two distinct meanings of "career." An individual's chosen line of work (often known as their "career") might be a profession, occupation, trade, or vocation. What you do for a living can be defined by a career, and careers can range from those that require a Ph.D. to those that can be performed with only a high school diploma and a willingness to study. One's profession could be anything from medicine to law to teaching to construction to veterinary aid to electrical work to being a cashier or a stylist. But "career" can mean something else entirely. It's also about how far you've come and what you've done during your working years, especially in relation to your profession. Your long-term work history includes all of the positions you've held, promotions you've achieved, and projects you've completed. In this sense, a career encompasses not only the profession you choose but also the steps you take to grow in that field. You may take several distinct avenues in your one career.

CareerGuide European network has published its final result, a booklet titled "Effective Career Guidance" (www.career-guide.eu) It is a useful resource for school-based career counselling, covering topics like the fundamental theories behind the field, cutting-edge methods, and hands-on activities. The primary objective is to equip educators and counselors with a step-by-step process of career guidance using material that can be easily implemented in classroom and student groups in the form of a practical manual with exercises and activities detailed described, with a theoretical framework and the expected results. Professional educators and counselors from a variety of European countries have tried out and rated each and every one of the activities. As a matter of fact, several activities were rated differently in various nations. Given the wide variations in educational systems, intentions, procedures, and cultural norms between nations, this is a natural and predictable outcome. In the CareerGuide Forum, users had access to downloadable versions of the CareerGUIDE Materials. Each piece of content had its own thread on the forum, with the original English text as well as translations in several of the project's partner languages.

1.4 Types of Careers

1.   Possible career path involves doing a variety of unconnected jobs. You could, for instance, work as a sales associate in a retail setting, a server in a restaurant, and a receptionist in a veterinary clinic. There's no way to tell what your next work will be like

because every industry and role is unique. They're so dissimilar that you might not see a big jump in salary or responsibilities from one to the next.

2.   climb the ranks of your chosen profession, whether at the same company or another. If you're working as a cashier, for instance, you might get promoted to a customer service role where you'd still use a cash register but also deal with customers' inquiries and complaints. You may be promoted to manager of cashiers if you perform well in this role.

3.   Advancing within the same business but a different role This route entails remaining in the same industry but switching roles within that industry. If you want to work your way up to manager at a restaurant, for instance, you could begin by washing dishes before moving on to other positions such as server, head server, assistant manager, and finally manager.

Typically, in Nigeria, the labour market admits many entrants (nationals and foreigners) as employer, employee, or apprentice. Entry preparation exists in the form of school certificates (junior and senior), ordinary and higher diplomas, NCE, B. A or B. Sc degrees, and post graduate degrees such as post graduate diploma (PGD), M.A / M.Sc, M. Phil and PhD degrees. Entry also depend on areas of specialty such as business management, sciences, banking and finance, human resource management, engineering, law and so forth. At lower levels where semi and unskilled labour is required, specialty is not so important. Various skills: manual, technical, or managerial are traded in the labour market and these gives job openings in relevant ministries and Organisations**.**

Career progression can be better understood by looking at examples from a wide range of fields and occupations. It's important to keep in mind that not all career trajectories are created equal. Some, like climbing the ranks of your current profession, are direct, while others may require you to switch industries or even shift your focus.

Self-Assessment Exercises 1

1.	Meaning Of Career
2.	List and explain Types of Career

1.5   Example of Career Path

1.   in sales and customer service, the progression goes as follows: customer service rep > inside sales rep > outside sales rep > account executive > sales manager

2.   Ranks in the Editorial Department progress from Assistant Editor to Editor to Senior Editor to Director of Editorial Services in the second tier.

Through the
3.   Tiers of Education System Leadership, One May Progress from Teacher to Curriculum Coordinator to Assistant Principal to Principal

4.   tiers of retail management are as follows: sales associate > assistant management > store manager > regional manager
5.   Career advancement in human resources includes: assistant HR manager, HR manager, assistant director of HR, and director of HR positions**.**

Self-Assessment Exercises 2

1.   Give two Example Of Career Path

1.6   Summary

In conclusion, there are three basic way of career path: Entering as employee, As entrepreneur and As apprenticeship

1.7   References/Further Readings/Web Resources

Passer, M. W. & Smith, R. E. (2001) Psychology; Frontiers and Applications. Boston: McGraw Hill

1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
"career" can mean something else entirely. It's also about how far you've come and what you've done during your working years, especially in relation to your profession. Your long-term work history includes all of the positions you've held, promotions you've achieved, and projects you've completed. In this sense, a career encompasses not only the profession you choose but also the steps you take to grow in that field. You may take several distinct avenues in your one career.

Answers to SAEs 1(2)
1.   climb the ranks of your chosen profession, whether at the same company or another. If you're working as a cashier, for instance, you might get promoted to a customer service role where you'd still use a cash register but also deal with customers' inquiries and

complaints. You may be promoted to manager of cashiers if you perform well in this role.

2.   Advancing within the same business but a different role This route entails remaining in the same industry but switching roles within that industry. If you want to work your way up to manager at a restaurant, for instance, you could begin by washing dishes before moving on to other positions such as server, head server, assistant manager, and finally manager.

Answers to SAEs 2(1)

The primary objective is to equip educators and counselors with a step-by-step process of career guidance using material that can be easily implemented in classroom and student groups in the form of a practical manual with exercises and activities detailed described, with a theoretical framework and the expected results. Professional educators and counselors from a variety of European countries have tried out and rated each and every one of the activities. As a matter of fact, several activities were rated differently in various nations

Answers to SAEs 2(2)

1.   Ranks in the Editorial Department progress from Assistant Editor to Editor to Senior Editor to Director of Editorial Services in the second tier.

      Through the Tiers of Education System Leadership, One May Progress from Teacher to Curriculum Coordinator to Assistant Principal to Principal

2.   tiers of retail management are as follows: sales associate > assistant management > store manager > regional manager

UNIT 2

Unit Structure

2.1   Introduction

This topic will expose us to the theories of career where John Holland and Super's career theory will be discussed.

2.2   Learning Outcomes

By the end of the unit, you will be able to:

Discuss the theories of career

2.3   Career II

2.3.1 Theories of Career

Theories are attempts at alignment of experiences with empirical studies.
1.   John Holland career typology
2.   Driver's career concept
3.   Super's self-expression theory.
4.   Roe's theory Lent, Brown and Hackett Social Cognitive theory
6.   Ginsberg's theory
7.   Krumboltz Gottfredson social learning theory

2.3.2 Holland's Personality-Job theory.

John Holland's (1973) theory is grounded in what he called modal personal orientation or a developmental process established through heredity and the individual life history of reacting to the environmental demands.

2.3.3 Holland's theory of occupational choice

the theory derived from development, by Holland, of vocational preference inventory questionnaire that contains 160 occupational titles. Respondents indicate like or dislike for these titles and their responses were used to form six personality profiles.

When John Holland Introduced a theory of occupational choice in 1959, his intention was to create a framework that would be useful for counselors and clients to employ. His work as a career counselor in educational, military, and therapeutic contexts helped give Holland with a sense of what was needed and what would be valuable. He found that simplicity was critical: If a theory was too hard for counselors to convey and for clients to retain and reflect on, it ran the risk of being underutilized. Therefore, Holland strove to define a theory that would be sufficiently robust to explain crucial outcomes and yet simple enough to be user-friendly. It is safe to say he accomplished this goal with spectacular success. Holland changed and modified his theory multiple times based on results from empirical investigations he and others did to test components of the theory. Now Holland's thesis is usually considered as among the most prominent theories driving career advice and practice. This chapter serves as an introduction to Holland's (1997b) theory of vocational choice and is organized into three key sections:
1. An summary of the theory and its predictions
2. A summary of research on the idea, including its application to varied populations
3. A discussion of how the theory might be applied to career challenges that develop during the life span \with various populations The chapter finishes with a set of take-home messages that highlight for practitioners the important components of the theory and its implications for career interventions

2.3.4 Super's Self-Expression Theory

Donald Super also made notable contribution to the development of career theory. Following the work history of a number of men for a period of 25 years he noted in his book Career pattern Study (1957) that

career spans series of developmental stages. His basic assumptions about career are as follows:

1.   People differ in their abilities and personalities, needs, values, interests, traits and self-concepts.
2.   People are qualified, by virtue of these characteristics, for a number of occupations.
3.   Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances for each individual as well as some variety of individual in each occupation.
4.   Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts change, with time and experience.
5.   This process of change may be summed up in a series of life stages (also called maxi cycle)
6.   Work satisfactions and life satisfactions depend on the extent to which an individual finds adequate outlets for abilities, needs, values, interests, personality traits and self-concepts within the context of work type and situation that allows for exploration and growth.
7.   The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement self-concepts
8.   Work and occupation provide a focus for personality organisation for most men and women, though some may focus on peripheral issues like leisure, homemaking, as much as tradition, stereotype, sex role, ethnic, racial and modelling shapes individual preference.

Self-Assessment Exercises 1

1.   Explain the career theories

2.4   Career and Job Evaluation Progress

Undoubtedly, Holland's thesis has contributed to a sea change in the field of career guidance. Clients may take an interest inventory and get scores that showed how much they were like workers in different occupations before the theory was introduced. However, it was difficult for counselors to assist clients see the big picture and go beyond the handful of occupations listed on the inventory itself because of the restricted number of occupations represented. In order to help customers better understand themselves and the working world, Holland's theory helps us to think about these factors in a reasonable number of dimensions. Additionally, the introduction of RIASEC scales on major interest inventories (e.g., Campbell & Holland, 1972) and the development of parallel RIASEC environmental classification materials (e.g., the DHOC) have greatly improved clients' and counselors' ability

to generate fairly comprehensive lists of possible careers that warrant consideration. Holland's thesis has found widespread acceptance since it is so accessible. It is the backbone of numerous self-help programs, including the perennial best-seller Tell Me, What Shade of Parachute Do You Have? (Bolles, 1986). The fact that the SDS and its accompanying materials were made to be self-administered and interpreted has contributed to the theory's extensive use in vocation and education seminars organized by Holland. Last but not least, individual career counseling interventions often follow Holland's theory as a guidance (see Brown & Ryan Krane, 2000). As seen through the lens of Holland's theory, career intervention entails classifying a client's personality according to the RIASEC typology in order to determine where that individual stands in terms of occupational compatibility. This is typically done with the SDS or an interest inventory with RIASEC scales, though counselors can also glean information about a client's similarity to the RIASEC types through a clinical interview. The counselor guides the client through a process of articulating and investigating their values, interests, competencies, self-perceptions, and daydreams as they relate to potential careers. The counselor then briefs the client on Holland's model, and the two collaborate to identify which of the four archetypes the client most closely resembles. Regardless of the way in which the assessment occurs, an interpretation normally focuses on determining the client's three-letter Holland code. The client can next use environmental classification tools to investigate environments with which his or her personality is fairly consistent. Counselors can also use the ideas of difference, consistency, and identity to help clients understand the roots of career decision-making issues they may be experiencing and to identify possible methods to decrease those difficulties. One of the main goals of counseling is to "increase self knowledge and promote more perceptive and productive planning" (Holland, 1997b, p. 199). Many different types of client needs can be met by using this overarching framework, such as assisting people in making or revising educational or career choices, increasing job satisfaction and productivity, preparing individuals to put their plans into action, and fostering optimal career development in the young. Next, we'll talk about how therapists grounded in Holland's theory might approach addressing these issues**.**

Self-Assessment Exercises 2

1.   Explain the Career and Job Evaluation Progress

2.5   Summary

It is obvious that career theories, such as Super's self-expression, provide comprehensive insights into the factors, dynamics, and course of career from growth, exploration, establishment, maintenance to disengagement.

2.6   References/Further Readings/Web Resources

Passer, M. W. & Smith, R. E. (2001) Psychology; Frontiers and Applications. Boston: McGraw Hill

2.7   Possible Answers to SAEs

Answers to SAEs 1(1)
Theories are attempts at alignment of experiences with empirical studies.
1.   John Holland career typology
2.   Driver's career concept
3.   Super's self-expression theory.
4.   Roe's theory Lent, Brown and Hackett Social Cognitive theory
6.   Ginsberg's theory

Answers to SAEs 1(2)
Undoubtedly, Holland's thesis has contributed to a sea change in the field of career guidance. Clients may take an interest inventory and get scores that showed how much they were like workers in different occupations before the theory was introduced.

Answers to SAEs 2(1)
the work history of a number of men for a period of 25 years he noted in his book Career pattern Study (1957) that career spans series of developmental stages. His basic assumptions about career are as follows:
1.   People differ in their abilities and personalities, needs, values, interests, traits and self-concepts.
2.   People are qualified, by virtue of these characteristics, for a number of occupations.
3.   Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances for each individual as well as some variety of individual in each occupation.

Answers to SAEs 2(2)

1. An summary of the theory and its predictions
2. A summary of research on the idea, including its application to varied populations
3. A discussion of how the theory might be applied to career challenges that develop during the life span \swith various populations The chapter finishes with a set of take-home messages that highlight for practitioners the important components of the theory and its implications for career interventions

UNIT 3

Unit Structure

3.1   Introduction
3.2   Learning Outcomes
3.3   Work-related Stress, Depression or Anxiety
      3.3.1 Meaning of Work-related stress, depression or anxiety
      3.3.2 Sorting Out Signs of Anxiety and Depression
      3.3.3 Concentrating on Worry and Gloom Thoughts
3.4   Discovering distortions in your thinking
3.5   Prevalent of Stress, depression or anxiety.
3.6   Summary
3.7   References/Further Readings/Web Resources
3.8   Possible Answers to Self-Assessment Exercise(s) within the content

3.1   Introduction

Work can be stressful. Now that so many of us are seeing our work and our home lives intersect and overlap, we can find ourselves often feeling overwhelmed. According to the Mental Health First Aid (MHFA) curriculum, anxiety or feeling anxious is characterized by a "persistent feeling of apprehension or dread" in situations that are not actually threatening. Stress can be a trigger for anxiety, so it's important to identify the symptoms early. Feeling sad from time to time is also common, but if these feelings persist for longer than usual it may be worth taking a second look. Depression is common, with at least one in 10 people experiencing it in their lifetime.

That's why it's important to check in with your colleagues and employees to make sure they feel well and comfortable at work. It's also important to know how to recognize the signs that someone may need extra support. You can check in with someone using these phrases from the MHFA at Work curriculum to get the conversation started:

"It sounds like you are having a difficult time."
"Is something bothering you?"
"Would you like to talk?"
"I've noticed you've been more quiet than usual and wondered if you are OK?"

3.2   Learning Outcomes

To discuss the concept of work-related stress, depression and Anxiety and explain the common signs and symptoms of depression to keep in mind

3.3   Work-related Stress, Depression or Anxiety

3.3.1   Meaning of Work-related stress, depression or anxiety

Work-related stress, depression or anxiety is defined as a harmful reaction people have to undue pressures and demands placed on them at work

3.3.2   Sorting Out Signs of Anxiety and Depression

Everyone experiences bouts of melancholy and anxiety. Feelings like those are normal and inevitable. Fears and concerns include those for one's offspring, finances, parents, career, and health. And nearly everybody has wept at least once while reading or watching a film about a tragic event. In this sense, you're perfectly typical. Anxiety and despair are normal human emotions to feel on a daily basis. When feelings of depression or anxiety consume the majority of your waking hours, though, that's not typical. You could be dealing with a serious case of melancholy or nervousness. Anxiety and sadness can alter a person's mood, outlook, and interpersonal interactions. Once you have a firm grasp of the situation, you can take steps to improve matters. don't panic. Many do so. If there's cause for alarm, we'll make sure you know about it. Check in with your primary care physician or a mental health professional if you're experiencing a wide range of severe symptoms or if your life generally feels out of control. The only individuals who can give you an accurate diagnosis of your mental health issue are licensed mental health specialists, and these quizzes aren't meant to take their place.

3.3.3   Concentrating on Worry and Gloom Thoughts

like "I'm a failure," "My future looks dark," "Things just keep on getting worse," and "I regret so many things in my life" could echo through the mind of a depressed individual. Anxious people, on the other hand, may worry things like "I'm going to make a fool of myself when I give that speech," "I never know what to say at parties," "The freeway scares me to death," "I know that the odds of a plane crash are small, but flying

scares me," and "I'm going to have a nervous breakdown if my editor doesn't like what I write." Your emotions are a reflection of your thoughts. Depression results from dwelling on the worst possible outcomes, while anxiety originates in worrying about criticism or injury. It's only natural that people occasionally think both ways. To what extent do you allow yourself to focus on the negative and frightening aspects of life? You can find out if your thoughts are indicative of an anxiety or depression problem.

Self-Assessment Exercises 1

1.	Define Work-related stress, depression or anxiety
2.	What are the three categories of reality-harpers

3.4   Discovering distortions in your thinking

To right down to business in assisting you in putting into practice the ideas of cognitive therapy, which is predicated on the idea that one's emotional response to an event is heavily influenced by one's interpretation of that event. One of the greatest benefits of cognitive therapy is that it may be used to alter one's outlook and, in turn, one's emotional state. Every single one of us has some form of skewed thinking, with the probable exception of our book editors. For your thoughts to be distorted, they must fail to fairly represent, forecast, or depict the world around you. Have you ever been startled awake by a noise in the night? Perhaps terrifying mental images of a home invasion flooded your head. Such beliefs are usually wrong. Wind or squeaky floorboards are the most common culprits. You know your fears are justified when you hear a bump in the night. You have some twisted ideas, but I can see where you're coming from. Overly positive or negative thoughts are both examples of distortions. For instance, we have a dog that we find very stunning, but he is often seen as a strange-looking mutt by our friends and neighbors. Our perspective is likely skewed, which is natural given how much we adore our dog but nevertheless inaccurate. To the extent that distorted thinking contributes to emotional distress, such as sadness or anxiety, it should be addressed. Reality scramblers refer to devices that affect reality in this way. Here are the three categories of reality- harpers:
1 .   Reality-Distorting Information Agencies
2 .   Individualists who distort their own perceptions of reality
3.   The Truth-Distorters Who Blame Only Themselves

However, in practice, reality-scramblers frequently overlap or exist in groups, despite the fact that this chapter draws distinctions between them. Another way of putting it is that a single thought can involve several Information Reality Scramblers, including self-judgment and self-blame scramblers. Scrambler combinations are illustrated with

examples throughout this chapter. When the Information Reality
Scramblers get their hands on you, they distort your view of the world
and the events going on around you. Information Reality Scramblers can
distort your perceptions in ways you aren't aware of, but a closer
examination will reveal their influence. The mind's many tricks for
distorting incoming data are collectively referred to as "information
reality scramblers." Let's say a depressed man's performance at work is
evaluated as "meh." Thinking of himself as completely worthless, he
would likely exaggerate this problem until it becomes a tragedy. The
process of expanding is an example of an information reality scrambler.
Though he would have liked a higher rating, the fact is that his
performance was only ordinary without the scrambler.

3.5   Prevalent of Stress, depression or anxiety.

According to The Labour Force Survey (LFS) UK stated that, Stress,
depression or anxiety is more prevalent in public service industries, such
as education; health and social care; and public administration and
defence. By occupation, professional occupations that are common
across public service industries (such as healthcare workers; teaching
professionals and public service professionals) show higher levels of
stress as compared to all jobs.

Self-Assessment Exercises 2

1. Outline the Depression results from dwelling on the worst possible outcomes,
2. Stress, depression or anxiety is more Prevalent of among…………….

1.6   Summary

According to The Labour Force Survey (LFS) UK The average
prevalence of work-related stress, depression or anxiety across all
industries was 1,570 cases per 100,000 workers averaged over the
period 2017/18-2019/20. The broad industry categories of: Electricity,
gas, steam and air conditioning supply 3,020 per 100,000 workers
,Public administration and defence; compulsory social security with a
rate of 2,960 cases per 100,000 workers; Human health and social work
activities 2,350 cases per 100,000 workers, and Education, 2,170 cases
per 100,000 workers all had significantly higher rates than the average
for all industries.

1.7   References/Further Readings/Web Resources

Passer, M. W. & Smith, R. E. (2001) Psychology; Frontiers and Applications. Boston: McGraw Hill

1.8   Possible Answers to SAEs

Answers to SAEs 1(1)
Work-related stress, depression or anxiety is defined as a harmful reaction people have to undue pressures and demands placed on them at work

Answers to SAEs 1(2)
1   Reality-Distorting Information Agencies
2 .   Individualists who distort their own perceptions of reality
3.   The Truth-Distorters Who Blame Only Themselves

Answers to SAEs 1(2)
like "I'm a failure," "My future looks dark," "Things just keep on getting worse," and "I regret so many things in my life" could echo through the mind of a depressed individual. Anxious people, on the other hand, may worry things like "I'm going to make a fool of myself when I give that speech," "I never know what to say at parties," "The freeway scares me to death," "I know that the odds of a plane crash are small,

Answers to SAEs 2(2)
Stress, depression or anxiety is more prevalent in public service industries, such as education; health and social care; and public administration and defence. By occupation, professional occupations that are common across public service industries (such as healthcare workers; teaching professionals and public service professionals) show higher levels of stress as compared to all jobs

UNIT 4   TEAM WORK

Unit Structure

4.1   Introduction

In recent years, I-O psychologists have distinguished between groups and teams less than they previously did (Sundstrom, McIntyre, Halfhill, & Richards, 2000). Guzzo (1995) noted that groups and teams have too much in common to make any grand distinction. Thus, the terms "group" and "team" are increasingly being used interchangeably. In this unit, we will refer primarily to teams, as they are more relevant to the organizational framework that I-O psychologists use. Except for studies in which previous research has explicitly used groups, we will focus on research on teams, which has greater generalizability and applicability to the work teams that I-O psychologists study**.**

4.2   Learning Outcomes

By the end of the unit, you will be able to:

* Meaning of teams
* Types teams

4.3   Teams in Organizations

4.3.1   Meaning of team

According to the definition, a team is "a group of people who work together to achieve a common goal and who each have some degree of accountability for producing the desired results for their companies"

(Sundstrom, DeMeuse, & Futrell, 1990). The group must also be, as a secondary criterion, labelled as such by both team members and outside observers (West, 2012; West, Borrill, & The year Unsworth (1998). You've probably been on a team before, whether it be sports team or a work team. Theater company members or actors. Teamwork may also be seen in the likes of production lines, management structures, fire departments, operating rooms, and surgical groups. groups such as the military, string quartets, and rock bands

4.3.2 History and origin of teams

After finishing his master's degree in industrial and organisational psychology, Kurt found work with a consulting firm as an associate consultant. It's been a week since he started, and he's already been placed on a project team with consultants from the firm's other foreign offices. The team's objective is to create new software for a repeat customer. Kurt's manager reassures him that global virtual teams like theirs are common, and that technological advances can help bridge the gap that physical distance creates inside a group. In a few minutes, Kurt will "meet" his team members via electronic mail; tomorrow, they will have a videoconference; and, as they work, they will hold frequent web-based virtual meetings. Kurt is nervous about working on this team because no one else on the team is from the United States, and many of them don't speak English as a first language. Kurt has doubts about the virtual team's ability to collaborate effectively and is concerned that language, culture, and distance will make it impossible for them to accomplish their goals. He is also skeptical that a team is really necessary for this task, as opposed to just having people give their individual feedback to the project manager. Kurt has valid concerns, and he is not alone in feeling this way; the employment of a wide variety of teams in the workplace has led to a rise in complaints like his. In this chapter, we will examine the many aspects of teams that have been examined by scholars and practitioners in the field of industrial and organisational psychology (e.g., team com position, selection, training, communication). I-O psychologists, managers, and employees working in teams will continue to be interested in these topics in light of the anticipated rise in teamwork inside enterprises. Organizations are increasingly forming teams for a number of reasons, some of which were proposed by Mohrman, Cohen, and Mohrman (1995):
1.   Teams can save time by completing tasks that would otherwise be completed sequentially by individuals by completing them simultaneously.
2.   Cross-fertilization of ideas fosters innovation and originality.
3.   When working together, teams are more able to integrate information than individuals do.

4.   Teams allow companies to create and distribute high-quality goods and services more rapidly.
5.   It is via teamwork that businesses are able to learn and retain information more efficiently.
6.   It's a double-edged sword for managers and I-O psychologists when it comes to leveraging the power of teams in the workplace. The rise of teamwork, for instance, has given industrial and organisational psychologists a lot of new opportunities. Different Teams 13.1 Team Structures 519 with room to ruminate on whether or not personality tests help in assembling productive teams. Increased reliance on teams raises issues with team make-up, team training, team motivation, and performance evaluation. There is a rising demand for improved communication and trust-building through electronic and social media, such as e-mails, SMS, and videoconferences, since the use of virtual teams raises the difficulty of team coordination (Noe, 2010; Tannenbaum, Mathieu, Salas, & Cohen, 2012). Challenges in managing team interactions and processes may also arise from members' divergent cultural beliefs.

Self-Assessment Exercises 1

1.   Meaning of teams
2.   Organizations are increasingly forming teams for a number of reasons, discuss

4.3.3 Types of teams

In the business world, teams come in a wide variety of forms. The most popular team structures of late in corporate settings are discussed here. Knowing the many sorts of teams is essential since each type performs a unique task. It's also worth noting that different teams have different needs in terms of size, structure, and support (Mathieu, Maynard, Rapp, & Gilson, 200).
1.   Quality Circles
2.   Project Teams
3.   Production Teams
4.   Virtual Teams

Quality circles typically involve 6 to 12 employees who meet regularly to identify workrelated problems and to generate ideas that can increase productivity or product quality (Guzzo & Dickson, 1996). Quality circles are often initiated by management, with meeting times allotted during work hours. Although quality circle membership is often voluntary, a supervisor may suggest that certain employees participate.

Project teams are created to solve a particular problem or set of problems (Guzzo & Dickson, 1996). Project teams differ from other teams because they are disbanded after the project is completed or the problem is solved. Hackman (1990) noted that project teams have an unusual mix of autonomy and dependence. On the one hand, they are typically free, within broad limits, to proceed with the project work that members determine.

Production teams consist of frontline employees who produce tangible output such as cars, televisions, cell phones, or mined minerals (Guzzo & Dickson, 1996). A common example is a team working on an assembly line in a manufacturing plant that produces automobiles. Other types of production teams include maintenance crews, candy production crews, automotive parts manufacturing teams, coal mining crews, electronic assembly teams, and wood

On the television show Star Trek, being geographically separated by a vast distance was no problem for Captain Kirk and other members of the starship Enterprise. They simply said "Beam me up, Scotty" and, with the push of a button, face-to-face encounters were accomplished fairly easily (Robb, 2002).

Self-Assessment Exercises 2

1.	Define Production teams
2.	Outline four types of teams

1.6   Summary

A team is "a group of people who work together to achieve a common goal and who each have some degree of accountability for producing the desired results for their companies"

Organizations are increasingly forming teams for a number of reasons, Teams can save time by completing tasks that would otherwise be completed sequentially by individuals by completing them simultaneously. Cross-fertilization of ideas fosters innovation and originality. When working together, teams are more able to integrate information than individuals do. Teams also is essential since each type performs a unique task. It's also worth noting that different teams have different needs in terms of size, structure, and support (Mathieu, Maynard, Rapp, & Gilson, 200). Quality Circles and Project Teams

 1.7 References/Further Readings/Web Resources

Noe, 2010; Tannenbaum, Mathieu, Salas, & Cohen, 2012

Sundstrom, McIntyre, Halfhill, & Richards, 2000). Guzzo (1995

West, 2012; West, Borrill, & Unsworth, 199

Sundstrom, DeMeuse, & Futrell, 1990

 1.8 Possible Answers to SAEs

Answers to SAEs 1 (1)
According to the definition, a team is "a group of people who work together to achieve a common goal and who each have some degree of accountability for producing the desired results for their companies" Teamwork may also be seen in the likes of production lines, management structures, fire departments, operating rooms, and surgical groups. groups such as the military, string quartets, and rock bands.

Answers to SAEs 1(2)
1. Teams can save time by completing tasks that would otherwise be completed sequentially by individuals by completing them simultaneously.
2. Cross-fertilization of ideas fosters innovation and originality.
3. When working together, teams are more able to integrate information than individuals do.
4. Teams allow companies to create and distribute high-quality goods and services more rapidly.
5. It is via teamwork that businesses are able to learn and retain information more efficiently.

Answers to SAEs 2(1)
Production teams consist of frontline employees who produce tangible output such as cars, televisions, cell phones, or mined minerals (Guzzo & Dickson, 1996). A common example is a team working on an assembly line in a manufacturing plant that produces automobiles. Other types of production teams include maintenance crews, candy production crews, automotive parts manufacturing teams, coal mining crews, electronic assembly teams, and wood

Answers to SAEs 2(2)
1. Quality Circles
2. Project Teams
3. Production Teams
4. Virtual Teams

UNIT 5   ORGANIZATIONS AND PEOPLE

Unit Structure

5.1   Introduction

Since organizations are often compared to individuals with respect to personalities, it is tempting to compare the theories of organizations with theories of human motivation. You will recall that we used Weiner's (1992) metaphors to describe motivation theory in this unit. What happens if we apply the same metaphors to organization theory? Starting with the person-as-machine metaphor, the classic organization theories assume that people are machines, responding to the characteristics of an organization in an automatic and reflexive manner. The humanist theories of McGregor and Argyris parallel the more personal and benevolent theories of Maslow, but they are no less mechanical, assuming that people respond to how they are perceived finally the system theory.

5.2   Learning Outcomes

By the end of the unit, you will be able to:

- Explain the Organizations and People
- Discuss the Theories of Organization

5.3   The Conceptual and Theoretical Foundations of Organizations

5.3.1   Organizations and People

Let's say you've recently graduated from college and have the opportunity to choose between three great employment offers from Honda Motor Company, the Internal Revenue Service (IRS), and Ben & Jerry's Homemade Holdings, Inc. Each of these three scenarios has the potential to elicit extremely diverse responses. A collaborative (as opposed to individualistic) culture may be conjured up when thinking of Honda, with its simplified production methods and procedures, its dedication to a "green" planet through hybrids, and its emphasis on teamwork. The Internal Revenue Service, on the other hand, may conjure images of a steady, well-established institution with well-defined roles and no financial incentives to distort performance. To work for Ben & Jerry's, the third option, may mean being part of a progressive, welcoming, and enjoyable workplace culture, not to mention getting to try a lot of free ice cream. Organizations can also be thought of in terms of the slogans they adopt to "brand" themselves. E. F. Hutton commands attention when he speaks. Allstate Built Ford will take care of you. tough State Farm is always nearby, like a friendly neighbour. The psychological aspect of organisational psychology involves how you respond to the "personalities" of different organisations. It has been argued that employees do view their employer as a living, breathing entity with its own distinct character, and that this sense of connection to the company and its mission helps motivate workers to go above and beyond in their service to the company. Comparable to what we discussed on organisational identity. This idea is similar to the positive value of psychological contracts when they are honoured by both the employer and the employee, which we discussed.

These responses will be covered in discussion of an organization's climate and culture. But before we get there, let's talk about organisation and why it's crucial for making sense of how people act on the job. Conceptual and theoretical underpinnings of organisational structures. Structures of Thought: How Organizations Work Theoretically and Conceptually 549 A group is considered to be an organisation if its members work together toward a shared objective and adhere to established protocols while creating new goods and services. It doesn't matter if the business in question is a family-run pizzeria or a Fortune 500 communications conglomerate; everything needs to have its place. Not only the people, but also the tools, procedures, funds, and strategies for the future. Ask the people of New Orleans how disorganisation can lead to calamity. The catastrophic results of disorganisation were

displayed in 2005 on a screen of epic proportions thanks to Hurricane Katrina. The months following the hurricane and flood made it painfully obvious that the United States and the city of New Orleans were unprepared to respond to a disaster of this size, and that the crucial missing aspect of the response was organisation. Food, water, generators, aerial rescue, and protection services were all readily accessible to help anyone affected by the hurricane. Like the other KSAOs we covered in Chapters 3, 4, and 5, there was an abundance of compassion, creativity, intelligence, and experience. The Federal Emergency Management Agency (FEMA), the National Guard, the Army Corps of Engineers, local, county, and state law enforcement, as well as the Red Cross and other large-scale nongovernmental organisations were all tasked with responding to the disaster, but assessments made in the weeks and months following the event agree that these agencies were not well connected to one another. Simply put, they lacked any sort of cohesive structure. They fought amongst themselves over territory and power, and there was no apparent chain of command or means of communication. In the days immediately following the hurricane, those who should have known how dire the situation was, such as FEMA, did not. The administrative staff at FEMA who prepared the director's travel plans were more concerned with making sure he had time to have supper in Baton Rouge than they were with getting him to New Orleans to evaluate the damage and organise relief efforts, which is indicative of a larger problem. Selection, training, motivation, and leadership are only some of the issues we've discussed in previous chapters. Surely each contributed in some way to the overall response to Hurricane Katrina. However, missing the larger context in which these processes occur due to a focus on only those constructs. The lack of organisation may have been to fault, but it would be easy to point fingers at specific people (the FEMA director, the mayor of New Orleans, the governor of Louisiana). Everyone in the public eye played a role in the aftermath of Katrina, but the reaction as a whole was poorly coordinated and lacked cohesion. For the purpose of brevity, this chapter will focus on organisational efforts as they pertain to sin in groups; nevertheless, Katrina cautions that the act of organising itself is the key concept, not the organisation itself. Let's investigate the idea of structure by inspecting numerous corporations, all engaged in the "business" of committing crimes on both a local and global scale. The Sopranos is an HBO series that aims to shed light on the inner workings of a mafia family. In the Soprano family, there is a defined order of authority (the patriarch, the Organization), from which everyone reports to the next in command. A team of people working together toward a shared goal, as defined by standard operating procedures. Photos from around the world provided by the Associated Press As the survivors of Hurricane Katrina in New Orleans can tell, disarray often has dire effects. The capos and enforcers of the Organization of Work Behavior. Loan sharking,

prostitution, drugs, and gambling are just some of the divisions that exist. Certain guidelines must be followed (e.g., silence, a lifestyle that does not attract attention, respect for members of other crime families). Everyone in the group (and in most local and federal period agencies) is aware of everyone else's role and responsibilities. Compare and contrast the Soprano organisation with that of al-Qaeda, the international terrorist group. The members of Al-Qaeda are divided up into smaller groups called "cells," and they rarely communicate with one another. The chain of command is unclear, and there is no one who reports to whom. Both the membership and the functioning of the group are subject to regular and often sudden shifts. In contrast to the Soprano family, al-Qaeda relies on the fact that no single cell knows anything about any other cell, making it exceedingly difficult for an outsider or even most insiders to "put the pieces together."

5.4   Theories of Organization

Classic Organizational Theory
An Old School Approach to Organizational Theory The modern outlook on the company is interactive, strategic, and fluid. It places greater value on process than on structural elements of organisations. In contrast, early organisational theories focused more on the structure of a company than its internal procedures. Max Weber, a German political scientist and sociologist who rose to prominence in the early 20th century, is widely credited with promoting bureaucracy as the superior organisational structure. This may sound paradoxical, given that most people's mental pictures of a bureaucracy today are ones of inefficiency, ineffectiveness, and impersonality. But Weber (1947) formed his theory as a societal protest against the favouritism and nepotism that characterised most organisations in the early 20th century, whether they were the fiefdoms of politicians or industrial giants. Weber developed a system for characterising businesses along several aspects, primarily including the following:

Division of labour
(A.)   is the process by which an organization's work is separated into specialised positions and the roles of different departments.
B.   Reporting structures inside an organisation, including who reports to whom at upper levels
C.   Structure: the formal manner in which an organisation is constructed in terms of division of labour, delegation of power, and span of control; the number of levels—or depth—of the organisation.
D.   Span of control, or the breadth of an organisation, is defined as the number of positions or persons who report to a single individual.

A number of assumptions concerning motivation, satisfaction, performance, and leadership were made in classic organisational theory. One of the essentials of leadership is the establishment of unmistakable channels for the distribution of power.

Second, members are more likely to stay engaged and contribute if they are able to focus on a specific area of expertise.

An organization's effectiveness and morale benefit greatly from having just the right amount of subordinates under a given leader's supervision (their "span of control"). Bureaucracy Organizational form advocated by Max Weber (1864-1920), a sociologist, that features a strict chain of command, explicit job descriptions, and measurable outcomes. Division of labour is the process by which an organization's activities are separated out into distinct roles and responsibilities. Authority Delegation The concept of who in an organization's lower ranks reports to who in the upper ranks. Structure The formal structure of an organisation, as reflected by its number of levels (or tiers) and the manner in which its members are assigned responsibilities and given authority. Dimensions of Management The width of an organisation is the number of roles or people who report to a single leader. Structure diagram a graphical representation of the internal structure of a company. The founding theory of modern management. Any theoretical framework that prioritises the management of employee actions on the basis of the assumption that there is a single optimal organisational structure, independent of context, is likely to prioritise management rather than empowerment. Structures of Thought: How Organizations Work Theoretically and Conceptually 553 To sum up, it was believed that if people joined the "correct" group, they would be more likely to act in productive ways. Participation, individuality, and leadership style were not given much thought. The early theories of organisation can be seen as elaborate expressions of B. F. Skinner's behaviourist concepts (discussed in Chapter 8). According to these theories, the organization's success is a contingent reward for adapting to the environment, and the organisational environment is the stimulus for action. Scientists in the field of industrial and organisational psychology studied the results of shifts in these four pillars of an organisation extensively between the years 1950 and 1970. They discussed the relative merits of "tall" and "flat" companies, as well as the impact that different levels of management have on creativity and productivity. There were two limitations to traditional organisational theory. To begin with, it was based on the flawed premise that there is a single optimal setup for any given company. Second, it discounted the notion that members' actions may alter the structure of the organisation while assuming that organisations influenced member behaviour. We shall show how these two limitations on the organisational strategy weakened it, however only

by considering a few cases at this time. Decision-makers are not typically the same people who carry them out, according to traditional views of organisational structure. However, many organisational interventions rely on giving the person or group closest to the actual work process—the production worker rather than the engineer—the authority to make and the duty to implement a choice pertaining to that process. Participatory decision making is not valued in the traditional organisational paradigm, but it is fundamental to the newer models since it fosters a sense of ownership and accountability at the grass-roots level. The traditional view of organisations emphasises managing people and their actions through formal structures. In 2007, the Metropolitan Transportation Authority (MTA) of New York City came to the conclusion that the best way to improve subway efficiency was to view the system as a collection of 24 independent transit networks, each of which was made up of one of the city's 24 subway lines (Neuman, 2007). A separate CEO and support system would be set up for each branch. The MTA hoped that if they decentralised, each line would take responsibility for its own operations. using a loan.

5.5   Organizational Theories

5.5.1 Human Relations Theory

As we've seen, traditional approaches to the study of organisations tend to take an abstract, theoretical view of the workings of modern businesses. It failed to take into account how the needs of a group relate to the personalities of its participants, Human relations theory added a personal or human element to the study of organizations.

Self-Assessment Exercises 1

1.   Define Human Relations Theory

5.5.2 Classic Organizational Theories

1. **McGregor's Theory X and Theory Y**
   The X and Y Theories of McGregor Douglas McGregor's thesis was a reaction against the impersonal assumptions of classic organisational theory, much like Weber's theory of bureaucracy was a reaction against the flaws of the previous organisational model of favouritism. McGregor's (1960) seminal book The Human Side of Enterprise advanced the theory that managers' attitudes and treatment of subordinates are shaped by their preconceived notions of those workers. To clarify his ideas, McGregor developed two competing worldviews that he called Theories X and Y. One of the fundamental premises of classic organisational theory, Theory X managers felt that subordinate

conduct had to be controlled in order to fulfil organisational aims, and that a lack of attention would lead to apathy and resistance. Managers who adhered to Theory X were more inclined to employ incentives and sanctions to maintain order. Managers adhering to Theory Y, on the other hand, thought that employees were self-motivated enough to achieve corporate goals without requiring excessive micromanagement from above. In place of the more traditional use of actual rewards and penalties, managers that adhere to Theory Y are more inclined to give their employees new opportunities to grow and stretch their skills. Even though McGregor presented these two systems as only examples of alternate views that managers might have, many managers perceived them as embodying an either/or dichotomy, with no other possibilities. Others have suggested departures from the Theory X/Y dichotomy since McGregor's death in 1964 (Ouchi, 1981; Schein, 1981).

2.   **Contingency Theories**
You may recall that we referred to certain leadership ideas as "it depends" or "contingency" theories in our earlier conversation. Both "contingency" in the leadership context and "structure/process" in the organisational context suggest that actions should be tailored to the situation at hand. Several theorists have diverged from the traditional theories' unified best-practice prescription by arguing that, rather than being constant across all organisations, optimal practises vary with context**.**

3.   **Systems Theory**
Take into account the two establishments. The organisation is illustrated on the left as it would have been shown before the advent of systems theory. The identical group, with systems theory implemented, may be seen on the right. Which one of these two figures do you find more credible? They shared this view with Daniel Katz and Robert Kahn (1966, 1978). Katz & Kahn Researchers in the field of social psychology who studied the dynamics of small groups included Daniel Katz and Robert Kahn. More specifically, they looked into how the clarity of roles and the degree to which roles were in conflict affected the feelings and actions of group members. This should sound familiar because we discussed role conflict and ambiguity as stressors, and because Katz and Kahn extended their interest in groups to embrace a much broader entity: an organisation, in their study of group and team functioning. The Social Psychology of Organizations, first published in 1966, provides a more dynamic perspective of organisations than either classical organisation theory or more contemporary methods. Systems theory showed

that many forces were at play, both inside and outside of an organisation, which helped explain what actually went on. Certainly, contingency theory said that something made a difference in how an organisation functioned (e.g., the type of industry), and the Lawrence and Lorsch approach that we described earlier in the chapter distinguished between stable and dynamic environments. This was made crystal obvious in front of the whole company. Systems theory is frequently referred to as "open systems theory" to highlight the need of being responsive to external factors.

Self-Assessment Exercises 2

1.   Discuss the Classic Organizational Theories

1.6   Summary

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As we've seen, traditional approaches to the study of organisations tend to take an abstract, theoretical view of the workings of modern businesses. It failed to take into account how the needs of a group relate to the personalities of its participants, Human relations theory added a personal or human element to the study of organizations.

The X and Y Theories of McGregor Douglas McGregor's thesis was a reaction against the impersonal assumptions of classic organisational theory, much like Weber's theory of bureaucracy was a reaction against the flaws of the previous organisational model of favouritism.

1.7   References/Further Readings/Web Resources

Slaughter, Zickar, Highhouse, & Mohr, 2004 (Rhoades & Eisenberger, 2002

Laris & Brulliard, 2005; Ripley, Tumulty, Thompson, & Carney, 2005) Yen, 2005

1.8 Possible Answers to SAEs

Answers to SAEs 1(1)
An Old School Approach to Organizational Theory The modern outlook on the company is interactive, strategic, and fluid. It places greater value on process than on structural elements of organisations. In contrast, early organisational theories focused more on the structure of a company than its internal procedures. Max Weber, a German political scientist and sociologist who rose to prominence in the early 20th century, is widely credited with promoting bureaucracy as the superior organisational structure

Answers to SAEs1(2)
As we've seen, traditional approaches to the study of organisations tend to take an abstract, theoretical view of the workings of modern businesses. It failed to take into account how the needs of a group relate to the personalities of its participants, Human relations theory added a personal or human element to the study of organizations

Answers to SAEs 2(1)
You may recall that we referred to certain leadership ideas as "it depends" or "contingency" theories in our earlier conversation. Both "contingency" in the leadership context and "structure/process" in the organisational context suggest that actions should be tailored to the situation at hand. Several theorists have diverged from the traditional theories' unified best-practice prescription by arguing that, rather than being constant across all organisations, optimal practises vary with context**.**

Answers to SAEs 2
The X and Y Theories of McGregor Douglas McGregor's thesis was a reaction against the impersonal assumptions of classic organisational theory, much like Weber's theory of bureaucracy was a reaction against the flaws of the previous organisational model of favouritism. McGregor's (1960) seminal book The Human Side of Enterprise advanced the theory that managers' attitudes and treatment of subordinates are shaped by their preconceived notions of those workers. To clarify his ideas, McGregor developed two competing worldviews that he called Theories X and Y. One of the fundamental premises of classic organisational theory, Theory X managers felt that subordinate conduct had to be controlled in order to fulfil organisational aims, and that a lack of attention would lead to apathy and resistance.