CHALLENGES AND OPPORTUNITIES OF ORGANIZATIONAL BEHAVIOR

1. The creation of a global village
The world has truly become global village. As multinational companies develop operations worldwide, as workers chase job opportunities across national borders, managers have to become capable of working with people from different cultures.

2. Workforce diversity
Workforce diversity addresses differences among people within given countries. It means that organizations are becoming more heterogeneous in terms of gender, race and ethnicity. When diversity is not managed properly, there is potential for higher turnover, more difficult communication and more interpersonal conflicts. So workforce diversity has important implications for management practice.

3. Improving quality and productivity
Toward improving quality and productivity, managers are implementing programs such as TQM (Total Quality Management) and Reengineering programs that require extensive employee involvement. The organizational behavior offers important insights into helping managers work through those programs.

4. Improving people skills
Organizational behavior represents relevant concepts and theories that can help a manager to predict and explain the behavior of people at work. In addition, it also provides insights into specific people skills that can be used on the job. Organizational Behavior also helps at improving a manager's interpersonal skills.

5. Management control to empowerment
In the 1980s, managers were encouraged to get their employees to participate in work related decisions. But now managers are going considerably further by allowing employees full control of their work. In so doing, managers have to learn how to give up control and employees have to learn how to take responsibility for their work and make appropriate decisions.

6. Stability and flexibility
Now days, change is an ongoing activity for most managers. The study of Organizational behavior can provide important insights into helping a manager better understand a work world of continual change and how to overcome resistance to change. So today's managers and employees must learn to cope with temporariness.

7. Improving ethical behavior
Today's manager needs to create an ethically healthy climate for his or her employees where they can do their work productively and confront a minimal degree of ambiguity regarding what constitutes right and wrong behavior.

MODELS OF ORGANIZATIONAL BEHAVIOR
There are four models of organizational behavior:

i. Autocratic model or theory,
ii. Custodial model or theory,
iii. Supportive model or theory, and
iv. Collegial theory.

Usually one model throughout accepted by all the organizations in the country but other models also find place in some of the organizations at the same time.

We shall now discuss the various models of organizational behavior strictly in their historical order.

1. The Autocratic Model or Theory
The autocratic model has its roots deep in history. The model was very much incumbent during industrial revolution. The model depends on power. 'might is right' was the motto. Those who are in command must have a power to demand. Employees are to follow the orders of their boss who has an authority to get the work done through people. If they fail to follow the orders, they are to be penalized. It means "you do this—or else will be punished". It is threatening based on negative motivation and backed by power.

The managerial orientation in this theory is formal, official authority. The authority is delegated with a right to command the people to whom it applies. The theory is based on the assumptions that management know what is right and what is wrong and employees are to follow the orders
witout any grumbling. An employee is under an obligation to act what his boss says—right or wrong. He cannot suggest changes, ask questions or interpret things irrespective of their qualitative aspect. Management assumes that employees are passive and resistant to organizational needs. They do not work at their own unless pushed to work and therefore they need right control to attain the organizational goals. Thinking is the management’s task and employees are simply to obey the orders. This is exactly theory 'X' popularized by McGregor as the conventional view of the management.

Under this theory, the employees' orientation is obedience to boss. They are fully dependent on their boss because he has power to ‘hire, fire and perspire’, them. Employees are always are offered minimum wages to provide subsistence needs for themselves and their families because workers give minimum performance. Some employees give higher performance because of their internal achievement drives or because they like their boss or because they think their boss an ‘inborn-leader’ or because of some other fortuitous reasons but except few all others give only minimum performance.

The picture presented is an external one. It has all shades—dark and light. This theory was current till the beginning of the twentieth century. The main drawback of this model id the high human cost and power and authority are needed to get the work done.

2. The Custodial Model or Theory

As managers began study of their employees, they felt that in an autocratic approach, workers felt themselves incurred and frustrated. They worked according to the directives of their boss and could say nothing against the orders of the boss. They did not talk back to the boss but still they ‘thought back’. They wanted to say many things and sometimes they did say, but only when they left the job or lost their temper. Sometimes, they became aggressive towards their boss. Since they could not vent their feelings directly, they vented them on their family members or neighbors. So the communities lose something out of this relationship.

Having studied this sad story of the employer-employees relationship, the progressive employers thought ways to get rid of this right of the employees and started thinking of employee-satisfactions and job security during production. This approach just night cause more productivity. The theory was based upon the fact that if the insecurities, frustrations and aggressions of employees could be dispelled, they would take interest in working. The employee could sleep better. Some employers were genuinely concerned with improving employment conditions and providing better job opportunities. They started employee welfare programmes and later on passed on to fringe benefits. Various other organizations—government, labour unions etc.—took interest in
security needs of the employees. They were unconsciously applying the custodial model of organizational behavior. The custodial approach is based on economic resources of employees. If an organization is not in a position to provide sufficient wealth to pay pension and other benefits, it cannot follow the custodial approach. Thus the managerial orientation is towards money to pay the cost of benefits. The custodial model emphasizes economic rewards, security, organizational dependence and maintenance factors. Thus it provides job security and employees satisfaction. But the model leads the workers to a passive mood. They are not producing more or still nearer to their capacities. The productivity is lower under this theory as compared to that under autocratic theory in spite of the fact that employees are happy. It is true and confirmed by several research studies that ‘the happy employee is not necessarily the most productive employee.

Having discontented with the result of the working under this model, management started thinking for a better way. It does not mean the condemnation of the theory but it is sure that it is not best way to motivate employees.

3. The Supportive Model or Theory
The supportive model of organization behavior was named by Rensis Likert as the 'Principle of supportive relationship'. The model resembles with McGregor’s theory ‘Y’ and the human resources approach. The underlying idea of the model is that leadership and not the power or money motivates the employees to work. Through leadership, management provides a climate to help employees grow and accomplice in the interest of organization, the things of which they are capable. The basic assumption of the theory is that the employees are not, by nature passive and resistant to organizational needs, but they are forced to become passive due to inadequate supportive climate at work, if they are given chance, they can show a better result, share responsibility, develop a drive to contribute and improve themselves. Thus management’s orientation is to support the employees by making benefit payments as the custodial approach. As because the employees job performance is supported, the employees’ orientation is toward performing in job to the best of their ability, capacity and capability. They respond to intrinsic motivations in their job. The psychological result of this feeling is to develop a sense of participation and task involvement in the organization. Whenever they refer to their organization, they speak in terms of ‘we’ and not ‘they’. Their higher-order needs are met so they have awakened drives for work. The supportive behavior does not require money but an effective leadership that helps employees solves their problems and accomplishes their work in a right spirit.
Supportive approaches work well with both employees and employers. The approaches provide job satisfaction to employees and organizational effectiveness to employers. It motivates people. The supportive theory is especially effective in developed nations having affluences and provides intrinsic motivational factors. The model does not appeal to the needs of less developing countries because they differ in their need structure and social environments.

4. The Collegial Theory
The collegial theory is an improvement over the supportive theory but it has limited applicability under special circumstances. The theory is mainly application in research laboratories and in other organizations having similar work-environment. The theory is based on the principle of mutual contribution by employer and employees. Each employee of the organization feels that he is contributing something to the whole and therefore, organizations needs them. He also feels that management and other employees, too, are contributing to the organization, and so accepts their role in the organization. Management is to be considered to be joint contributor and not the boss.

The management orientation under this theory is integration. Management integrates the contributions of all the employees and thus, it is an ‘integrating authority’. Scientific and professional employees realize their responsibility because they are very sensitive to their responsibility. For example, an employee produces quality goods not because manager has ordered him to do so or he is afraid of being penalized. He produces quality goods because he feels his social responsibility to provide best quality goods to the public and moreover he feels himself happy in maintaining standards as to quality of goods produced by him.

The employee orientation under this theory is self-discipline because employees are fully aware of their responsibilities and they maintain discipline in performing their job. Under such environment, employees to some extent self-realization.

INDIVIDUAL LEVEL VARIABLES AND THEIR EFFECTS ON EMPLOYEE PERFORMANCE AND SATISFACTION

All our behavior is somewhat shaped by our personalities and experiences. There are three individual level variables:

1. Biographical Characteristics
2. Ability &
3. Learning

1. Biographical characteristics
Biographical characteristics are readily available to managers. They include data that are contained in almost every employee's personal files. The biographical characteristics are:
   a) Age
   b) Gender
   c) Marital status
   d) Tenure

a) Age
The relationship between age and job performance is likely to be an issue of increasing importance during the next decade. Evidence indicates that, a number of positive qualities that order older workers bring to their job specifically experience, judgment, a strong work ethic and commitment to quality. But older workers are also perceived as locking flexibility and as being resistant to new technology.

b) Gender
Psychological studies have found that, women are more willing to conform to authority and that men are more aggressive and more likely than women to have expectations of success. Generally, there is no significant difference in job productivity between men and women. Similarly, there is no evidence indicating that an employee's gender affects job satisfaction.

c) Marital Status
There are not enough studies to draw any conclusion about the effect of marital status on job productivity. But research consistently indicates that married have fewer absences, undergo less turnover and are more satisfied with the job than are their unmarried coworkers. Marriage imposes increased responsibility that may make a steady job more valuable and important.

d) Tenure
The last biographical characteristic is tenure. Extensive reviews of the seniority-productivity relationship have been conducted. If we define seniority as time on a particular job, we can say that, the most recent evidence demonstrates a positive relationship between seniority and job productivity. So tenure, expressed as work experience appears to be a good predictor of employee productivity.
2. Ability
Ability refers to an individual's capacity to perform the various tasks in a job. It is a current assessment of what one can do. An individual's overall abilities are essentially made up of two sets of factors:

a) Intellectual abilities
Intellectual abilities are those needed to perform mental activities. Intelligence Quotient (IQ) tests are designed to ascertain one's general intellectual abilities.

b) Physical abilities
Physical abilities gain importance for successfully doing less skilled and more standardized jobs. For example, jobs in which success demands stamina, manual dexterity (skill), strength or similar talents require management to identify an employee's physical capabilities.

3. Learning
Any relatively permanent changes in behavior that occurs as a result of experience. We can say that changes in behavior indicate that learning has taken place and that learning is a change in behavior. This definition has several components:

   a) Learning involves change. Change may be good or bad from an organizational point of view.
   b) The change must be relatively permanent.
   c) This definition is concerned with behavior. Learning takes place when there is a change in action.
   d) Some form of experience is necessary for learning. Experience may be acquired directly through observation or practice or it may be acquired indirectly, as through reading.