



## KAPITEL 4 / CHAPTER 4<sup>4</sup>

### VARIABLES FOR EVALUATING AND INFLUENCING ORGANIZATIONAL BEHAVIOR

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## Introduction

The study of OB helps to determine the human texture specific to each organization. Employees have different ways of comparing themselves at work: they are sociable or lonely, they are the masters of their actions or, on the contrary, they are victims of the context, considering that job satisfaction depends on themselves, etc. All these aspects of their behavior determine the need to analyze and better understand the factors, based on which each is part of the organizational activity, as a unique and unrepeatable individual. Factors in question include the variables that determine OB, implicitly, its dimensions: *individual behavior, group behavior, organization, and organizational environment*.

*Variables and influencing factors* are the elements that determine the appearance, development, change and completion of a process, an action, a phenomenon, in our case *behaviors*. In this context, we will analyze the main variables (influencing factors) with imminent impact on organizational behavior.

Therefore, individual behavior (IB), as a basic dimension of organizational behavior (OB), occurs as a result of the interaction between the individual and various environmental factors. The behaviors that result from this interaction, are so different, that they can serve as sources for the development of creativity, talents, etc., but also for conflicts and frustration. Or, for the successful activity of the organization, the managers must recognize (evaluate) and direct (model) the behaviors of the employees, in order to achieve the individual and organizational objectives.

### 4.1. Assessing and influencing organizational behavior through the "intelligence" variable

A behavioral assessment variable is employee *intelligence*, which refers to the ability to understand easily and well, to grasp what is essential, to solve new situations or problems based on previous experience. Intelligence is of two types: *academic or cognitive (IQ) and emotional (EQ)*.

Academic intelligence is determined through intelligence tests and is a combination of an individual's potential and the knowledge he or she acquires in the early years of life and during formal education<sup>5</sup>. By acting through academic intelligence, anyone can guarantee success in any type of activity, including evaluating and shaping their own and others' behavior.

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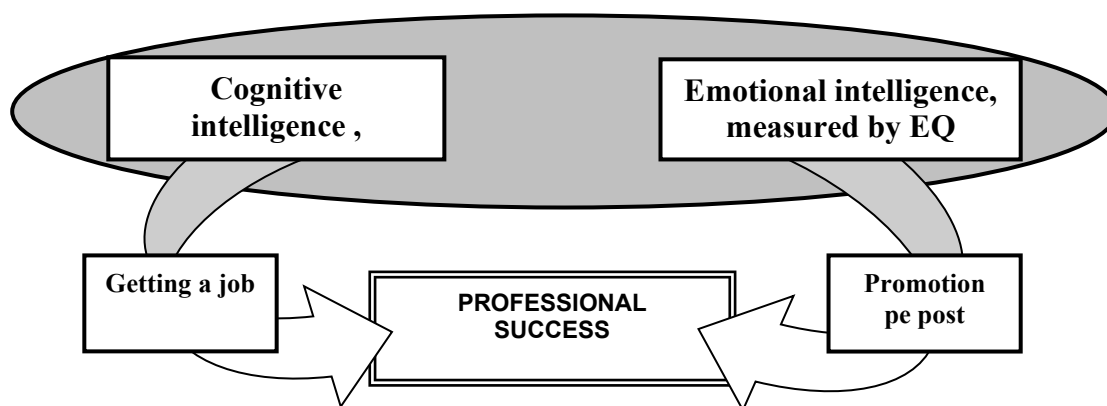
<sup>5</sup> ILIE-PETRESCU., M. *The social resonance of intelligence*. On:chrome-extension://oemmnacblldboiebfnladdacbdmfmadadm/http://doctorat.ubbcluj.ro/sustinerea\_publica/rezumate/2011/sociologie/ilie\_petrescu\_magdalena\_ro.pdf. (visited on 23.01.2022)



Of course, researchers vote differently: some are pro IQ, some are pro EQ. Our view is that both types of intelligence deserve attention because they play a role in influencing behavior. However, it is imperative in the process of forming a competitive behavior to develop continuous development plans, and this is the privilege of EQ.

The following argument is also important: Unlike IQ, which changes quite a bit after adolescence, EQ develops as a person goes through life and learns from experience. And finally, unlike IQ, EQ has proven to be a more reliable predictor of success in professional life. IQ and EQ are not opposing competencies, but rather separate ones, but the former cannot function to its full potential without the latter.

Therefore, a person can get a job based on cognitive skills and which, based on education structured on the accumulation of knowledge, memorizing thought patterns, assessing their level of retention, favors obtaining a degree. The diploma and high marks will allow the person to *occupy* a position, while the person who exploited his EQ will *obtain* the position. The difference is that through IQ, someone "gets a job" and through EQ, they are "promoted to a job" because everyone is able to get jobs, if they fall within IQ limits, but achieve outstanding performance, which to ensure his success in the chosen career, it is in the power of those who have and exploit their EQ (figure 1).



**Figure 1. The factors on which professional success depends**

Source<sup>6</sup>

Another argument in favor of emotional intelligence is the statement of Daniel Goleman, who analyzed and described in depth the concept that: „emotions well examined, well channeled into appropriate behavior, lead to increased performance, better interpersonal relationships and a reduction general stress”<sup>7</sup>.

Scientist R. M. Căndea considers that all activities of the organization, as long as they involve human activity, they carry the imprint of emotions, and these may favor the development of activities or may make it impossible. The same scientist says that, regardless of the angle from which we approach emotional intelligence, what makes the connection between people, what makes it possible to work together and achieve synergy of efforts, is communication: "skills such as conflict resolution, motivation,

<sup>6</sup> CANDEA, R.; CANDEA, D. Emotional competence and success in management. Editura Economica, București, 2005, 495 p., ISBN 9737091485

<sup>7</sup> GOLEMAN, D. *Emotional intelligence*. Editura Curtea Veche, București, 420 p., 2001, ISBN 973-8120-67-5



leadership, leadership work in a team, etc. they are strongly dependent on the ability to communicate effectively and efficiently. The success of the manager depends on how well he manages to create and maintain productive relationships with subordinates”<sup>8</sup>.

In conclusion, we point out that the key to changing some types of relationships into successful relationships is to educate intelligent emotional behavior, which benefits everyone involved, because EQ allows you to recognize and react to the emotions and feelings of others and guide those emotions to help everyone. This argument applies to any member of the organization and, in particular, to leaders / managers.

#### 4.2. Assessing and influencing organizational behavior through the "learning" variable

The evidence that man is prone to reproduce patterns of behavior whose consequences are accepted as favorable and, conversely, tries not to repeat behaviors followed by negative consequences, follows from the statement that any behavior can be learned, maintained and modified under the action of *consolidators or of some reinforcing factors*. „Training is really nothing more than organizing conditions for reinforcement," says B. F. Skinner, the founder of consolidation theory<sup>9</sup>.

Projecting the situation in the organization, we conclude that employee behavior can range from productive to unproductive / counterproductive, depending on how the manager, acting as moderator, alternates between stimuli and consequences, while explaining to subordinates the interdependence between his behavior and results. subsequent. Given that the result is a new behavior, the alternation of stimuli and consequences is aligned in the process called *learning*, and because it is done by managers in the organization - *organizational learning (OL)*.

Thus, a variable of evaluation, of recognition of individual behavior in the organization is the OL, which is the type of learning carried out by the organization for its employees, in order to amplify and adapt the identified knowledge, acquire skills and continuously influence behavior, based on the practice and experience gained in the organizational environment, either foreign (if they worked in another organization) or the current economic unit. It involves an internal process of the individual, which results in new behaviors and actions. The key factors in this process are *practice and experience*, as they provide information about the consequences of any behavior<sup>10</sup>.

According to the teacher Gh. Căprărescu, OL acts on the behavior of an individual through two of its forms <sup>11</sup> (figure 2):

A) *Operant learning*;

<sup>8</sup> CANDEA R., *Managerial competence*. On: [www.mim.utcluj.ro/uploads/pages/16\\_Compentente\\_manageriale\\_D5.pdf](http://www.mim.utcluj.ro/uploads/pages/16_Compentente_manageriale_D5.pdf), p. 210. (visited on 23.01.2022)

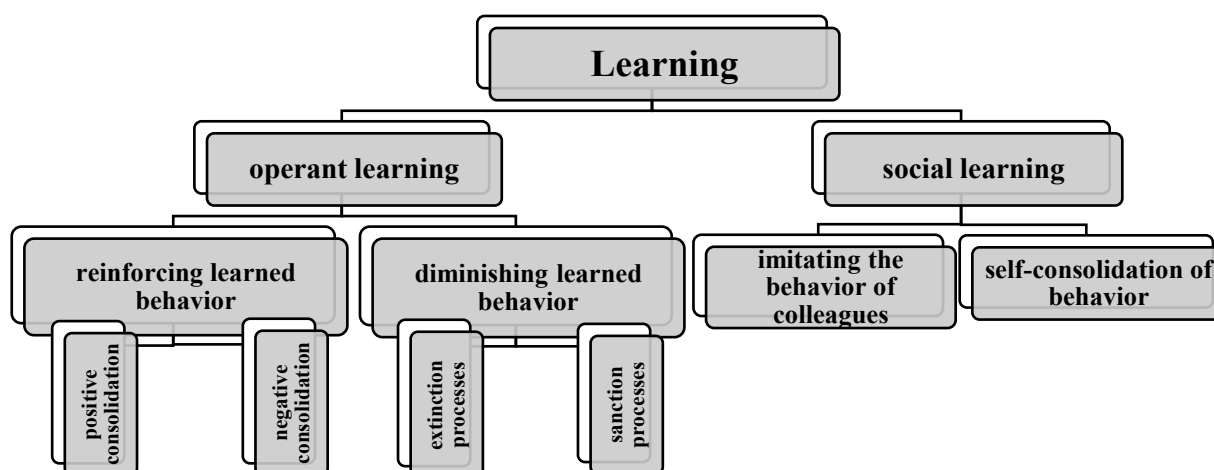
<sup>9</sup> SKINNER, B.F. *The scientific revolution of education*. Editura Didactică și Pedagogică, București, 224 p., 1971

<sup>10</sup> NICOLESCU, O., VERBONCU, I., IONESCU, GH., RUSSU, C., IOAN, M., ILIES, L. *Management dictionary*. Editura PRO Universitaria, București, 904p., 2011, ISBN 978-973-129-882-5

<sup>11</sup> CĂPRĂRESCU, GH. *Organizational behavior (course support)*. On: <http://ru.scribd.com/doc/161063103/comportament-organizational-curs,2009-2010>. (visited on 12.02.2022)



## B) Social learning.



**Figure 2. The process of action of the variable "learning" on individual behavior**  
**Source: elaborated by the author**

A) According to *operant learning*, a person is accustomed to acting in an environment an achieving results based on background<sup>12</sup>. Or, the individual modifies his behavior according to the previous practice, and the operative learning provides two processes, which can serve as managerial implications of behavior orientation: *a) consolidation and b) diminution*.

*a)* A definition of *consolidation* states that it is „the process of maintaining and reinforcing behavior as a result of the use of certain incentives, called consolidators”<sup>13</sup>. Consolidators, in turn, can be: *positive* and *negative*. But the nature of the incentive depends on how the consolidators are perceived by the one who applies them, but also on the one on whom they are applied.

As a rule, *positive consolidation* is a tool for maintaining and stimulating behavior, based on the systematic selection and use of favorable incentives, material (premiums, rewards) or immaterial (praise, appreciation), suitable for any type of behavior. However, it should be noted that, in excess, these consolidators cease to be positive and lead to the opposite behavior.

*Negative consolidation* shapes an individual's behavior by eliminating or preventing an unfavorable stimulus of an immaterial nature (criticism, sanctions) or a material nature (fines, penalties) of behavior. As with positive reinforcement, negative stimuli should be handled with great care, as overuse, overuse can lead to hostile and aggressive reactions from the individual.

*b) Diminution* is based on incentives which „decrease the probability of occurrence of a certain learned behavior”<sup>14</sup> and is manifested by the *extinction* and *sanction* of the behavior.

*Extinction* provides that a behavior can be abandoned if its consolidation is stopped

<sup>12</sup> idem. (visited on 12.02.2022)

<sup>13</sup> ibidem (visited on 12.02.2022)

<sup>14</sup> CĂPRĂRESCU, GH. *Organizational behavior (course behavior)*. On: <http://ru.scribd.com/doc/161063103/comportament-organizational-curs,2009-2010>. (visited on 12.02.2022)



and, at the same time, the desired behavior is stimulated. For example, a difficult employee, who creates problems within the organization through incessant dissatisfaction, may draw on his side and form a group of undecided or opportunists, who, through his support, will strengthen the behavior of the problem employee. In this way, the situation becomes threatening for the organization. So such behavior must be abandoned. The solution would be to explain to the group members that the issues the employee is discussing are false and that his support continues to alter the company's climate. Lacking support, the difficult employee will eventually change his behavior. According to the *sanction*, unwanted behavior can be changed by using a negative, hostile stimulus. The efficient use of sanctions in order to reduce the learned behaviors requires the observance of some rules:

- *The sanction must have a really discouraging effect.* If chosen and applied correctly, the sanction can act as a positive consolidator. For example, low-performing employees, who are punished for working overtime, are actually earning because they are being paid overtime. In this case, the sanction acts as a positive reinforcer for unwanted behavior.
- *The sanction must be applied as soon as the unwanted behavior occurs.* Postponement of punishment makes unwanted behavior more difficult to overcome by repetition.
- *The sanction cannot be preceded or followed by a reward.* For example, bosses who apply a punishment and then try to tame it by showing sympathy, risk sending confused signals to employees, reinforcing inappropriate behavior.
- *The sanction cannot be applied to the expected behavior.* For example, in the organization, the most successful employees are entrusted with additional tasks, because they successfully solve any problems. Sometimes this "trust" from bosses can be interpreted by the employee as a sanction.

B) Social learning is another form of a OL, according to which a person adopts a behavior as a result observing and evaluating the behavior of others by:

a) *imitation*

b) *self-consolidation.*

- a) *Imitation* is a copy of the behavior of others by direct observation and imagination, constituting a direct modeling by trial and error. Imitation is a form of consolidation, because it acts only in the situation where one's experience or image has a consolidating role. That is why it is recommended to imitate attractive, lively, credible, competent employees with a high social status.
- b) *Self-consolidation* is the process by which employee compares a pattern of foreign behavior with his own behavior. In this process, it is necessary to connect with the motivation and reward system, because the organization can and must encourage desirable behaviors by offering rewards and appreciation when they occur. As for managers, they need to keep in mind that their actions are perceived by subordinates as a pattern of behavior.

So the organizational learning process promotes the idea that an old behavior can be changed by learning a new one based on personal behavior and others. The role of catalyst and mentor in this process must be assumed by the manager / leader.





### 4.3. Assessing and influencing organizational behavior through the „stress” variable

Another evaluation variable, and at the same time, the influence of behavior, important for an effective leader / manager, is *stress*.

*Stress* is a state of inner imbalance and is the result of an interaction between an environment and an individual. In addition to physical stressors (cold, heat, exertion, noise, etc.), there are also emotional stressors, which affect the endocrine system and, as a result, the health of employees.

In the organization, stress arises from the action on the employee of the work factors in the employee's work environment, including the action of individuals, groups and the organization in which the employee works. This type of stress is called *organizational* (OS) and is defined as „a response to an action, situation, or event within the organization that places a special request on an employee”<sup>15</sup>.

The most common manifestations of OS are: *frustration, anxiety, depression*. Obviously, an action of the stressed employee is to try to adapt to these conditions, and when he fails to cope with the situations created, his behavior registers various deviations (conflicts, resigns, withdraws and / or consumes exciting substances) which, in his opinion, it will at least help him to reduce his stress. *Withdrawal*<sup>16</sup> and use of *stimulants*<sup>17</sup> are behavioral reactions to stress.

In addition to withdrawal actions and the consumption of excitatory substances, the employee, hoping to adapt, connects *defense mechanisms*, which manifests itself in various types of behavior. The most easily observable at work are:

- the *rationalization* mechanism, which justifies an impulsive behavior;
- the *regression* mechanism, which justifies the adoption of childish behaviors;
- the *fixing* mechanism, which justifies the inflexible and rigid behaviors;
- the *identification* mechanism, which justifies the adoption of behaviors, through which an employee mentally associates himself and considers the qualities of a person as his own.

Therefore, depending on the actions taken by the employee, in order to get rid of OS, managers have the responsibility to help him by implementing stress management programs. And as it is impossible to act directly on stress, management programs are geared towards *stress prevention* and *its consequences*.

Conceptually, organizational conflict can be seen as a reality of management and organizational behavior and can be linked to politics and power in organizations. Thus, conflict is a „behavior aimed at obstructing the achievement of goals by others”<sup>18</sup> and arises from the incompatibility of goals that results in contradictory behaviors.

Conflict can influence behavior in a positive or negative way. In order to identify

<sup>15</sup> POPESCU, D. I. *Organizational behavior*. Edition ASE, Bucharest, 402 p., 2010, ISBN: 9786065053694

<sup>16</sup> *Withdrawal* can take the form of absences or resignations, with the aim of releasing stress for a limited period of time. The truth is that, by retiring, only the individual in question solves his problem, but the stress in the organization does not disappear (author's note).

<sup>17</sup> *Excessive substance use* (alcohol, tobacco, drugs) is the most harmful and unnecessary reaction to stress, because it solves neither the problem of the individual nor that of the organization, but, on the contrary, the situation worsens. It is important to note that these behavioral manifestations are the last acts in the process by which the employee strives to cope with stress. Before reaching these extremes, the employee tries other methods to alleviate his stress. During this period, the manager may intervene with implications for correcting the employee's stressed behavior (author's note).

<sup>18</sup> POPESCU, D. I. *Organizational behavior*. Edition ASE, Bucharest, 402 p., 2010, ISBN: 9786065053694

a rational method of resolving organizational conflict, in order to correct / modify employee behavior, managers must identify the type of conflict that influenced the behavior.

In the organization, employee can be engaged in conflicts of interests, functional, dysfunctional and role conflicts. For example:

- *Conflict of interest* refers to the social, professional or economic interests of the employee, which refers to the establishment of working conditions, during the negotiation of the employment contract. It occurs when employees request claims and managers refuse to sign a new employment contract. Obviously, in this situation, employees will demonstrate counterproductive behaviors (absences from work, cessation of work, protests, etc.). In this situation, managers need to identify appropriate methods for resolving the conflict that lead to the correction of the behavior. In these situations, it is welcome to apply programs to change the deviant behavior that has arisen as a result of conflicts.
- *Emotional conflicts*, which in most cases are dysfunctional, can be caused by the existence of different points of view on the objectives or the way of perceiving the value system, the lack of communication, the competition for insufficient resources, the difference of power and culture, of invading personal territory, the nature of activities, changing the external environment, etc. All this can obviously lead to deviant behaviors. Identifying the type of conflict that affects employee behavior and its cause, managers must use different approaches to resolving and adopt one of the appropriate strategies: *avoidance, domination, accommodation, collaboration, compromise*.
- In organizations, the most numerous are the *functional conflicts* generated by multiple causes (confrontations of ideas, in order to increase performance), conducive to increasing creativity, change and adaptation of employees. Functional conflicts are those that can be maintained at a controllable level, as a result, managers have the opportunity to monitor employee behavior. So the state of disagreement or behavior that occurs after the onset of the functional conflict can be created by the managers themselves, in order to encourage employees to have different opinions, then to change their opinions through *arguments* and *demonstrations*, as a result to change their behavior.

For these reasons, in order to change the behaviors of employees in a state of conflict, managers have at their disposal a series of techniques that provide either to stimulate the conflict or to regulate it.

#### 4.4. Assessing and influencing organizational behavior through the „diversity” variable

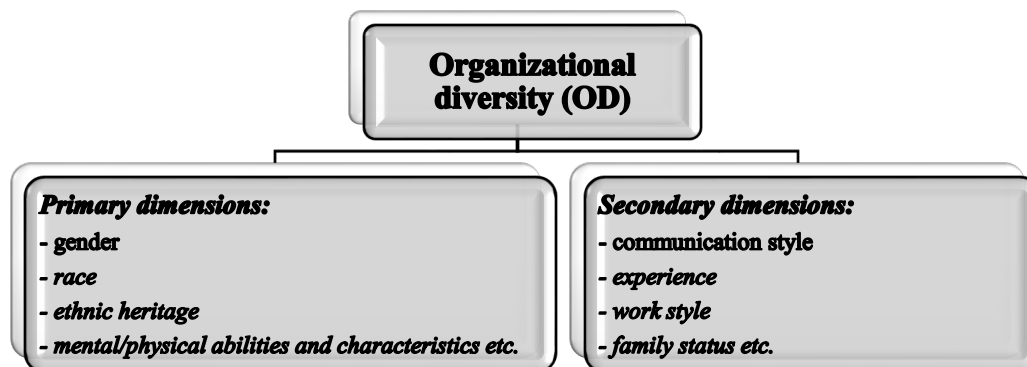
A variable for evaluating the OB is *organizational diversity (OD)*. In an institution there are different individual behaviors that interact with different personalities, which, in turn, interact with organizational environments, giving rise to different individual behaviors.

OD represents the multitude of individual *differences* and *similarities* that exists



between the employees. They are divided into *primary* and *secondary*<sup>19</sup> (figure 3):

- *The primary dimensions of OD* are: gender, ethnicity, race, mental/physical abilities and characteristics, sexual orientation and age;
- *The secondary dimensions of OD* are: communication style, experience and work style, family status, etc., personal characteristics that change during human existence, depending on various external and internal factors, depending on the choices that the individual makes at different times in life.



**Figure 3. The dimensions of organizational diversity**

Source: elaborated by the author

The *primary* and *secondary* dimensions interact dynamically, generating various combinations of behavior. This interaction influences the employee's self-image, value system, needs, goals, and expectations. Taken together, the primary and secondary dimensions define an employee's behavior and influence how that behavior is perceived and treated by colleagues.

From the above considerations, it is clear that effective management of OD in general and behavioral diversity in particular would be an advantage for the management of any organization in coordinating its work. The statement is based on the conclusions of researchers R. Kreitner and A. Kinicki, who argue that the way diversity is managed has an impact on organizational behavior and, implicitly, on organizational efficiency. Evidence of organizational behavior modeling, in the opinion of scientists, serves as the direction of action of the diversity management process, namely<sup>20</sup>:

a) *capitalizing on the talents, abilities, motivations, commitments of each individual;*

b) *changing the attitudes and behaviors of employees at work;*

c) *the quality of the staff recruitment process;*

d) *amplifying creativity and the innovative spirit;*

e) *identification and overcoming barriers.*

Thus, the **diversity management (DM)** process can be analyzed as a modeling variable, but also as a OB evaluation.

a) A proof of the evaluation and modeling of OB through DM is that it acts on the individual attributes of the employees, *by capitalizing on the talents, abilities, motivations, commitments of each individual* (figure 4). Any

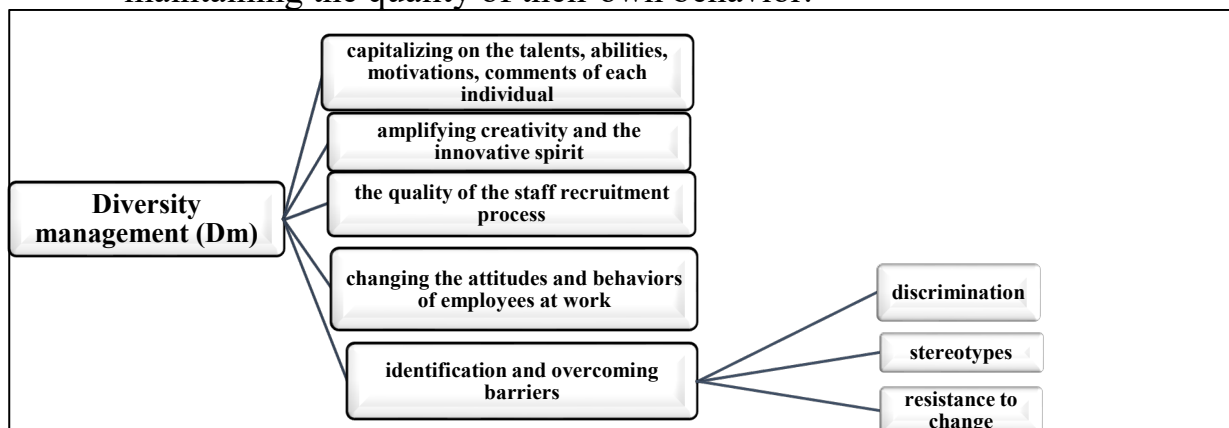
<sup>19</sup> LODEN, M. *Implementing Diversity*. Chicago, IL: Irwin, 1996, pp.14-15

<sup>20</sup> KREITNER R.; KINICKI A. *Organizational Behavior*. In: McGraw-Hill Irwin, International Edition, New-York, 1998, pp.41-46





differences between individuals can be both a source of creativity and a source of conflict and frustration. In this sense, it is welcome to create in the organization favorable conditions for recognizing and respecting behavioral differences, on the one hand. On the other hand, subordinates tend to imitate the actions of the manager, therefore, the manager is responsible for maintaining the quality of their own behavior.



**Figure 4. The directions of action of diversity management on modeling organizational behavior.**

Source: elaborated by the author

Therefore, *before taking action on the individual attributes of employees, they must be evaluated in order to determine the necessary depth of intervention.* *a întreprinde acțiuni asupra atributelor individuale ale angajaților, acestea trebuie evaluate, pentru a determina profunzimea necesară de intervenție.*

b) Another action of DM is *to change the attitudes and behaviors of employees at work* (figure 4). Employees who differ in their behavior from most members of the group in which they work are less satisfied with their careers, less devoted to the company. This is due to the stress caused by the discriminatory attitude of the group members towards the members with different behavior. As a result, job dissatisfaction occurs, and workers' interest in the organization's goals decreases.

In this regard, an organizational policy aimed at the non-discriminatory treatment of employees in the workplace would obviously lead to a reduction in stress, an increase in job satisfaction, an improvement in employees' attitudes towards the specific and general objectives of the organization and, further, to increase work performance.

c) One direction of DM with an impact on OB is *the quality of the staff recruitment process* (figure 4). Attracting and retaining employees willing to shape their behavior, depending on the requirements of the organization, is a competitive advantage for an organization. Companies that practice effective diversity management in this regard are more likely to create this advantage, because people who are different in terms of race, age, religion, sexual orientation, etc., good specialists, will prefer to develop activity in such companies. Moreover, recruiting employees *based on behavioral diversity* helps organizations provide better customer service.



The following example confirms this: a vice president of a company came to the following conclusion regarding the recruitment of a diverse workforce: „The area of our clients is very diverse. By recruiting the workforce in this area, our employees become representatives of the communities in which we conduct our business, which has a positive effect on the company's image, on our business in general”<sup>21</sup>.

- d) *The amplification of creativity and the innovative spirit* (figure 4) is another direction of evaluation and modeling of behavior through DM. Workforce diversity also means different ideas and perspectives, so an increased potential for creativity and innovation. Rosabeth Moss Kanter was one of the first specialists to study the relationship between workforce diversity, on the one hand, and creativity and innovation in the organization, on the other. The results of the research conducted by the researchers showed that organizations characterized by a high level of innovation deliberately used work teams with attitudes and behaviors that were heterogeneous with the organization's goals.
- e) Along with the benefits that the organization has from capitalizing on diversity, a challenge for DM is *to identify the barriers* that stand in the way of correct assessment and OB modeling and the possibility to either overcome them or turn them into advantages (figure 4) . The most well-known barriers in this regard are<sup>22</sup>:

- *Discrimination*, which means treating the behavior of an employee who is part of a group in an inappropriate way because that behavior is different from that of other members of that group.
- *Stereotype*, which occurs when behavioral characteristics of a group extend to an employee, starting only from that person's membership in that group.
- *Resistance to change*, which is the consequence of introducing a solution of change, already established, of the behavior of each individual employee and of the group as a whole. Or, *the resistance behavior on the part of the employees arises from the fear of failure in the face of change and from the universal desire to leave everything as it is.*

In this context, we argue that DM is achieved by *increasing the capacity to solve problems in the organization, to remove the barriers listed above and to raise the productivity of the organization*. Strongly, the diverse behaviors of the members of the organization lead to an increase in its capacity to solve its internal problems. For GD to contribute positively and significantly to the organization's work, two conditions must be met:

1. Employees of the organization must *adopt behaviors based on common values and norms* that promote the achievement of the goals of the organization to which they belong;
2. The employees of the organization must *be aware of and show tolerance for behavioral differences between them.*

<sup>21</sup> FERGUSON, J.; JOHNSTON, W. *Managing Diversity*. In: *Mortgage Banking*, Sept. 1995

<sup>22</sup> KREITNER R.; KINICKI A. *Organizational Behavior*. In: McGraw-Hill Irwin, International Edition, New-York, 1998, pp.41-46



#### 4.5. Assessing and influencing organizational behavior through the „culture” variable

**Culture** analysis, as a variable of evaluation and influence of behavior, starts from the fact that the behavior of an individual or an organization, first of all, is the expression of his culture. Or, the basic function of culture is to model a behavior<sup>23</sup>.

The norms of behavior imposed by the culture, such as the address/greeting formulas, the ways of achieving interpersonal relationships, habits, dress, sex, family relationships, etc. of an employee are analogous to an organization. Like the individual, each organization has its own behavioral norms that make it unique.

The statements are based on the fact that culture is a way of existence, evaluation and action shared by an organization and its members and passed down from generation to generation, thus constituting the recommended behavioral indicator for the organization's employees and especially newcomers. The characteristics of culture, expressed through rules and directions of guiding behavior and the fact that culture can be learned and communicated, are dimensioned in several aspects, for example: individual culture, relational culture, organizational culture, etc., which in turn confirms the function of culture in shaping individual and organizational behavior.

We know that *individual culture* as a model of human behavior encompasses thinking, language, action, religion, and depends on the individual's ability to learn and pass on to future generations knowledge gained in various fields. In order to influence an employee's behavior through culture, management can use a system of rules and regulations, but also a system of rewards associated with employee behavior based on the values of the economic unit in which it operates and the culture of that organization.

*Organizational culture* refers to the set of behaviors formed over time in an organization, which predominates and conditions its functionality and performance.

The concept of organizational culture has given business people a way to discuss important organizational elements, such as leadership skills or interpersonal relationships, that are not easy to quantify or integrate into traditional categories. This proof gave the organizational culture the opportunity to acquire a permanent place, of special importance, in any discussion about organizational behavior.

In this context, *organizational culture proves its status as a variable that acts on organizational behavior, giving managers the opportunity to assess employee behavior and shape it when necessary.*

#### 4.6. Assessing and influencing organizational behavior through the „communication” variable

In the literature, **communication** is presented as a „*process by which an individual (transmitter) transmits stimuli in order to change the behavior of other individuals (receiver)*”<sup>24</sup>. The technical dimension of the communication process is the

<sup>23</sup> NICOLESCU, O., VERBONCU, I., IONESCU, GH., RUSSU, C., IOAN, M., ILIES, L. *Management dictionary*. Edition PRO Universitaria, Bucharest, 904p., 2011, ISBN 978-973-129-882-5

<sup>24</sup> POPESCU, D. I. *Organizational behavior*. Edition ASE, Bucharest, 402 p., 2010, ISBN: 9786065053694



transmission of information from one person to another through appropriate and specific channels, and the social aspect of communication concerns the semantics (understanding of messages) and pragmatism expressed by the efficient use of communication information by recipients. Successful communication within groups and organizations depends on the need for members to communicate and emerge from its managerial functions: information, command, instruction, integrative, persuasion and motivation. Or, the manager's ability to receive, interpret and transform into actions and transmit information, in order to shape the behavior of subordinates, is the basis of organizational survival.

Therefore, communication is another important variable of OB assessment and influence. It makes possible the objective exchange of information to achieve behavioral control by:

- informing employees about the type of behavior needed at their workplace;
- integration and coordination of employee behavior;
- targeting and evaluating the response behavior of employees.

#### 4.7. Assessing and influencing organizational behavior through the „power“

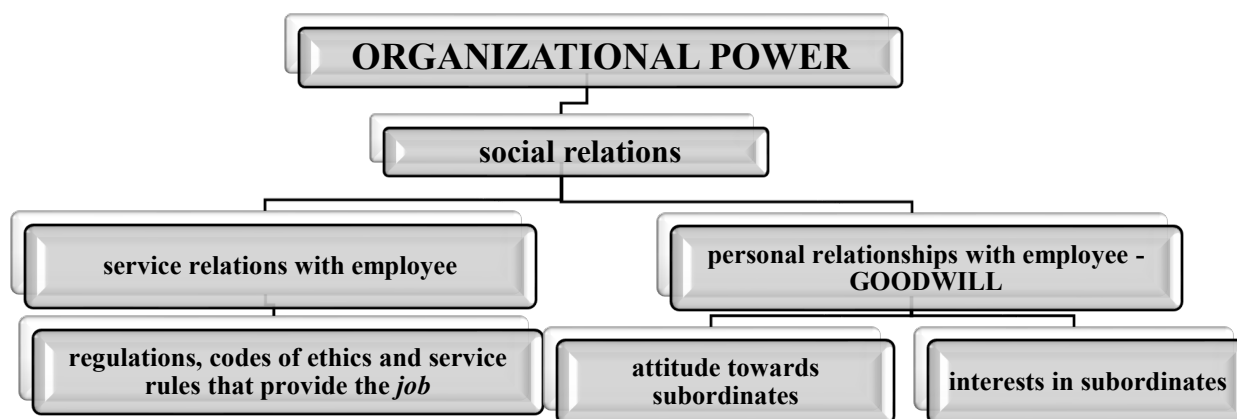
One of the variables of evaluation and influence of OB is *the power in organizations* (PO), which is related to the ability of an employee or a group of employees, which, through their own behavior, can act on the behavior of others and affect the functioning and results of a organizations, influencing decision-making, the use of resources or the performance of tasks”<sup>25</sup>.

We consider that one of the most successful aspects of power, namely in terms of shaping employee behavior, is *goodwill*. According to DEX, benevolence means „benevolent behavior or attitude toward someone”. The answer to a benevolent attitude is respect, and respect, in turn, lies in the informal foundation of power, including power in organizations. So, when the manager takes a benevolent attitude demonstrated by respectful behavior towards his subordinates, they respond in the same way, which leads to the formation of a trusting relationship between the manager and the subordinates.

OP is influenced by *social relations* at the organizational level, relationships that have a formal basis or *service and informal relationships* or *personal relationships* (figurE 5).

*Service relationships* are limited by *regulations, codes of ethics and service rules* that ensure a position in the organization, while *personal relationships* with employees are related to *the prestige, knowledge, leadership and personality* of each individual, ie informal power comes from respect and admiration of colleagues (figure 5).

<sup>25</sup> AUBERT, N. *Pouvoir et jeux de pouvoir*. In: N. Aubert et al. *Management-aspects humains et organisationnelles*, Éditions P.U.F.Paris, 1991



**Figure 5. Exercising „organizational power” through social relations**

Source: elaborated by the author

*The personal relationship* is the one that expresses the *goodwill* itself and consists of small things that efficient managers do from person to person, things that could be considered as politeness and respect. In turn, the personal relationship has two aspects: *one being the attitude towards people* and refers to ethics, which means having a respectful behavior towards employees, and the second being expressed *through interest in people*, expressed through a short discussion with the employee: either about sports, or about his family, or a passing discussion or a cup of coffee, etc. In this case, it is not the length of the discussion, the type of question or any other action that is important, but the fact that the manager knows some personal sequences of the employee and makes time to remember and discuss them. By goodwill, managers show kind, polite behavior, attentive to others, including in managerial activities.

Goodwill is especially useful when it is necessary to introduce some change in the organization, the implementation of which forces employees to change their behavior: the fact that the manager announces the change in a welcoming tone, and not orderly, inspires employees to trust that everything the manager tells them it is necessary and will lead to good. As a result, employees take on behaviors that will lead them to achieve their goals.

Therefore, we argue with certainty that any change in behavior becomes easier to achieve if it is „enforced” in a benevolent manner.

#### **4.8. Assessing and influencing organizational behavior through the „leadership” variable**

*Leadership* is a very popular subject in organizational behavior, because it plays an important role in the work of groups and organizations. Leadership could be an attribute of hierarchical position, it could come from intelligence or knowledge, it could be interpreted as a function of personality or as an important variable in shaping behavior.

According to the scientist Ovidiu Nicolescu, leadership is a „*process by which a person establishes a series of objectives and ways of action for the employees of a group or an organization, causing them to be intensely involved, both rationally and emotionally*





in achieving those objectives”<sup>26</sup>. Researcher Doina Popescu calls leadership „a dynamic form of behavior”<sup>27</sup>. Ștefan Nedelea defines leadership as „the ability to lead” and „the process of influencing the behavior of subordinates”<sup>28</sup>. We conclude that leadership is an interpersonal relationship, expressed through dynamic behaviors, through which a person with leadership skills directs the behavior of others to achieve goals.

In its action on subordinates, leadership, like power, is based on actions of influence, but, unlike power, leadership emphasizes voluntary actions. This view allows us to state that in order to be followed, leaders must be able to create an environment that encourages the development of skills, learning, and openness to the new, which in turn changes people's perceptions of necessary behavioral changes. to turn this change from a threat into a desirable, benevolent necessity.

As mentioned above, leadership is a relationship between the person who sets goals and how to achieve them (the leader) and the people who will get involved and achieve the goals (participants). The relationship-building mechanism comprises five consecutive phases<sup>29</sup>, , during which the leader's behavior serves as a model for the participants:

- In the first phase, the leader sets the objectives and determines the ways to achieve them, suggesting to the participants what to do to achieve the objectives and the pattern of behavior;
- In the second phase, the leader motivates the participants to come up with ideas regarding the achievement of the objectives pursued, ie, triggers the creative behavior of the group formed, meanwhile listening and analyzing everything that is said;
- In the third phase, the leader connects the participants' ideas with their own;
- In the fourth phase, the leader, through his own beliefs and behavior, determines the participants to behave at the appreciable level in accordance with his points of view;

In the fifth phase, the leader aims to keep the behavior and actions of the participants loyal to the achievement of the proposed objectives, as an indisputable argument for obtaining tangible and measurable results appropriate to the goals pursued.

Leadership activity becomes especially important in situations where a change of behavior is needed, because such action stresses employees and creates conflict situations in the organization. In such situations, the actions of the leaders must be related to the motivation, the communication process, the organization of the employees' activity and the delegation.

Therefore, a leader is accepted and recognized as a *good leader* because of his very rare ability to identify the main goals of the organization and to persuade others to follow him in pursuit of those goals.

<sup>26</sup> NICOLESCU, O., VERBONCU, I., IONESCU, GH., RUSSU, C., IOAN, M., ILIES, L. *Management dictionary*. Edition PRO Universitaria, Bucharest, 904p., 2011, ISBN 978-973-129-882-5

<sup>27</sup> POPESCU, D. I. *Organizational behavior*. Edition ASE, Bucharest, 402 p., 2010, ISBN: 9786065053694

<sup>28</sup> NEDELEA, S., *Organizational behavior. Course support*. Bucharest, 2009, pe [www.regielive.ro](http://www.regielive.ro). (visited on 12.01.2022)

<sup>29</sup> NICOLESCU, O., VERBONCU, I., IONESCU, GH., RUSSU, C., IOAN, M., ILIES, L. *Management dictionary*. Edition PRO Universitaria, Bucharest, 904p., 2011, ISBN 978-973-129-882-5



Based on the above statements, we conclude that the true leader is the one who influences the employees and their behavior, in order to direct towards the achievement of the organization's objectives. Or, the leadership proves to be a factor of influence on the organizational behavior, being conditioned by the achievement of the organization's objectives.

#### 4.9. Assessing and influencing organizational behavior through the „motivation” variable

As we found above, the behavior is influenced by variables, more or less efficient in carrying out this process. But one of them has, indisputably, a decisive impact in obtaining the expected results - this being the *motivation*. This finding has led us to a broader research direction of motivation, with the role of an *important variable* in influencing *organizational behavior*.

Therefore, any behavior is based on motivation. Or, obtaining a *behavior* is achieved by applying a *motivation*.

DEX defines „*motivation*” as „the totality of motives, considerations, or motives that determine a person to perform a certain action or to aim for certain purposes; set of dynamic factors that *determine an individual's behavior*”<sup>30</sup>.

The scholar Doina I. Popescu states that motivation „represents the sum of internal and external energies that initiate and direct behavior towards a goal, which, once achieved, determines the satisfaction of a need”<sup>31</sup> and is supported by researcher G. Johns, in whose opinion the motivation “represents the extent to which a persistent effort is directed to achieve a goal”<sup>32</sup>. ”. Thus, it appears that an individual will consider himself motivated if he succeeds in adopting the appropriate behavior to achieve a proposed goal.

Based on the consideration that this paper analyzes the modeling of behavior under the influence of several determinants, implicitly of motivation, the definition of scientist Ș. Stanciu complex includes the meaning of motivation with its impact on behavior: „*In an organization, motivations are the elements, formal or informal, economic or moral-spiritual, which owners and managers administer to employees to meet individual and group needs , to determine them to contribute to the development of activities and to the achievement of the objectives of the organization through their attitudes, efforts, decisions, actions and behaviors*”<sup>33</sup>.

In the definitions quoted above, motivation appears as an energetic force that drives people to act in a way that supports and directs behavior toward a specific goal. To achieve the proposed goals/objectives, managers use a series of tools to motivate employees.

Scholar D. Popescu considers that the main objectives related to behavior

<sup>30</sup> COTEANU, I., SECHE, L., SECHE, M. *DEX: The explanatory dictionary of the Romanian language*, 2nd edition , Editura Univers enciclopedic, Bucharest, 1195 p., 1998

<sup>31</sup> POPESCU, D. I. *Organizational behavior*. Edition ASE, Bucharest, 402 p., 2010, ISBN: 9786065053694

<sup>32</sup> OUCHI, W.G. *Theory Z. Reading Mass.* Addison-Wesley, 1981

<sup>33</sup> STANCIU, Ș., IONESCU, M. *Organizational behavior*. On: <http://biblioteca.regielive.ro/download-17853.htmlp.186>. (visited on 24.01.2022)



management and that can be achieved through motivation are the following <sup>34</sup>:

1. Attracting / *motivating* employees to work and stay in a company;
2. Influencing / *motivating* employees, to make an effort and to use their energy in achieving the company's objectives;
3. Continuous support and development / *motivation* of the company's human resources.

Regarding the directions of the impact of motivation on behavior, scientists G. Panișoara and I. Panișoara reveal the following<sup>35</sup>:

- Motivation energizes, *directs and supports a behavior*.
- Motivation influences the inner factors of the individual, which *stimulate, maintain and channel behavior* in relation to a goal.
- Motivation *changes the dynamics of behavior*, the process of initiating, supporting and directing employees' activities.

Therefore, motivation acts on initiating, energizing, directing, maintaining and supporting the behavior of employees, in their tendency to meet some needs, achieving individual and organizational goals.

In the process of influencing behavior, from the multitude of forms that motivation takes, a strong impact has a *positive* and *negative* motivation:

- We know that *positive motivation* occurs when the work results are directly associated with the employee's attitude towards work. In this sense, material or intangible rewards are used, guarantees regarding the job, the awarding of titles and trust, which is achieved through the delegation of skills, praise, etc., but also constructive criticism. The type of motivation applied to a behavior must be measurable, rational and easy to understand, and any improved behavior must be strengthened immediately.
- *Negative motivation*, being based on threat, punishment, blame, fine, etc., must be limited, because an organization with an intelligent and rational management can not afford to remedy a behavior, based only on a culture with negative values. In addition, sanctions have low motivational effects on behavior, because employees usually consider them underserved or at least exaggerated. Likewise, they cannot be applied with the same intensity to different individuals in different situations, but who have erred to the same extent, because the response behavior can be unexpectedly varied. In addition, it has been found that the frequent application of negative forms of motivation improves behavior only for short time sequences, instead, there is a risk of decreased motivation and even aggravation of behavior. It can become more annoying than the application of motivation, because the constant pressure on the employee causes him a state of stress and forces him to adopt defensive behaviors, to eliminate stress. Therefore, negative motivation can be more harmful than lack of motivation.

It turns out that it is not an easy task to influence behavior through the variable „motivation” for an effective activity of the organization, in situations where the individual characteristics of employees are different.

<sup>34</sup> POPESCU, D. I. *Organizational behavior*. Edition ASE, Bucharest, 402 p., 2010, ISBN: 9786065053694

<sup>35</sup> PĂNIȘOARA, I. O., PĂNIȘOARA, G. *Effective motivation: practical guide*.. Edition Polirom, Iași, 295 p., 2005, ISBN: 978973619698



It is known that in order to explain the influence of motivation on behavior, over time a series of theories have been developed, which come together in two large groups, which can be used by managers:

1. Theories that have as object *factors that stimulate, generate or incite directly* to a motivated behavior (the theory of the pyramid of needs, the theory of the two factors, the theory of E.R.G.).
2. Theories that follow to reveal, along with the above factors, *the processes, directions and options* specific to different behavioral patterns, *factors that influence situational adjustments* (expectation theory, equity theory, goal consolidation theory).

Motivational theories gain pragmatic value only when managers adapt their theoretical conclusions to concrete situations in which motivation must be used. In terms of motivation, there are only possibilities to adapt the results of research to individuals and particular situations. The success of the motivation process in the organization depends on the talent and competence of the managers to achieve this adequacy.

Therefore, in order to effectively exercise their motivational function, managers must know the causes that support the attitudes and behavior of subordinates, that is, to know their personality. All managerial actions must be based on effective knowledge of how people behave and can change over time, not how the manager would like employees to behave. Thus, the aim is to determine the factors that contribute to the mobilization of the energy necessary to perform a behavior or that intervene in the option for an action / non-action in front of an external reality - the problem of determining the motivation is posed.

Among the most commonly used factors in organizations for shaping employee behavior are: *salary system, job, career and goals*.

## Conclusions:

1. For the successful activity of the organization, managers must recognize and direct the behavior of employees, in order to achieve their individual and organizational objectives, identifying the variables that influence the behavior of the organization they lead.
2. The most important variables for evaluating and, at the same time, for shaping organizational behavior are:
  - ✓ employee academic intelligence (IQ);
  - ✓ employee emotional intelligence (EQ);
  - ✓ organizational learning with its forms: operative and social;
  - ✓ stress and methods to reduce and prevent it;
  - ✓ conflict in all its forms of manifestation;
  - ✓ diversity and its correct management;
  - ✓ the individual culture of the employees and that of the organization;
  - ✓ power in organizations, through its „goodwill” aspect;
  - ✓ leadership opposite management;
  - ✓ various forms of motivation.