



KAPITEL 8 / CHAPTER 8 ⁸

ORGANIZATIONAL BEHAVIOR MODELING PROGRAMS

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Introduction

According to the requirements of a developing economy, based on the valorization of human capital, the management of organizations is required to engage with actions focused on employees and their behavior. In this sense, the field of organizational behavior provides organizations with tools for modeling the behavior of employees and groups that interact in organizations.

In this paragraph, I have analyzed the most effective organizational behavior modeling programs, putting them in relation to the variables that are the source of ineffective behaviors.

Organizational learning offers a range of programs to shape and reinforce new behavior, respectively [8, p.57-59]:

- *The program with fixed interval*, within which, between a learned and consolidated behavior and the moment of the next consolidator, a fixed period is established.

As an example, they are regular analyzes in organizations. The advantage of the program is that the employees are mobilized to perform quality work, to receive praise, to be appreciated. However, after a period of time, there is a risk that the individual will learn to anticipate the moment of the consolidator. In this case, his work becomes more effective only before granting the incentive and decreases in intensity after obtaining it, because the individual knows that during the period between the consolidators there will be no more incentive;

- *The program with variable interval*, according to which, between the consolidated behavior and the moment of the next consolidator, a variable period of time is established.

As an example, there are unexpected controls carried out by managers. The advantage of the program is that, as the consolidation can occur at any time, the individual is willing to a more stable, rhythmic and therefore more effective behavior;

- *The program with fixed ration*, according to which the consolidator is granted to a repeat behavior in a fixed number.

For example, for every 40 working days, without absence, the employee is offered an additional holiday. For the success of this program, it matters that the number of employee's responses to the incentive is fixed, and the time period is without restrictions;

- *The program with variable ration*, according to which the consolidator is granted to a behavior that is repeated in a variable number. Due to the fact that the employee does not know the number of responses to the incentive, this program has the advantage of maintaining his attention to the work, and not on the consolidator.

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Stress prevention/management program. Employees, in stressful situations, take different attitudes and adopt various behaviors to escape stress. The responsibility of the managers in these situations is to help the employees, setting up their condition by implementing stress management programs. And as it is impossible to act directly on stress, stress management programs are directed in the direction of *stress prevention* and on *its consequences*.

A stress *prevention* program is the „*Program of maximizing the individual-medium match*” [11, p.188-189], which is based on the fact that the match between the environment and the individual is a consequence of the interaction between the organizational environment and the behavior to respond to the individual to this stimulus. The program has two dimensions:

a) *The work provides as rewards (direct) and informal (indirect) forms that match personal needs.* Failure in this dimension is reflected in stress.

For example, a job can provide little security, insufficient money for the effort made or inadequate recognition of the needs, of the individual's preferences. The one who has undergone stress uses one of the defense mechanisms and, as a result, adopts the behavior dictated by that mechanism. As a result of this process, in the organization, the performance decreases, because the employee does not concern his work, but the way to survive or/and convince the administration to change his attitude towards him. The maximization of the individual-medium match will succeed, if the security will be ensured, and the reward will be sufficient to the effort, the recognition will be adequate to the needs or preferences of the individual. Employees will bring their behavior back to normal, returning to the performance of functions.

b) *The extent to which the employee's skills, qualifications and experience match the requirements and demands of the employer* shows that, given that the individual's abilities are insufficient for the job requirements, stress appears, and the employee will direct his behavior to find survival solutions, to the detriment of the behavior of achieving the organizational objectives. As remedial actions will be: measures to increase the qualification of the employee, to develop the skills or to reduce the requirements and demands of the employer, thus maximizing the symbiosis between the employee and the organizational environment. As a result, the factors of potential stress will be eliminated; Stress will be prevented, and the employee will return to normal, necessary work behavior.

In the process of maximizing the individual-medium match, the *socialization* process is relevant, by which the individual learns and assimilates the expected behaviors, which matters a lot for the formation of an effective organizational member.

c. Of the *action programs on the consequences* of stress, we will reveal the „*Employee assistance program*” [11, p.191], which implies the following phases of action:

- *diagnosing the problems* faced by the employee based on the symptoms observed in his destructive behavior;

- *the remedy/treatment* through counseling or supportive therapy of the employee with defective behavior;

- *continuous screening*, through observation and evaluation of the behavior of the employee who works in extremely stressful conditions;



- *prevention*, through education and persuasion, with the aim of convincing high-risk employees that anticipating/preventing stress is more effective and easier than fighting stress itself.

The success of implementing the program is based on the confidence that it is able to provide real help in the fight against stress. In addition, the employee must be sure that his confidentiality will be ensured and that participation in the program will not cause him inconvenience in future advancement. Otherwise, the employees will refuse to participate in the program.

- Being considered stressful, factors such as: *interruptions*, which are determined by the sound of a telephone, unannounced visits, various unnecessary emergencies; *meetings*, if they are too frequent, inadequately prepared, with too much duration or organized in places unsuitable for many of the employees, or with parasitic objectives, such as, for example, flattering a team member without reason. The disturbance manifests itself because the employee's behavioral rhythm is disturbed - he fails to complete his tasks, therefore he stays to work during lunch or after hours. Such a rhythm leads to dependence on the workplace, which subsequently deepens into a continuous state of stress, more and more serious [3, p.163-167].

The solution for these behaviors is *the time-wasting avoidance technique* [3, p. 167-169], which involves three phases of action.

1. *The first phase involves the development of a work plan* (table 1):

Table 1 - Example of a procedure for time planning

Steps	Behaviors, possible actions
1. <i>Setting goals</i>	- Determining the results to be achieved in the short, medium and long term, both at the individual and organizational level.
2. <i>Identification of the tasks to be performed</i>	- specification of all tasks to be performed during the day, week, month; - detailed description of tasks; - highlighting the link between tasks and objectives.
3. <i>Task classification</i>	- identification of highly profitable and less profitable tasks; - identification of urgent tasks and the less profitable ones.
4. <i>Hierarchy of tasks</i>	- priority A: urgent tasks, tasks arising from objectives, cost-effective tasks; - priority B: tasks that have only one of the characteristics of category A tasks; - priority C: less profitable tasks.
5. <i>Estimation of execution duration</i>	- establishing a time value for each task. For this purpose, it is necessary to refer to previous experiences and/or use very rigorous sources of information.
6. <i>Definition of responsibilities</i>	- for each task, it will be determined if it is executed immediately, if it is entrusted to a collaborator, if it is postponed or if it is refused.

Source: [4, p.167-168]



The development of a work plan must take into account the possible pace of each individual. In addition, the time planning procedure is decisively influenced by the organization in which the employees work, by its mission, by its strategy, by its fixed objectives, by the relations between its members.

II. *The second phase* consists of *organizing and delegating work*, the purpose of which is to save an employee's time so that he can deal with the most important problems. Delegation implies the identification of important activities, which must be executed immediately and without problems and the observance of some principles, the main of which is to establish „what”, „who” and „when” they must do and, of course, control the results. The advantage of the phase is that the one who receives a task by delegation has the freedom to determine how to execute it.

III. *The third phase* dictates *the control of time* by measuring the progress or results of the tasks performed in a given period, with the aim of defining and correcting the dysfunctions and reducing the faulty behavior of the employees arising from the fear caused by the term „control”.

IV. Another aspect in the prevention of stress is the *planning of periods* assigned to satisfy other needs, than those of work, needs that give the individual the feeling of satisfaction and balance. The duration of these periods is influenced by *the working period – the concrete period during which a person is willing to exercise professional activities* [3, p.170].

It is a matter of mandatory presence at the workplace, which stipulates that the longer the working time, the more severe the stress of the employees and the greater the number of behaviors expressed through withdrawal or consumption of excitatory substances.

Therefore, an effective management of stress leads either to its prevention or to the reduction of its consequences. It is also important that a failure of stress management leads, most of the time, to the emergence of both individual and intergroup conflicts, as well as organizational ones.

V. Organizational stress can be a predictor of *conflicts* or their consequence: while a conflict can be beneficial for the activity of the group or organization, many others can lead to dysfunctions of work effectiveness, including the behavior of a collective. From this point of view, conflicts are grouped into: *functional and dysfunctional conflicts* and, for the same reason, in the conflict resolution process, the scope of the conflict must be taken into account, the effects of the conflict on the participants and on the organization, as a whole and of the behavioral skills of the parties involved.

Based on the above, we conclude that conflict management techniques are aimed either at stimulating the conflict, in the case of the functional one, or at its regulation, by *reducing the destructive effects*, in the case of the dysfunctional conflict.

In the case of functional conflict, its regulation will be oriented towards stimulating a behavior appropriate to the type of conflict. In such a situation, from the multitude of methods, we propose two [9, p.338-339]: „*devil's advocate*” and *the dialectical method*:

- According to the „devil's advocate” method, the one who will assume the role of critic is chosen in the organization. This is a person capable of successfully solving problems in this role, being appointed by the administration with clear instructions



about the direction of the discussions to be conducted and what results must be reached. The devil's advocate, through the objections he formulates, tries to stimulate critical thinking, the imagination of those he „attacks” and show them the direction they should take in their activity. Thus, a constructive dispute of ideas is started, in which the opposing parties get to develop their analytical and communication skills. As a result, the behavior of the parties involved in the conflict changes and takes the direction pursued by the lawyer.

- In the contemporary sense, *the dialectical method* admits the development of debates through the development of opposing points of view, but which proceed in the direction chosen by the parties involved. Conflict resolution decisions are made in favor of the type of behavior proposed from the start.

If in the case of functional conflicts, managers' concerns are aimed at stimulating the confrontation of ideas, the collaborative behaviors of those involved, when there is potential for dysfunctional conflict, managers try to avoid their triggering or mitigate their destructive effects. It is particularly important that the management of dysfunctional conflict starts from caring for the parties involved in the conflict and taking into account their behavioral skills. For this purpose, the conflict management style will be chosen and indications will be formulated regarding the type of behavior required to be adopted by the parties. Accordingly, one of the known behaviors will be chosen: avoidance, dominance, accommodation, collaboration, compromise [12]:

- *Avoidance* behavior is recommended in the situation of conflict between groups/persons with incompatible objectives and equally aggressive behaviors. As a result, the parties must achieve the objectives, but without interacting.

- *Dominance* behavior is welcome to the type of conflict that emerges from the direction of power orientation, when one party involved in the conflict has strong enough behavior to force the other to accept his views and behavior.

- *Accommodating* behavior is adopted in case of conflict arising in a situation where the parties have incompatible objectives and equally strong behaviors, but need to interact to achieve their own goals. In this situation, the participants accommodate their behavior towards each other, but without giving in to anything.

- *Collaborative* behavior is necessary in the conflict between the parties who work together, have compatible objectives and the interactions between them are thorough. In this case, the parties not only accommodate their behaviors, but also adopt the pattern of behavior of the other party.

- *Compromise* behavior is adopted when the need for interaction is moderate for both parties, their goals and behaviors are compatible to a certain extent. In this case, the participants engaged in the achievement of the objectives act, yielding to each other.

In this way, by combining the degree of compatibility of objectives and behaviors with the level of care for the parties involved in the conflict, managers can make the choice in favor of the appropriate behavior to resolve the conflict situation.

VI. To ensure the effective management of behavioral diversity, it is not enough to be aware of the existence of diversity in the organization and its importance in the formation of behaviors, but it is necessary to know the organizational practices that would help managers in the effective management of diversity behavior of



employees in organizations.

In this regard, diversity issues expert R. Roosevelt Thomas Jr. proposes *eight generic optional methods of action for the purpose* of CO modeling [13, p.4-9].

Taking as a basis the options of the scholar R. Roosevelt Thomas Jr., we could develop a „**Diversity Management Program**” in organizations, with the main objective: changing the behavior of groups of employees in order to achieve common goals.

The program includes eight generic methods of action on behavior in organizations when their diversity is high.

- *Method 1, „Include/Exclude”*, with the help of which the manager either increases (includes) or decreases (excludes), at all organizational levels, the number of behaviors characterized by diversity.

- *Method 2, „Denying differences”*, with the help of which the manager either increases (includes) or decreases (excludes), at all organizational levels, the number of behaviors characterized by diversity.

- *Method 3, „Assimilation”* shows the fact that, when in a group, where there are two types of behavior, among which the number of people with a certain behavior is a minority, and those with a different behavior is the majority, sooner or later, the minority will end up they behave similar to the majority, the certain behavior of the minority ending up being assimilated by the different behavior of the majority.

- *Method 4, „Suppression of differences”*, is applied with the aim of canceling/reducing behavioral differences, accordingly:

- members with the same type of behavior that make up the majority of a group are forced, through various procedures, to stop complaining about the behavior of the members that make up the minority in that group;

- the group is determined to accept behavioral differences as a necessary evil, as a duty that must be fulfilled.

- *Method 5, „Isolation”*, what it entails is the grouping and isolation of employees with specific behavior, suitable for the performance of certain tasks specifically entrusted to these employees;

- *Method 6, „Tolerating”*, method according to which employees are obliged to tolerate different behaviors, without valuing them, which means awareness of the existence of these behaviors according to the idea: "there is room for everyone in the organization", but under the conditions of limiting interdependencies.

- *Method 7, „Realization of relationships”*, it starts from the premise that, by establishing quality relationships, employees manage to overcome the differences in behavior between them. Unlike method 6, this method does not require simple tolerance, but also understanding and acceptance of behavioral differences. Group goals are achieved by focusing on behavioral similarities between members, not differences.

- *Method 8, „Mutual adaptation”*, involves the application of procedures that would lead employees to recognize and accept behavioral differences and, most importantly, to agree with the idea that anyone can be open to change, so that they can change easily the behavior.

Regarding the methods analyzed in the „Diversity Management Program”, we



draw the following conclusions:

- None of the above methods can be considered the most effective or the least effective, in an absolute way;
- The methods can be put into practice both in isolation and in various combinations, depending on the degree and nature of the diversity of behaviors;
- The methods can be implemented regardless of the nature of the behavioral diversity that manifests itself in an organization. For example, if the condition of adapting to the context is respected, they can be used both in the process of merging two companies, when, in fact, they merge two behavioral cultures, and when an organization is faced with behavioral problems demonstrated by individuals different by race , gender, sexual orientation, etc.

The methods of effective management of diversity, in order to change the organizational behavior, can be applied being conditioned by:

- the approval of an adequate legislative framework and a democratic education policy;
- the existence of a culture of cultivating a mentality, which allows the awareness and acceptance of general *differences between individuals and specific differences in behavior*.

Organizational socialization (OS) is a managerial implication in modeling behavior through organizational culture - a program through which the employee learns values, norms and behaviors, through which he absorbs the culture of an organization. Through SO, organizations tend to adapt the existing behavior of new employees to the behavior of the company, and the new employees modify their old behavior, adjusting it to that required by the organization.

The scientist D. Feldman proposes three phases of achieving *socialization* [6]:

- *Phase I – „ Anticipated socialization”*;
- *Phase II – „ Impact with the organizational reality”*;
- *Phase III – „ Change and acquisition of skills, behaviors and roles”* (figure 1).



Figure 1 - The phases of achieving organizational socialization of employees

Source: elaborated by the author

Each phase is associated with a series of perceptual and social processes. The model specifies the behavioral and affective results according to which the degree of socialization of the individual can be assessed, accordingly:

Phase I, „Anticipated socialization”, it starts before the actual entry of the



individual into the organization, he being at the stage of searching for information about the company in which he intends to work. Anticipated socialization helps the individual to form a prior attitude towards the organization he will enter (the requirements of the organization, the traditions and habits of its employees, the degree of satisfaction of their needs, etc.).

At the current stage, the person modifies his behavior at the attitude level, exploring its cognitive-affective component.

Phase II, „Impact with the organizational reality”, it starts with the signing of the employment contract. The new member of the organization enters a new environment and its impact on the individual and his behavior has profound consequences.

In this phase, the actual behavior of the person changes. In this sense, the scholar J. Van Maanen confirms that „entering an organization disturbs the existence of each new employee, however thorough his documentation may have been in the anticipated socialization phase. Thus, aspects such as: friendship relations, competence, objectives, behavior, expectations of the individual are affected by the impact with the new organizational environment. In this phase, the main objective of the employee is to understand how the activity is carried out.”[14, p.21].

Phase II is accompanied by tense situations, generated by the fact that the individual is asked to agree the requirements resulting from the new activity with the strictly personal interests, which relate to life outside the organizational environment. For example, if the program involves overtime, the employee will be forced to give up free time. As a result, family responsibilities may cause the individual to consider seeking another job.

At this stage, the change in the person's behavior is a continuation of the process started in the first phase, that is, continuing the change at the cognitive-affective level of attitudes and moving to their behavioral level.

In phase III, „Change and acquisition of skills and roles”, the individual adapts his value system, norms of conduct by acquiring skills and assuming new roles, by adopting a behavior *corresponding to the requirements of the group* he entered. At this phase, behavior change can be implemented, acting directly on the employee's existing behavior, proposing to him to repeatedly imitate or interpret correct, appropriate behaviors that will be rewarded, according to the principles of staff conditioning and motivation.

Since it is human nature for individuals to resist the implementation of any change, modifying behaviors through the „*culture*” factor is more effective, if it is combined with managerial implications of the „*communication*” factor.

6. Based on the importance of motivation in OB modeling, we believe that every organization must develop an „**Employee Motivation Program**”, which includes motivation methods determined and given to the individual characteristics of employees, their specific internal and external factors and the objectives of the organization: a) the differentiated salary system; b) career support and planning (orientation); c) offering a rich, diversified and interesting job; d) developing clear job objectives.

In this sense, we will identify some methods of motivating employees, which influence their behavior and which can make the content/structure of the „Motivation



Program” which, in turn, can be used by organizations in the Republic of Moldova.

a) One type of motivation would be motivation through the *differentiated salary system*. Regarding the *salary system* of an enterprise, it is established differently - depending on the state legislation and the type of property.

In this sense, the state ensures a guaranteed minimum and salary increase conditions by signing individual and collective labor contracts. The conditions of the market economy, in which the Republic of Moldova is located, do not provide for a strict salary regulation. Each economic unit, depending on the type of property, has the right to modify its salary system in such a way as to ensure employees the necessary motivation, from the point of view of the administration, respecting the Labor Code and the Salary Law no. 847-XV of February 14, 2002 [2] and subsequent amendments, which regulate the organization of wages.

b) Another effective method of motivation with the aim of shaping behavior is „*Career support and planning (orientation)*”, which is a responsibility of both management and leadership and which involves the development and implementation of programs that must be compatible with the specifics of the business, with the structure of the organization and with the aspirations of the employees.

Career is a „succession of activities and professional positions held by the employee, including skills, behaviors, knowledge and associated components, which develop over time.” [1, p.212].

A career orientation model was developed based on the statement that people are different, but at the same time, they have a lot in common. The model is based on a person's talents, values, attitudes and preferred occupational activities (figure 2).

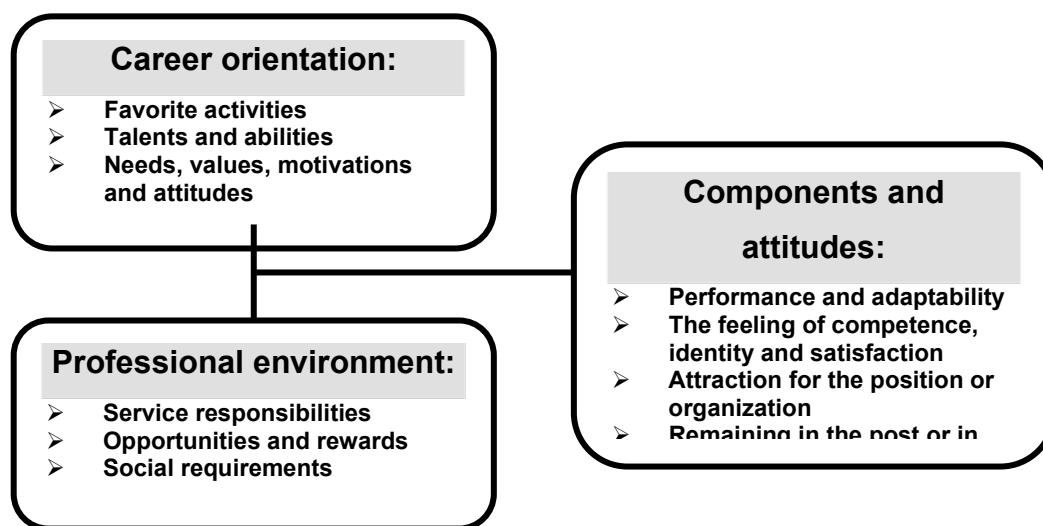


Figure 2 - Career orientation and social consequences

Source: [4, cap.8, p.2]

+ achieve them regulates the individual behavior of the employees (figure 2).

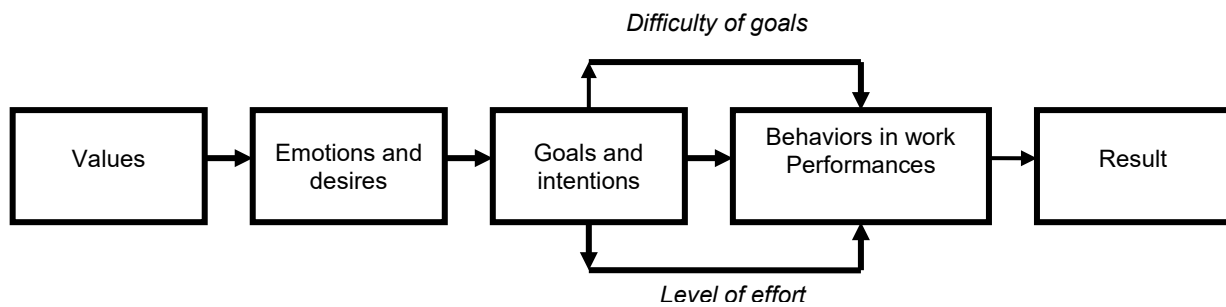


Figure 3 - The relationship between values, goals and behaviors/performances

Source: [10, p.23]

Trying to explain how goal setting influences employee behavior and performance, E.A. Locke and G.P. Latham developed a model based on the *objective - motivation - performance* relationship. According to this model, goal setting has four motivational mechanisms [10, p.23]:

a. *To direct the employee's attention*, and together with the attention, and the behavior towards what is relevant and important for him. An example is the engineer who has to complete a project in a few weeks. Knowing that his promotion depends on his success, the engineer focuses all his attention and behavioral efforts on the project.

b. *Dosing the employee's efforts* when he is concerned with reaching the target, forcing him to choose a behavior that will help him achieve the objective. An example is the engineer who, in order to complete the project on time, makes calculations, sketches, etc., refusing any other activity.

c. *To increase the tenacity of the employee* in eliminating the obstacles encountered, by repeating some actions/behaviors, whenever necessary, for the successful achievement of the objectives. An example is the engineer who, intensely wanting to complete the project on time that will bring him promotion, obstinately pursues the goal, repeating the calculations several times.

d. *To develop the strategy and the action plans*, by changing the behavior in accordance with the developed strategy and for the implementation of the proposed plan.

Therefore, the promotion of behavior change through individual objectives requires the following conditions:

- to systematically identify and correlate the performances associated with the objectives;
- real objectives should be set, at a level appropriate to the employee's possibilities and at a time. Otherwise, his behavior and, of course, his performance will be affected;
- employees to be continuously informed about their achievements;
- objectives to be set by superiors in collaboration with subordinates, to avoid contradictory disputes.



Conclusions

Addressing the issue regarding the determination of behavior change programs in order to prevent counterproductive behaviors in the organization, we found that the modeling of organizational behavior is carried out through specific techniques and programs, relevant to the variables that are, above all, the cause of the ineffective behavior of both employees in particular, as well as of the entire organization. These programs are as follows:

- *Fixed interval program,*
- *Program with variable interval,*
- *Program with fixed ration,*
- *Program with variable ration,*
- *Program for maximizing the individual-environment fit,*
- *Employee assistance program,*
- *Conflict management, through the adoption by the involved parties of one of the behaviors that will correspond to their behavioral skills and will ensure their protection,*
- *Diversity Management Program,*
- *Organizational socialization program,*
- *Employee motivation program.*