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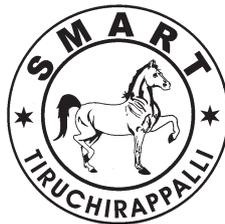
Dr. M. SELVAM, M.Com., Ph.D.,
Chief Editor

BEHAVIOURAL ISSUES IN SOLVING ORGANISATIONAL PROBLEMS

N.Kumarasamy

Assistant Professor, Business Administration, Mailam Engineering College, Mailam.and

N.Panchanatham

Professor and Head, Business Administration, Annamalai University, Annamalainagar.

Abstract

People, behaviour and organizations are very closely related factors contributing to resolution of organizational problems. Since every organisation's job is inherently one of working with and through other people, solving its functional problems needs "people skills". Providing "people skills" to organizational authorities becomes possible through the science of human behaviour. The following objectives have been identified as the major aim of this research paper: To measure the awareness of science of human behaviour, to identify the need for people skills to solve organizational problems, to estimate the demand for scientific study of human behaviour and to understand the relationship between science of human resource behaviour and solving economic problem. Eventhough studying human behaviour is an art, science plays its role when research is carried out systematically. In order to collect information relating to the above stated objectives, a well-structured continuum was constructed (Appendix I). The continuum was administered to 100 individuals who belong to political, industrial, educational, governmental and social organizations. The repeated discussion based on literature, results of this study and interaction with the respondents of this piece of research work very strongly emphasize the need for science of human resource behaviour in every aspect of solving problems which promote developments, particularly, economic development.

Introduction

Among the worldly resources, human resource is considered to be the supreme gift of nature. Although human resources and their relationships have existed since the beginning of time, the science of understanding and dealing with them in different situations is relatively new. Organizations such as industrial, political, social, scientific, educational, international etc. are formed incorporating human resources in their structure because they have learnt to fulfil their needs and objectives more effectively in groups rather than as individuals. When organisations accommodate group of people or more than one individual, the science of human behaviour and its understanding is very much realized. People are expected to be efficient in organizations. Unfortunately, the empirical evidence on the relation between efficiency and firm size is rather inconclusive. Little, Mazumdar and Page (1987) report that technical efficiency does not vary systematically with firm size. A collection of studies found that efficiency was lower in smaller firms (Ho, 1980; Cortes, Berry & Ishaq, 1987; Goldar, 1988). Opposite conclusions also can be drawn from the twelve country studies by Liedholm and Mead (1987).

People are generally influenced by a complex set of power affiliation, money, achievement etc. Such an influence becomes the basic source for behavioural outcome of individuals in various organizations which play a key role in the economic development of any nation. A country has to deeply look into existing and emerging problems of its different organizations in order to develop its economy. Since every organisation's job is inherently one of working with and through other people, solving its functional problems needs "people skills". Providing "people skills" to organizational authorities becomes possible through the science of human behaviour.

Aim of this paper

In the light of the above introductory background the following objectives have been identified as the major aim of this research paper

i.   To measure the awareness of science of human behaviour.

ii. To identify the need for people skills to solve organizational problems.

iii. To estimate the demand for scientific study of human behaviour.

iv. To understand the relationship between science of human resource behaviour and solving economic problem.

Method of study

Eventhough studying human behaviour is an art, the science plays its role when research is carried out systematically. In order to collect information relating to the above stated objectives, a well structured continuum was constructed (Appendix I). The continuum was administered to 100 individuals who belong to political, industrial, educational, governmental and social organizations. Each group consisted of 20 individuals and they were selected randomly. The collected information through this continuum and personal interactions with respondents was processed, interpreted and discussed in this paper. A model has been developed for better understanding of the results of this piece of research work.

Results and Discussion

The approach towards economic behaviour, to qualify itself as behavioural science, is described by Katona (1960) as the study of the actions of people who play a role in economic trends. In economic psychology, one must not only analyze the results of human behaviour but also study the decision maker and the process of decision making because motives, attitudes, and opinions influence actions and thereby what happens in and to the economy. The obtained results of the present study support the above referred quote. The result reveals that those who were involved in the process of solving economic problems give more importance to the human resource behaviour for better solutions. While the importance of human resource behaviour was measured through the structured continuum, the average is 83 percent, meaning that all the 100 responsible respondents recommend the stated behavioural components as very important for solving economic problems. However, their opinion about the existing level in each of these behavioural components such as attitude, bureaucracy, commitment, conformity, consideration, creativity, decision quality, emotional balance, group cohesiveness, individualism, initiative, maturity, morale, motivation, perception, personality, power, task involvement, values and overall human behaviour among group members is considerably low. This is evident from the average of 22 per cent for the second continuum which measures the existing level of human behaviour in its components. These results indicate that individuals of different organizations expect highly refined behaviour from their human resources and they practically find lapses and inadequacies in their behaviour. Solving economic problems of any organization or country needs desirable behaviour from its human resource. Panchanatham (1997 and 1998) and Panchanatham *et al.* (1993) emphasize that problem solving involves more of behavioural approach and it needs scientifically designed training programmes. "Solving target related problems and achieving goals need more behavioural skills through training programmes" is the claim made by Ahmed Ali, Director and Executive President, Human Resources (Mohana Prabhakar, 1998). John Dewey (1991) was a

Philosopher-Psychologist who strongly urged that innovation, based on experimentation was the hallmark of pragmatism that gave an American stamp to thinking and research on human behaviour that continues to this day. The repeated discussions based on literature, results of this study and interaction with the respondents of this piece of research work very strongly emphasize the need for science of human resource behaviour in every aspect of solving problems which promote developments, particularly, economic development.

Conclusion

Solving problems related to the economic development of any country certainly needs a scientific approach. The involvement of human resource in the process of problem solving needs a careful study because the behaviour components require scientific interactions which result in conducive and desirable behavioural outcome. This work should focus on formal and informal sector lending institutions and savers, and the macroeconomic environment, including economic policies, promotional policies, and the role played by private, international and non-governmental organizations. Through training and other appropriate methods developing human resource and providing "people skills" enable any organization or country to solve its emerging problems. The importance of science of human behaviour is being increasingly realized. The model shown hereunder depicts the components of human resource behaviour.

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                    SCIENTIFIC
                    PROGRAMMES
                ┌──────────────────┐
                │    ATTITUDE      │
                │   BUREAUCRACY    │
                │   COMMITMENT     │
                │   CONFORMITY     │
                │  CONSIDERATION   │
                │    CREATIVITY    │
                │ DECISION QUALITY │
 SCIENTIFIC     │ EMOTIONAL BALANCE│  RESEARCH AND
 APPROACH       │ GROUP COHESIVENESS│ DEVELOPMENT
                │  INDIVIDUALISM   │
                │    INITIATIVE    │
                │     MATURITY     │
                │      MORALE      │
                │    MOTIVATION    │
                │    PERCEPTION    │
                │   PERSONALITY    │
                │      POWER       │
                │ TASK INVOLVEMENT │
                │      VALUES      │
                │  OVERALL HUMAN   │
                │    BEHAVIOUR     │
                └──────────────────┘
                 HUMAN RESOURCE
                   BEHAVIOUR
                        │
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        ┌────────────────────────────────┐
        │        PROBLEM SOLVING         │
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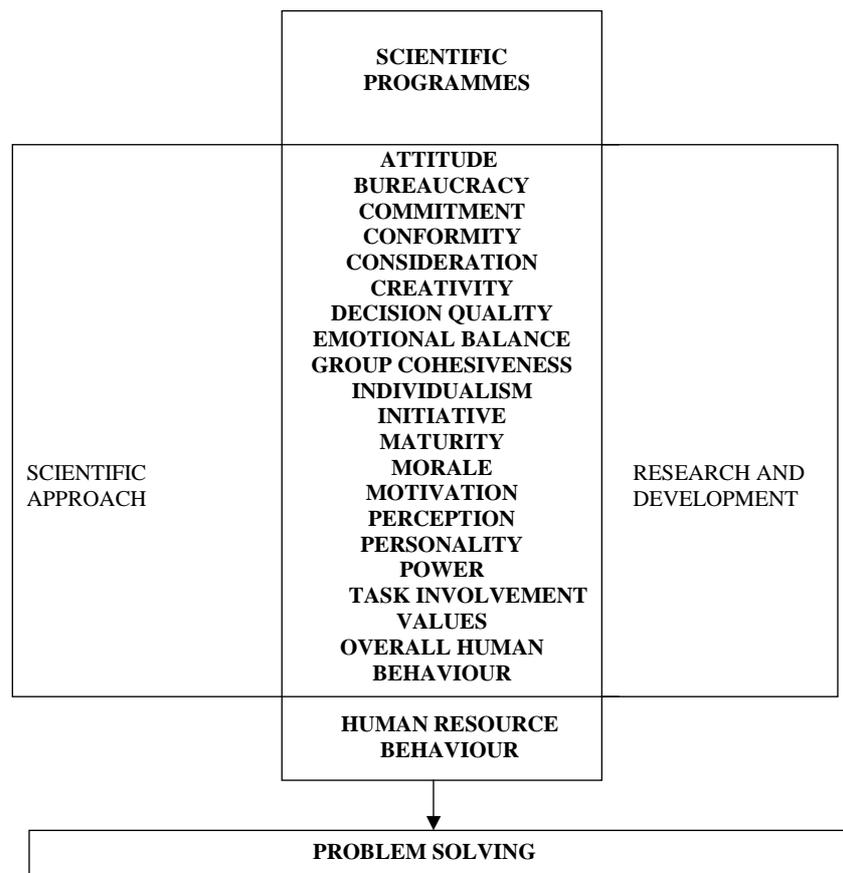
Fig.1. "KUMARA-PANCH" model of Human Resource Behaviour

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ANNEXURE-I

Please record the importance of understanding human resource behaviour in the process of solving important problems which lead for economic consequences pertaining to your administration. Generally known and common components of human resource behaviour are given in the following continuum. You can circle the appropriate number in every continuum based on your experience.

CONTINUUM-I

1	Attitude	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
2	Bureaucracy	0	1	2	3	4	5	6	7	8	9	10
		Highly important										Not important
3	Commitement	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
4	Conformity	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
5	Consideration	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
6	Creativity	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
7	Decision Quality	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important

8	Emotional Balance	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
9	Group Cohesiveness	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
10	Individualism	0	1	2	3	4	5	6	7	8	9	10
		Highly important										Not important
11	Initiative	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
12	Maturity	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
13	Morale	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
14	Motivation	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
15	Perception	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
16	Personality	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
17	Power	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
18	Task involvement	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
19	Values	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important
20	Overall Human Behaviour	0	1	2	3	4	5	6	7	8	9	10
		Not important										Highly important

1	Attitude	0	1	2	3	4	5	6	7	8	9	10
		Unfavourable										Favourable
2	Bureaucracy	0	1	2	3	4	5	6	7	8	9	10
		High *										Low
3	Commitement	0	1	2	3	4	5	6	7	8	9	10
		Low										High
4	Conformity	0	1	2	3	4	5	6	7	8	9	10
		Low										High
5	Consideration	0	1	2	3	4	5	6	7	8	9	10
		Low										High
6	Creativity	0	1	2	3	4	5	6	7	8	9	10
		Low										High
7	Decision Quality	0	1	2	3	4	5	6	7	8	9	10
		Low										High
8	Emotional Balance	0	1	2	3	4	5	6	7	8	9	10
		Low										High

9	Group Cohesiveness	0	1	2	3	4	5	6	7	8	9	10
		Low										High
10	Individualism	0	1	2	3	4	5	6	7	8	9	10
		High *										Low
11	Initiative	0	1	2	3	4	5	6	7	8	9	10
		Low										High
12	Maturity	0	1	2	3	4	5	6	7	8	9	10
		Low										High
13	Morale	0	1	2	3	4	5	6	7	8	9	10
		Low										High
14	Motivation	0	1	2	3	4	5	6	7	8	9	10
		Low										High
15	Perception	0	1	2	3	4	5	6	7	8	9	10
		Undesirable *										Desirable
16	Personality	0	1	2	3	4	5	6	7	8	9	10
		Undeveloped										Developed
17	Power	0	1	2	3	4	5	6	7	8	9	10
		Low										High
18	Task involvement	0	1	2	3	4	5	6	7	8	9	10
		Low										High
19	Values	0	1	2	3	4	5	6	7	8	9	10
		Undesirable *										Desirable
20	Overall Human Behaviour	0	1	2	3	4	5	6	7	8	9	10
		Undesirable										Desirable

- For every component there are two continuum, one for importance and another for existing state among problem solvers.