

**INTRODUCING A CONCEPTUAL FRAMEWORK FOR AFFECTING HUMAN – BEHAVIORAL INDICATORS FACTORS ON PRODUCTIVITY IN KNOWLEDGE – ORIENTED ORGANIZATIONS**

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**ABSTRACT**

Organizational behavior can be considered as an affecting factor on research and knowledge – oriented organizations. Under the condition which many management authors believe that knowledge – oriented organizations are facing with certain challenges concerning the employees’ organizational behavior management due to their special attributes and the role of knowledge – oriented employees in the dynamic ambience of such organizations, unfortunately high materials cannot be seen in managerial texts on the role of organizational behavior management in knowledge – oriented organizations. What leads into productivity in knowledge – oriented organizations is that their employees can be adapted to organizational jobs and activities in terms of personality, interests and emotions. Hence, interest in job, motivation and accountability is promoted and organizational productivity will be improved both directly and indirectly. Human is always looking for maximum using accessible resources due to his/her time and spatial limitations. To the same reason, productivity is introduced as a factor which can ensure the sustainability and survival of organizations and can be a mechanism to acquire competitive advantage. Productivity of materials, energy and equipment has certain and defined scope which should be also considered. In present study, the author attempts to provide conceptual model concerning the impact of behavioral variables on employees’ productivity in knowledge – oriented organizations.

**KEY WORDS:** human components, efficiency and productivity, knowledge – oriented organizations, organizational behavior

**INTRODUCTION**

Studying how to improve productivity systematically was considered since 230 years ago. European Productivity Agency believes that productivity is an effective usage of each production factor and has defined it as an intellectual view which always tries to improve conditions (Khaki, 1996). Today, there is no doubt on the importance and necessity of studying productivity due to competition, complexity, diversity of tastes, and lack of resources and velocity of information exchange. It is a term raised in both micro and macro levels. The factors to perform a job which called as productivity factors include manpower, equipment and machineries, materials, techniques and procedures and instruments. Manpower is the most important factor in productivity improvement (Abtahi, 2001). Human resources act as a catalyst to improve productivity in organization Effective manpower is the main factor to continue organizational success and to realize the aims. Despite of many studies including Holsingers’ study on the relationship between training manpower and productivity, Tan Kong Ho’s study and a research by Alvani and Ahmadi on designing a comprehensive HR productive management pattern existing statistics show that in contrary to industrial and commercial organizations, health, treatment and medical education companies and institutes have rarely investigated affecting factors on productivity increase among employees and other models devised mostly for industrial organizations and sections are not appropriate for health and treatment section. Human factor can waste or groom material and physical resources.

Likewise, manpower is the most expensive and valuable organizational capital and resources and its importance as the most significant factor in operational chain of all organizations is proved for long time and those organizations that have achieved remarkable successes have put it in top of their agenda (Abdolahi, 2008). Identifying affecting factors on manpower productivity improvement is a main target for authors and they believe that one cannot provide one reason to increase manpower productivity; rather v improvement should be seen as the result of a combination of varied factors. Reports indicate that manpower productivity index in Iran is too lower than regional and East Asian countries (Taheri, 2006). Likewise, one can define productivity as the relationship between work results and its duration (Prokopenko, 1987). Productivity is a factor which ensures organizational survival in today hyper competition world. Domination of productivity culture can lead into optimized utilization of material and spiritual resources of organizations which would splendor their talents and potential facilities and abilities permanently. There are many affecting factors on productivity

improvement in a system and by studying their roles; one can take an effective step toward productivity improvement (Ramsey, 2001).

## 1. Background

Productivity means the power of production and proliferation. Productivity roots in French *Produire* term or in English *produce* term (Pinda, 2004). Some important definitions on productivity include (Taheri, 2001): productivity is the ratio of tangible outputs (return) to tangible inputs. US productivity defines productivity as mitigated part of the profit. According to productivity is the quality and mass production. Productivity is fundamental issues with hundreds of years

of background in different levels and activities. Particularly, its importance was highly emphasized in social, economic and industrial activities in last decades of past century (Ahadinia, 2006). Insufficient on status quo and ignoring priorities can create reverse impact on productivity. Hence, recognizing status quo and right prioritization of guidelines are emphasized before any initiative in improving the productivity (Assadi and Chubchian 2009).

In their research, proved a strong relationship between productivity and organizational intelligence and asserted that organizational external factors play more role that internal ones in promoting the level of organizational productivity since organizational intelligence is an internal factor which by focusing manpower intellectual power and driving it toward organizational aims, it can improve organizational productivity. It is also said that organizational intelligence is remarkably important in productivity. One can find such possibility by considering the characteristics of smart people and in broader level of intelligent organizational characteristics with such traits as curiosity along with flexibility in quick learning.

In their study, Sehat and Khalghi (2011) investigated leadership style and productivity in organizations. The findings indicate that there is a significant relationship between managers' leadership style components and employees' productivity. Also, the relationship between employees' conception on managers' leadership style and productivity is totally significant. It means that their perception on managers' behavior impacts on their behavior. Unfortunately, the term "productivity" which seems simple is often understood wrongly. According to Fabricant, productivity is something intertwined with ambiguity. Therefore, there is not accepted definition for it (Stefan, 2002). In other words, empowerment is an attempt to foster personal beliefs on effectiveness – the process of changing inner beliefs or self – efficacy which would lead into increase in motivation and productivity (Ozralli, 2003).

In their article, Kargar and Farajpour (2009) introduced affecting factors on organizational productivity as proper behavior and deed by leaders and managers, padding the ground for job progresses for all individuals, in-service training courses, assigning sufficient authorities to employees and increasing their feeling of accountability, high life career quality, using job turnover programs, job enrichment and job development to increase the abilities and skills of employees, a proper performance – based payment system, award/punishment system, transformation in systems and methods with sensitive and critical roles, improving job consciousness and social discipline as a self – control factor.

Alavi and Leifner (2001) define knowledge sharing as knowledge dissemination organization-wide. Knowledge dissemination process can be happened among people, groups and organization with any kind of communication channels. Similarly, equal knowledge sharing with knowledge flow and believe that it consists of five aspects: the value of knowledge origination, origination enthusiasm to share it, communicative channel power, receiver's enthusiasm to acquire knowledge and the capacity of the receiver. defined knowledge sharing as a process which includes knowledge exchange among people and groups. define it as a set of behaviors which leads into information exchange. There are different factors which can impact on knowledge sharing and dissemination behaviors. They include tools, technologies, motivations and incentives to encourage knowledge sharing. Organizational culture, individual values, national culture, trust, attention, organizational resources such as time and space and access to knowledge people are other factors which can impact on knowledge sharing in organization (Chennamaneni, 2006).

Knowledge sharing is a set of behaviors which includes information and knowledge exchange and helping other people. It is similar to organizational citizenship behaviors conducted voluntarily in organizations. One of the methods to measure KM is to use knowledge sharing (including explicit and tacit knowledge) (Yusefi *et al*, 2010). McDermott (1999) has defined knowledge sharing as below: "when we say that someone shares his/her own knowledge, we mean that he/she guides other people by his/her own knowledge, vision and thoughts to see their situation better.

Knowledge sharing is a process not observable easily among people. Trust among employees and clients is important to improve performance and joint organizational culture improves knowledge transfer process in the organization. It asserts that if the organizations want to transfer knowledge successfully and to achieve their growth aims and strategies, they should create a knowledge sharing culture which has three measures: motivation, encouragement and persuading employees personally to acquire, disseminate, transfer and use profitable and new knowledge.

Open and flat organizational structure facilitates knowledge flow, creates processes and resources which develop learning organization culture constantly, establishes clear relations between aims and strategies for knowledge sharing activities and their advantages, breeds leaders which pursue manuals and feedback process, and creates an advanced technology which generate needed knowledge and its mechanisms and systems objectively. It believes that selecting a proper knowledge sharing process in an organization depends on factors such as knowledge type (explicit or tacit), normal method and the frequency of knowledge sharing process and knowledge receiver (individual, group and organization). Knowledge sharing is an effective force for organizational survival. However, the factors which promote or persuade such behavior among employees are studied weakly. Identifying those factors which motivate employees to share knowledge which create interests for both employees and organization is one of the main priorities of today organization. The most valuable type of knowledge sharing or transfer is mutual interaction happened during individual and collective meetings with colleagues (Alipour Najmi Iranogh, 2009).

In a study by HR was defined as the most important factor to decrease or increase organizational productivity. Therefore, one of the problems for managers in future decades is to increase employees' job productivity. Hence, in present study, affecting factors on promoting HR productivity is initially identified by studying provided models and interviews with scholars and then they are prioritized by using Friedman test. In their study, Taleghani *et al* (2011) pointed out that productivity is considered seriously in domestic scientific and social discussion for several years and they tried to identify affecting factors on productivity improvement especially such factors as satisfying employees' fundamental needs, employees' participation in decision making and managers' participative leadership style as guidelines to enhance productivity. Research findings indicate that paying attention to basic needs of employees, engaging them in decision making and participative leadership style would improve employees' productivity in work environment. Another research on leadership and management skills suggests that employees' empowerment is the main part of effective managerial and organizational actions. Empowerment in organization is a tool which facilitates motivational and behavioral demeanor which would improve productivity (Nicholas, 1995).

In their study, Falahi and Sojudi (2011) pointed out that in recent studies, behavioral factors, training and HR educations are considered as affecting factors in determining organizational productivity. The present study aims at examining the effects by educations and training along with other factors on HR productivity in Iranian Industrial Institutes. The findings indicate that educational level, physical assets, R&D activities, exportation and salary rates impact on HR productivity positively. In today hyper competition world, productivity constitutes the most important of any organization as a philosophy and insight based on improvement strategy and like a chain; it can involve all activities of society's segments (Taheri, 1999). Overall, the main mission and aim of managers in any organization is to use its resources and facilities such as manpower, capital, materials, energy and information optimistically and effectively (Vaziri, 2010). It has caused that in all countries, productivity and using all production factors (i.e. goods and services) more correctly and properly becomes a national priority and all societies now believe that their survival is impossible without respecting the issue of productivity. In Connel's (2009) model, affecting factors on productivity improvement include meritocracy, award system, sufficient monthly salary, job bonuses, retirement advantages, employees' welfare, team working, proposal system, participation, job turnover, training workforce and improve job situations (Connel, 2009).

Overall, one should say that the activities by any organization is influenced by a set of factors and recognizing and reviewing them can highly help improving organizational activities and aims. On the other hand, since productivity is a function of many different factors influenced by mission, activity, and operation, it differs organization by organization and the importance and impact by these factors on organizational productivity are not the same. Therefore, it is not possible for organizations to enter all influencing grounds and aspects. To achieve the highest rate of productivity, it is initially necessary to identify and prioritize these factors by scientific criteria and norms and to devise needed executive plans to improve productivity. Goodwin believes that most important asset of an organization is its manpower; hence,

their inspiration and motivational forces are major factors for their organizational success. The impact by individual factors on HR productivity improvement is also determined in past studies. As a result, one can define the second group of affecting factors on HR productivity similar to Tavari *et al* (2008). Iran is not excluded and respecting productivity plays a vital role in its development. To this end, HR productivity growth is determined as 3.5% in the fourth development plan and it is initially necessary to identify needed guidelines to achieve this aim. Since among production factors, labor force is seen as the coordinator of other organizational resources (Khalilian, 2008) and as the most important leverage in alleviating or accentuating organizational productivity, therefore it has special status and it should be paid attention particularly (Ansari).

Such role becomes more important in service organizations since human is the only factor in service area (Maleki, 2005). If such human is motivated, competent and productive, then it can utilize other resources in the best manner and realize types of productivity and make the organization productive; otherwise, depression and backwardness will be the results of passive and demotivated labor. Likewise, productivity and its improvement in health and treatment section is more important due to its unique features like intensive limitation of resources, needs by all people to health services, lack of an economic and human thinking in providing services, expensiveness of equipment and so on (Soltani, 2005).

How can labor force become productive or how one can improve productivity?

Answering this question depends on the mission and employees' needs in different organizations. Although the needs and factors may be similar, certainly their intensity and priority of their impacts on productivity of employees is not identical (Nazari, 2008).

The most initial school administrative computer applications started its development in the late 1970s. In the early 1980s, several loose, non-integrated clerical and administrative applications were developed but these applications limited the possibilities for management support as the relationships among data could not be analyzed (Visscher, 1996a). During the initial stages the main purpose of software development and usage was to improve the efficiency of school office activities. The use of computers and technologies in educational institutes was mainly to store student and personnel data (Carnoy, 2004). The value of management information was recognized during the integration stages. As a result, many projects were initiated by the governments in many developed countries that provided the stimulus to enter a higher development stage. These projects were directed toward the production of better school information systems which meant increased school efficiency and effectiveness. The focus was the development of a standard system for as many schools as possible with maximum flexibility. The professional approach to systems design was not widespread at this time (Visscher, 1996a). In the 1990s, the emphasis on using ICT to collect educational data and to improve the administration of educational systems began to increase in the developing countries.

North *et al.* (2000) have focused on the impact of MIS usage on school management abilities. Their study looked at the role of support in bringing about such processes as well as their implications for the future. However, it was clear that an important feature to consider was the relationship of data collection and collation to data use, since school managers needed quite different forms of analysis in some respect to those that were needed by teachers.

In his model, Alvani asserts that such items as physical and mental health, demographics, job experience and competitiveness impact on HR productivity (Alvani, 2002). Affecting factors on productivity can be divided into two in-organization and out-organization factors. The former includes climate, salary, management, modus operandi and manpower while the latter includes cultural, economic and social factors (Kikha, 2000).

Visscher, Wild, and Fung (2001) brought together a series of studies from a range of countries that highlighted important features of computerized school information and management systems, their implementation in a range of schools, the outcomes of this implementation, and implications for the future in terms of further research. Their studies offer the widest view of ICT and school management from the perspective of MIS. However, it was clear from their review that most concern was being focused on data entry and collation, rather than upon data transfer or analysis.

Zain *et al* (2004) investigated the impact of ICT on management practices in smart schools in Malaysia. Their analysis revealed some positive changes including the enrichment of ICT culture in schools, better accessibility to information, more efficient administration, and a higher utilization of school resources. The challenges encountered by the

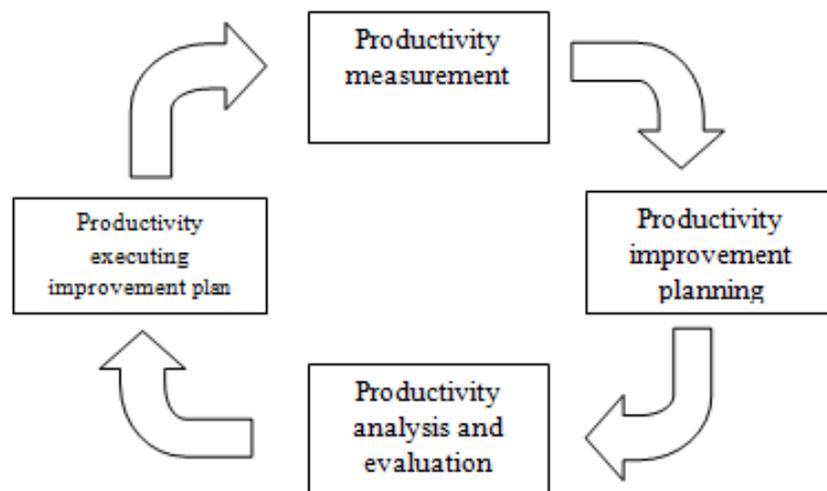
participant schools were time constraints, higher administrative costs, negative acceptance/support from untrained staff, abuse of the ICT facilities, and problems related to the imposed rigid procedural requirements.

Demir (2006) surveyed 98 elementary school principals in Turkey to explore their perceptions about MIS and their use in primary schools' management. The study indicated that although technologic infrastructures of elementary schools in were insufficient, MIS had an important contribution to school management. Demir (2006) suggested that school managers should be encouraged to use information systems and they must believe that data are valuable sources for decision making and that the MIS back up the implementation of educational reforms. Mumtaz (2000) in her review of this area highlighted both positive and negative factors affecting ICT use in schools. Positive factors included collegiality among computer-using staff, availability of technical support, resources for school development, smaller class sizes, and more formal computer training. Technical support and senior management commitment and support were the most recurring themes (Mumtaz, 2000; NGfL, 2002; Scrimshaw, 1997). Other themes apparent in the literature were the staffs' personal feelings, skills, and attitudes to IT in general (Hruskocy *et al.*, 2000; Kirkman, 2000; Mumtaz 2000).

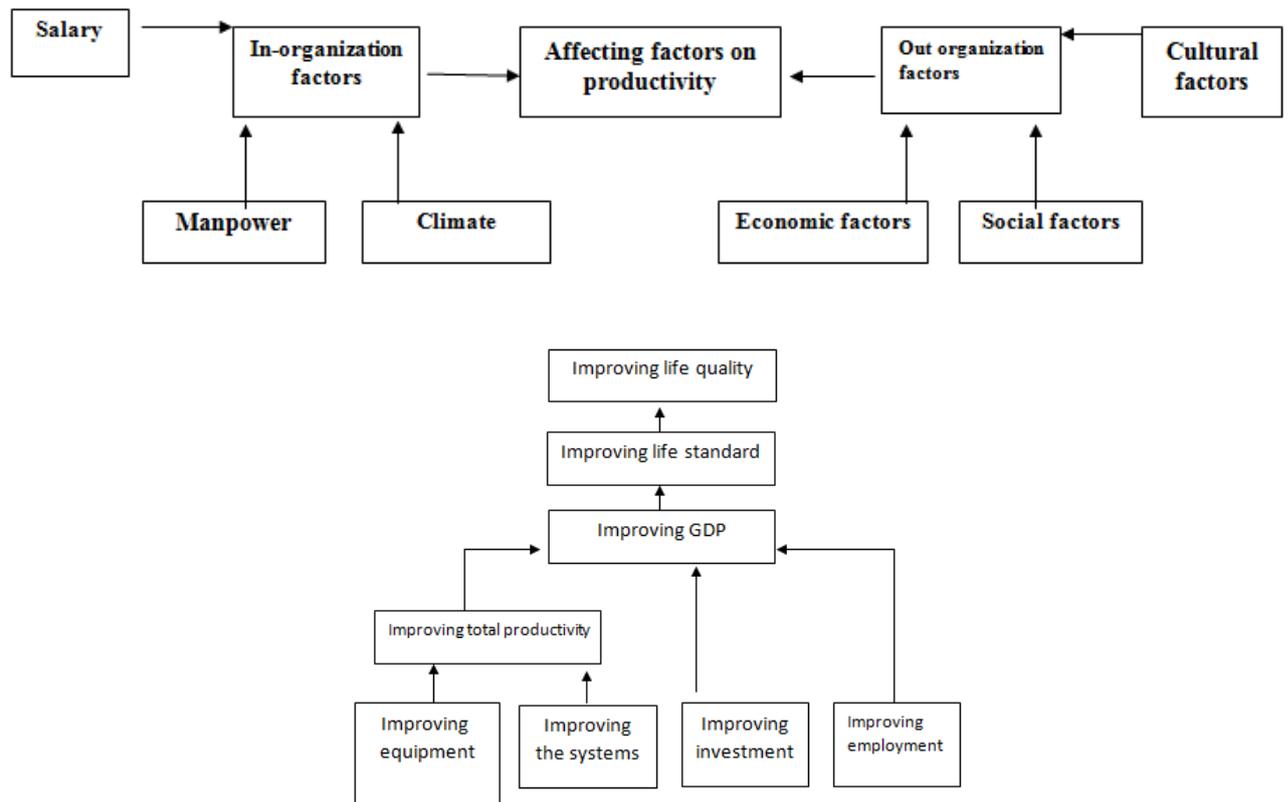
Fundamentally, there are two approaches to enhance production in an economic section:

Improving productivity of production factors by production qualitative factors through modifying and reconstructing the structure, management and increasing such factors as labor and capital There are two types of economic development approaches in terms of productivity:

Input – oriented approach and productivity – oriented approach



**Figure 1: productivity cycle**



**Figure 2: economic development based on composite approach (Statistics and Planning Office, 2008)**

Productivity cycle is an on-going process which includes four steps of measurement, analysis and evaluation, improvement planning and executing improvement plan as shown in figure 1 (Kopleman, 1986).

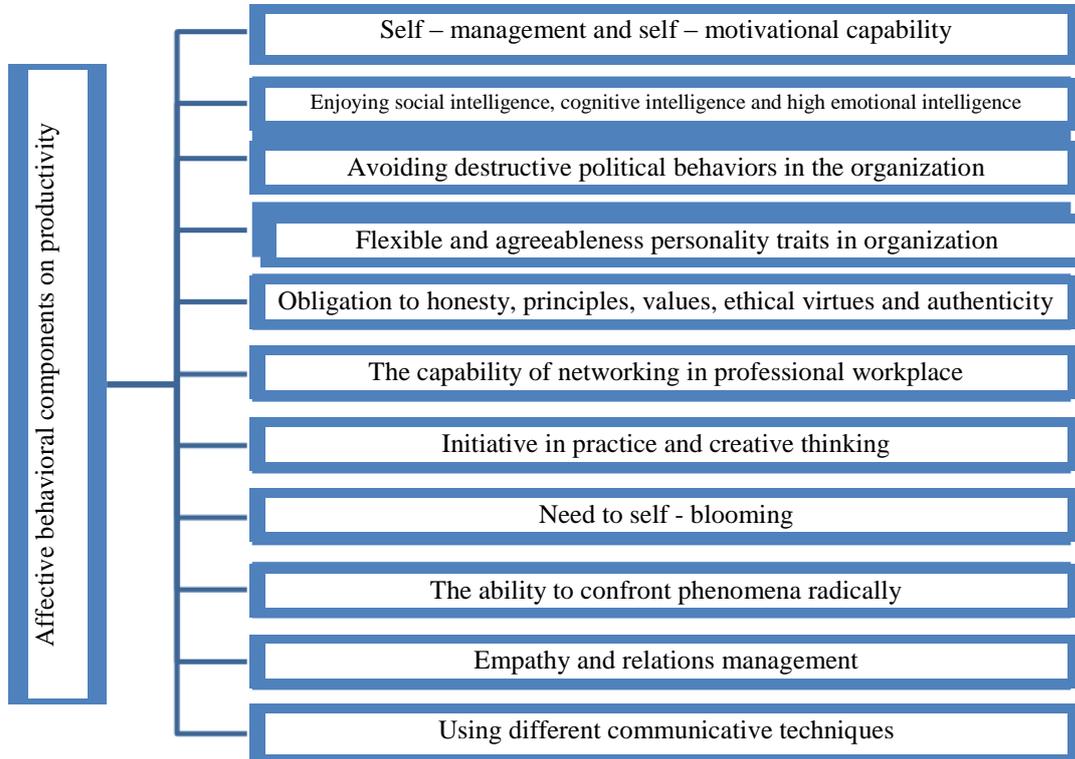
Therefore, movement toward productivity is not option; rather than, it is a necessity which can be only realized through promoting productivity and using the current facilities better.

### 1. Knowledge – oriented organizations

Knowledge management expresses that in today world, it is necessary to do all affairs through knowledge orientation and employees should be changed to knowledge workers. In the meantime, organizational processes should be devised based on knowledge so that knowledge citizens can use organizational services competently. In many countries, knowledge management and technology utilization has removed many problems confronting organizations such e-governments in which all organizations, ministries and their affiliated companies can deliver their services by service electronic systems. In such organizations, people’s attendance comes down to minimum and they can send their requests and receive needed services by using computers, software, hardware and banking and post systems. In many cases, they can perform their affairs though a PC in their homes without going to organizations. One can conclude that knowledge management would render its impacts on environment and culture of the society in short time. Parallel to companies’ entrance into 1990s, knowledge became as one the most important strategic resources. Knowledge generation is too vital for competitive advantage sustainability and organizational success Knowledge organizations are dynamically competent which is based on organizational capabilities and core competencies Core competencies refer to valuable, special and rare capabilities which define organization’s main business Dynamic capability shows organizational capability to create new and innovative forms Knowledge – based organizations are the image of organizations in a set of informal relations

**Suggested model**

Based on different studies and what mentioned in literature review, a set of the most important affecting factors on organizational productivity are provided as below:



**Knowledge oriented organizations**

**CONCLUSION**

In present paper, it is attempted to study the most important affecting human - behavioral factors on organizational productivity as well as behavioral indicators which show employees with higher productivity by studying a wide range of conducted researches. Based on theoretical discussion, productivity is the most important factor in organizational success and growth. Workforce is considered as the most important asset of any organization so that organizational productivity is clearly and directly influenced by human force. In accordance with scientific discussion, behavioral factors are the most important affecting components on productivity of people. Future studies can address to each individual components and to study their impacts by such tests as CFA and EFA and to rate them by tests like Freidman.

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