



Syllabus
Class-BBA1stYear
Subject-Organizational Behavior

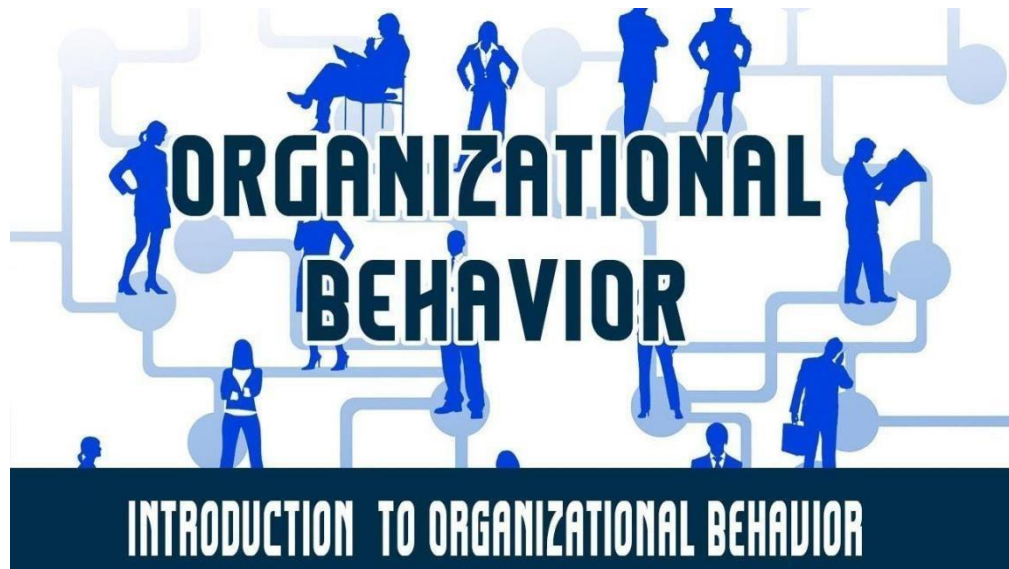
Unit	Contents
UNIT-I	INTRODUCTION: Concept of Organizational Behavior (OB): Management roles, skills and activities: Disciplines that contribute to OB; Opportunities for OB (Globalization, Indian workforce diversity, customer service, innovation and change, networked organizations, work-life balance, people skills, positive work environment, ethics) 2. Insight into Organizational behavior with its concept as propounded in Upanishads and the bhagvad geeta. 3. insight into organizational behavior with its objectives and organization concepts as propounded in the rigveda
UNIT-II	INDIVIDUAL BEHAVIOUR: 1. Learning, attitude and Job satisfaction: Concept of learning, conditioning, shaping and reinforcement. Concept of attitude, components, behavior and attitude. Job satisfaction: causation; impact of satisfied employees on workplace. 2. Motivation: Concept; Theories (Hierarchy of needs, X and Y, Two factor, McClelland, Goal setting, Self-efficacy, Equity theory); Job characteristics model; Redesigning job and work arrangements; Employee involvement; Flexible benefits, intrinsic rewards Personality and Values: Concept of personality; Myers-Briggs Type Indicator (MBTI); Big Five model. Relevance of values; Indian values; Linking personality and values to the workplace (person-job fit, person-organization fit) 4. Perception, Decision Making and Emotions: Perception and Judgements; Factors; Linking perception to individual decision making; Decision making in organizations, Ethics in decision making. Emotional labour; Emotional Intelligence. 5. insights into a philosophical framework like Guna theory propounded in somkhya in scripture of Indian philosophy and trigun in ayurvedic Texts.
UNIT-III	GROUP BEHAVIOUR: 1. Groups and Work Teams: Concept: Five Stage model of group development; Groupthink and shift; Indian perspective on group norms. Group and teams; Types of teams; Creating team players from individuals building and team based work (TBW) 2. Leadership: Concept; Trait theories; Behavioral theories (Ohio and Michigan studies); Contingency theories (Fiedler, Hersey and Blanchard, Path-Goal); Authentic leadership; Mentoring, self-leadership, online leadership: Inspirational Approaches (transformational, charismatic); Comparison of Indian leadership styles with other countries. Exercises, games and role plays may be conducted to develop team and leadership skills. 3. Insights into leadership with its self awareness and duty concepts of a leader as propounded in the bhagvad geeta.
UNIT-IV	ORGANISATIONAL CULTURE AND STRUCTURE: Concept of culture; Impact (functions and liability); Creating and sustaining culture: Employees and culture: Creating positive and ethical cultures, Concept of structure, Prevalent organizational designs: New design options. 2. Insights into organization as culture with its performance communication traditional and innovation concepts as propounded in the natyashastra.



UNIT-V	ORGANISATIONALCHANGE,CONFLICTANDPOWER: Forces of change; Planned change; Resistance; Approaches (Lewin's model, Organisational development); Learning organization; Organisational change in Indian businesses. Concept of conflict; Traditional view and interactionists view of conflict; Conflict process; Functional/ Dysfunctional. Introduction to power and politics. 2. Insights into organization as power with its team unity and collaboration concept as propounded in the bhagavad geeta.
--------	--



UNIT-I



Meaning of Organization

Organization may be defined as the group/ collection or a gathering of people for achieving a common purpose, goal or objective in a proper cohesive and well defined manner.

Meaning of Behavior

It is the way in which one acts or conducts oneself, especially toward others.

Meaning & definition of Organizational Behavior

Organizational behavior is directly concerned with the understanding, prediction and control of human behavior in organizations. It is an area of study that investigates the impact that individuals, groups and structure have on behavior within organizations.

“Organizational behavior is a subset of management activities concerned with understanding, predicting and influencing individual behavior in organizational setting.” –

Challahan, Fleenor and Kudson

“Organizational behavior is the study and application of knowledge about how people act within an organization. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organization.” –

Newstrom and Davis

“Organizational behavior is a field of study that investigates the impact that individuals, groups and structure have on behavior within the organizations for the purpose of applying such knowledge toward improving an organization’s effectiveness.” –

Stephens P. Robbins



Characteristics of OB

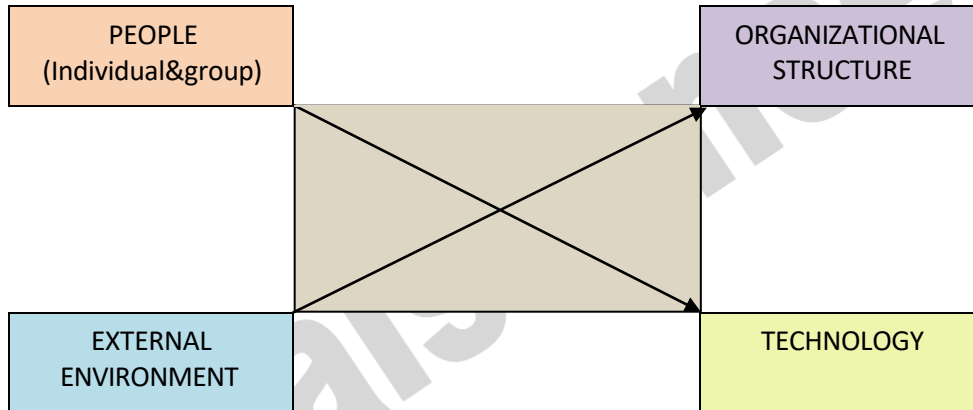


1. **Behavioral Approach to Management** – OB is a behavioral approach to management. It is a part of management related with analyzing behavior of human beings in group & organization. It is a distinct field of study.
2. **Science as well as Art** – OB is both science and art. It is a systematic body of knowledge about human behavior so it is considered as science. As an art, the knowledge of OB is applied to improve organizational effectiveness.
3. **Human tool** – Organizational behavior is a tool for human benefit which helps the manager in various areas. It also provides the education needed for creative thinking to avoid and solve human problems in organizations.
4. **Action & goal oriented** – OB is a goal directed discipline that studies human behavior and explain it in organizational context as well as helps in taking proper action to mould that individual behavior towards the goal achievement of organization.
5. **Commonality of Interest** – OB helps in providing commonality of interest between individual goals and organizational goals & objectives. It provides common goals that unite the variety of individual interests with the interest of organization.
6. **Holistic Concept** – OB is a holistic concept which relates people, groups, and whole organization as a system. It gives a broad view of people in organization and studies many factors that influence their behavior. It includes various dimensions, thus gives a broad view of human related issues & problems.
7. **Integrating Approach** – OB is an integrating approach of human, technical and ethical values at work which draws knowledge from various disciplines such as anthropology, Psychology, Law, Sociology, Economics, IT Political Science, engineering etc.
8. **Cause and Effect Relationship** – Human behavior is generally taken in terms of cause and effect relationship and not in philosophical terms. It helps in predicting the behavior of individuals. It provides generalizations that managers can use to anticipate the effect of certain activities on human behavior.



9. **Organizational Behavior is a Branch of Social Sciences** –Organizational behavior is heavily influenced by several other social sciences viz. psychology, sociology and anthropology. It draws a rich array of research from these disciplines.

Elements of OB



People as an Individual: The most important element of OB. OB studies the behaviour of individual in a group as well as in the organization. It briefs about various factors influencing the behavior and their effects on organization.

People as in Group: Group can be formal, informal, small, large, official, and unofficial in nature. Group is dynamic ever changing in nature.

Organization structure: OB establishes various post & positions for people in organization & thus creates a professional relationship in between them.

Technology: Use of technology also influences human behavior.

External environment: Organization is a part of broader external environment. Environment affects the organization through technological or scientific developed, social, cultural and Govt. actions.

Areas of Organizational Behavior –

1. **Behavior of People in organization** – OB includes study of behavior of individuals in organizational settings. It includes –
 - Attitudes and values
 - Perception, cognition & learning
 - Personality & motivation
 - Leadership & Power
2. **Organizational Structure** – OB studies the organizational structure to see how people are organized or arranged to achieve organizational goals. It includes –
 - Task identification
 - Departmentation
 - Co-ordination & control mechanism
 - Process & Procedures of promoting, hiring, compensation
 - Organization Size
 - Authority for decision making
3. **Behavior of Organization** – OB not only studies the interaction of individuals within the organization but it also studies the interaction of organization into its environment i.e., organizations behavior with external actors by following methods –
 - a. Adoption of new Practices such as –
 - Downsizing
 - Team based structure
 - Re-engineering



b. Adoption to changing conditions–

- Global competition
- Increasing technological use
- Changing social structure (status of women, disabled, ethnic group)



Importance of OB

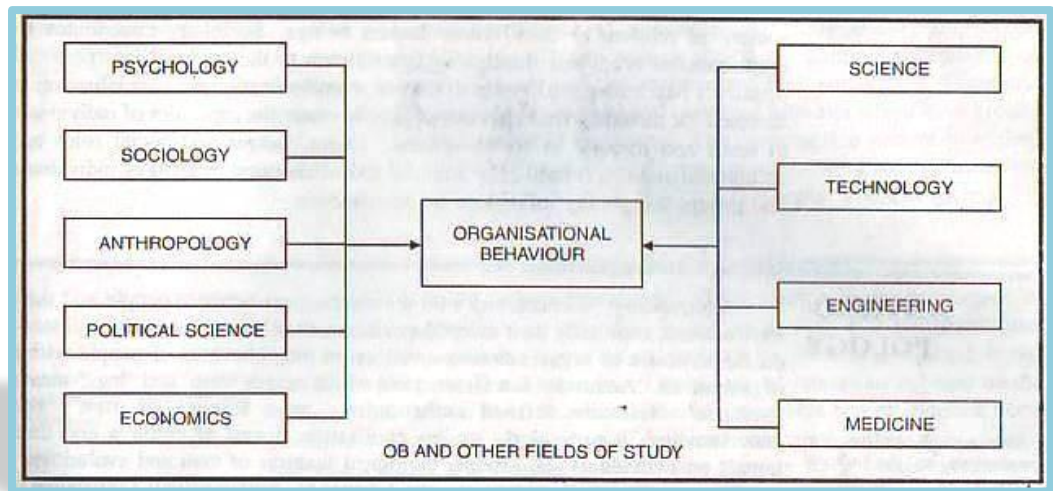
1. OB provides a roadmap to individuals in organization. It helps people to understand their behavior and its impact while working in organization.
2. OB helps a manager to motivate his subordinates regularly as it helps the manager understand the basis of motivation and what he should do to motivate others.
3. Understanding of OB is useful to maintain cordial industrial relations.
4. OB helps an individual in maintaining good intrapersonal & interpersonal relations.
5. OB helps in influencing organizational events by understanding the organizational culture & behavior appropriately and effectively to influence the environment they live in. For ex: how to communicate effectively, managing conflicts, better decision making, more effective team work and team dynamics.

Disciplines of OB

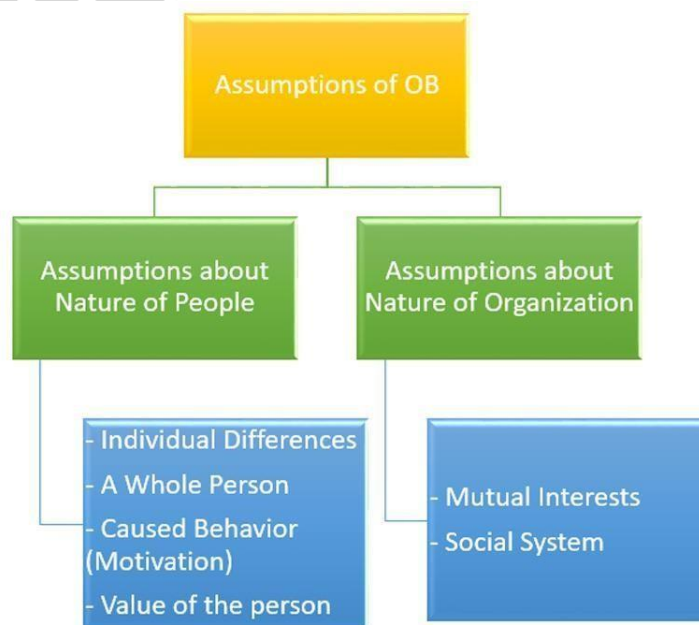
Organizational behavior is an applied behavioural science which is drawn from no. of behavioural disciplines like

1. **Psychology:** Psychology is the study including understanding of human mind and thinking and the behavioural aspects based on such thinking. Psychology tries to measure, explain, at times even modify, the behaviour of human beings. It includes personality, perception, learning, motivation, attitude etc.
2. **Sociology:** Sociology addresses the study of group behaviours. It studies the behaviour of the people among the fellow human beings in a group. It studies how much people are socially active. It includes group dynamics, communication, leadership, conflict management, formal and informal organizations etc.
3. **Anthropology:** It is the study of human culture, its history and evaluation. It deals with the development of human values, systems, norms, sentiments etc. It also studies the impact of organizational culture on the behaviour of employees.

Besides these three, there are some other disciplines such as social psychology, law, economics, practical science, engineering etc which also contribute to OB.



Foundation/Assumptions of OB



1. **Individual differences:** Each individual differs from the other in different ways like intelligence, physique, personality, thinking, behaviour etc and organization has to follow different styles to deal with them and get the work done. OB begins with individual and studying their distinct behaviour.
2. **A Whole Person:** OB is based on the concept that when a person is appointed, not only his/her skills are not hired but their social background, likes, dislikes, pride etc, are also hired. Thus, OB takes into account the individual as a whole.
3. **Caused Behaviour:** OB lays on the concept that behaviour of individuals towards any other person, thing or a situation which is caused due to some reason. Behaviour of the employee depends on his/ her thinking towards the situation as right or wrong.
4. **Human dignity:** This concept is based on ethical philosophy- at treating human beings differently from other factors of production with complete respect in humanity & dignity and not as the economic tool.



5. **Organizations are social systems:** OB treats organizations as the social system having both psychological & social needs. Two types of social system exist in organizations- formal and informal social system. Organization environment is dynamic in nature with all the parts of system being interdependent & influenced with each other.

ApproachestostudyOB

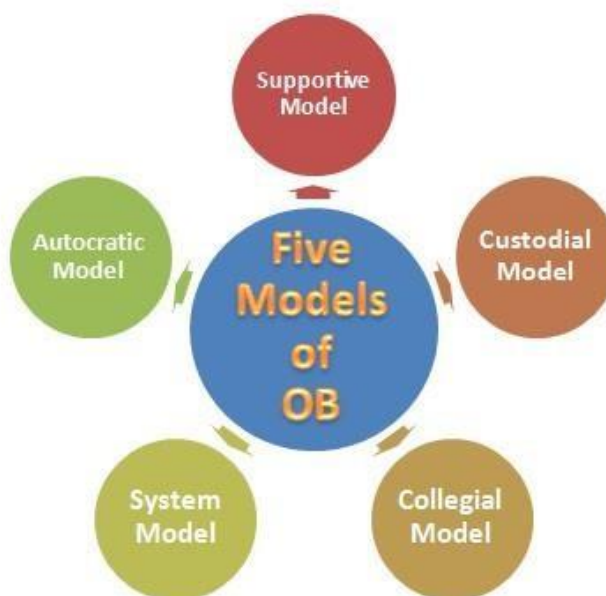
Approaches to Organizational Behavior Studies



1. **Human Resources Approach:** This approach recognizes the fact that human resource is the central and most important resources of any organization and should be developed towards high competency, creativity so that they can contribute to the success of the organization. This approach is also called supportive approach.
2. **Contingency Approach:** This approach assumes that there is no best way available in any organizational situation and each situation is contingent or influenced by many other variables. Appropriate managerial action on any situation depends on various elements related to that situation.
3. **Systems Approach:** Systems approach views OB as a system of which all its parts or activities are interrelated.
4. **Productivity approach:** Productivity is the ratio of output & input. It shows the efficiency and effectiveness of organization. It is expressed in terms of economic inputs and outputs but human and social inputs and outputs are also important. OB decisions involve human, social and economic issues and so productivity is the significant part of literature of OB.



ModelsofOB



1. **Autocratic Model-** This model is more of authority oriented in approach. It is based on the phenomenon that person who is in command have the power to demand. Organizations having autocratic environment have the superiors who feel that employees are lazy & try to avoid work so they need to be directed, command pushed & persuaded to the work. They feel that employees should be given orders & should be closely supervised & controlled for their work. Boss has the power to command & control. Employees in these organizations work under fear, frustration, harassment, unsecure & performance level is relatively low. They work only in the fear of losing their job.
2. **Custodial Model-** This method is reward oriented (Extrinsic or economic reward) focusing on satisfying the monetary, physiological, security & welfare needs of employees to motivate them to work efficiently for achieving goals & objectives of organization. This model focus that money is best way to motivate employed to increase their productivity & to reduce their level of frustration & insecurity rather than by forcing & ordering them.
3. **Supportive model-** This is a leadership oriented model and focus on supportive leadership style to motivate and improve the performance of employees at work rather than by using powers or giving monetary rewards. It focuses on providing cordial & supportive organizational climate & assumes that workers are not lazy & work shrinkers. They are intrinsically motivated. If they are awarded i.e. if their psychological needs are satisfied, they can be efficient at their work. This model is more successful in other nations in comparison to India.
4. **Collegial Model-** Collegial means a group of persons having a common purpose. This model is based on the concept of treating employees as the partners & important members of organization so that they can relate themselves more dedicatedly towards organizations & can work with loyalty, dedication, faithfulness & hard work for achieving its goals. This model focuses on team spirit, brand building & self-discipline. Workers have more job-satisfaction, job-involvement & degree of fulfillment.



Insight into Organizational behavior with its concept as propounded in Upanishads and the bhagvad geeta.

Organizational behavior (OB) is the study of how individuals and groups interact within organizations. While modern OB draws from psychology, sociology, and management theory, ancient Indian texts like the Upanishads and the Bhagavad Gita also offer profound insights into human behavior, leadership, motivation, ethics, and duty — all of which are deeply relevant to OB.

Here's a structured insight into organizational behavior through the lens of the Upanishads and the Bhagavad Gita:

1. Core Concept of Self (Atman) and Role Clarity

Upanishadic Insight:

- The Upanishads emphasize the realization of the **true Self (Atman)**, beyond ego and roles.
- They teach **self-awareness**, an essential quality in leaders and team members for ethical decision-making and harmonious working.

OB Relevance:

- **Self-awareness** in OB is key to emotional intelligence.
- Knowing oneself (strengths, weaknesses, values) helps employees work more effectively in teams and make better decisions.

2. Duty (Dharma) and Role Responsibility

Bhagavad Gita Insight:

- Krishna advises Arjuna to perform his **Swadharma** (personal duty) without attachment to outcomes.
- Every individual has a role, and fulfilling that role with sincerity contributes to the whole.

OB Relevance:

- Aligns with **role clarity**, **job responsibility**, and **organizational citizenship behavior**.
- Promotes the idea that organizations function best when individuals perform their roles ethically and competently, without overstepping or avoiding duties.

3. Detachment and Motivation (Nishkama Karma)

Bhagavad Gita Insight:

- Perform actions without attachment to results (Nishkama Karma).
- Focus on the **process**, not just the reward.

OB Relevance:

- Encourages **intrinsic motivation** rather than just extrinsic rewards (bonuses, promotions).
- Aids in reducing stress and burnout among employees when they focus on doing their best without obsessive concern over outcomes.

4. Leadership and Sattvic Qualities

Gita & Upanishadic Insight:



- Leaders are advised to exhibit **Sattvic** (pure) qualities: humility, truthfulness, compassion, discipline, and wisdom.
- The ideal leader is **selfless, wise, and service-oriented**.

OB Relevance:

- Matches with **servant leadership, transformational leadership, and ethical leadership** models.
- Effective leaders inspire through character and integrity, not coercion or manipulation.

5. Interconnectedness and Teamwork

Upanishadic Insight:

- The universe is a web of interconnected realities: "**Vasudhaiva Kutumbakam**" – The world is one family.
- Promotes cooperation, empathy, and mutual respect.

OB Relevance:

- Encourages **collaborative teamwork, respect for diversity, and a shared vision**.
- Helps build a cohesive organizational culture.

6. Mind Management and Emotional Intelligence

Bhagavad Gita Insight:

- The mind is both friend and enemy; one must **control the mind and senses**.
- Emotional stability is necessary for wise action.

OB Relevance:

- Corresponds to **emotional regulation, stress management, and resilience** in organizations.
- Key in conflict resolution, decision-making, and leadership under pressure.

7. Decision Making and Dispassion (Viveka & Vairagya)

Upanishads and Gita Insight:

- Decisions should be made using **discriminative wisdom (Viveka)** and **detachment (Vairagya)**.
- Balance between rational thought and emotional control.

OB Relevance:

- Encourages **rational decision-making with ethical considerations**, without emotional impulsiveness or bias.

Conclusion

The Upanishads and the Bhagavad Gita provide timeless wisdom that aligns deeply with modern organizational behavior principles. They emphasize:



- Self-awareness and mindfulness
- Duty-bound performance
- Ethical leadership
- Emotional balance
- Team harmony
- Detachment from results

These teachings, when integrated into organizational culture and individual behavior, can lead to a more conscious, ethical, and effective workplace.

Insight into organizational behavior with its objectives and organization concepts as propounded in the rigveda

The **Rigveda**, one of the oldest and most profound texts of ancient Indian wisdom, is not a management manual in the modern sense. However, it presents **rich metaphors, hymns, and philosophical insights** that can be interpreted to understand the **nature of organization, human behavior, leadership, ethics, and collective action**. When studied in this light, it offers timeless values and objectives that align closely with the study of **Organizational Behavior (OB)**.

1. Concept of Organization in the Rigveda

The Rigveda views the universe itself as a **cosmic organization**, governed by **Rita** (cosmic order). Just as the universe functions with order, interdependence, and purpose, so must human organizations.

- **Rita** = Universal Law of Order, Foundation of Dharma
- Implication: An organization should function with structure, ethics, and alignment with natural harmony.

Objectives of Organizational Behavior (in Rigvedic Perspective)

1. Promote Harmony and Cooperation

The Rigveda emphasizes **collective harmony** over individual ego. The idea is to work together as one unit for the good of all.

OB Relevance:

- Teamwork and collaboration
- Organizational unity and shared goals
- Conflict resolution through consensus

2. Shared Vision and Purpose

The Rigveda teaches that unity of purpose leads to strength. Organizations must align individual goals with collective objectives.



OB Relevance:

- Vision and mission alignment
- Leadership and goal setting
- Cultural cohesion

3. Respect for Diversity and Inclusion

While promoting unity, the Rigveda also recognizes **diversity of roles and functions** (precursor to the Varna system). It accepts that different roles are essential to organizational harmony.

OB Relevance:

- Division of labor
- Job specialization
- Diversity and inclusion in teams

4. Ethical Conduct and Truthfulness

The Rigveda holds **Satya (truth)** and **Dharma (righteousness)** as central pillars. No organization can survive without ethical behavior and trust.

OB Relevance:

- Organizational ethics
- Corporate social responsibility
- Trust-building in workplace culture

5. Leadership and Collective Responsibility

Leadership in the Rigveda is **not autocratic**, but consultative and oriented toward the **well-being of all**.

OB Relevance:

- Participative leadership
- Empowerment and delegation
- Transformational leadership

**Key organizational concept in the Rigveda**

Rigvedic Concept	Organizational Interpretation
Rita (cosmic order)	Rules, structure, policy, governance
Yajna (sacrifice, offering)	Selfless contribution to collective goals
Sangha (union/group)	Organization or team
Agni (sacred fire/leader)	Inspiration, energy, central leadership
Satya (truth)	Integrity, transparency in communication
Mitra (friendship)	Harmony in interpersonal relationships



UNIT II

LEARNING



What is learning?

Meaning of learning:

Learning is the process by which individuals acquire knowledge & experience to be applied in future reaction to situation. Learning refers to this modification of behavior practice, training and experience.

Learning may be defined as a relatively permanent change in behaviour that occurs as a result of Prior Experience.

According to the Dictionary of Psychology – “Learning means the process of acquiring the ability to respond adequately to a situation which may or may not have been previously encountered, the factorable modification of response tendencies consequent upon previous experience, particularly the items in new series of complexity coordinated motor response, the fixation of items in memory so that they can be recalled or organized in the process of acquiring insight into a situation.”

Learning has taken place if an individual behaves, reacts, responds as a result of experience in a manner different from the way he formally behaved.

W. Mchee

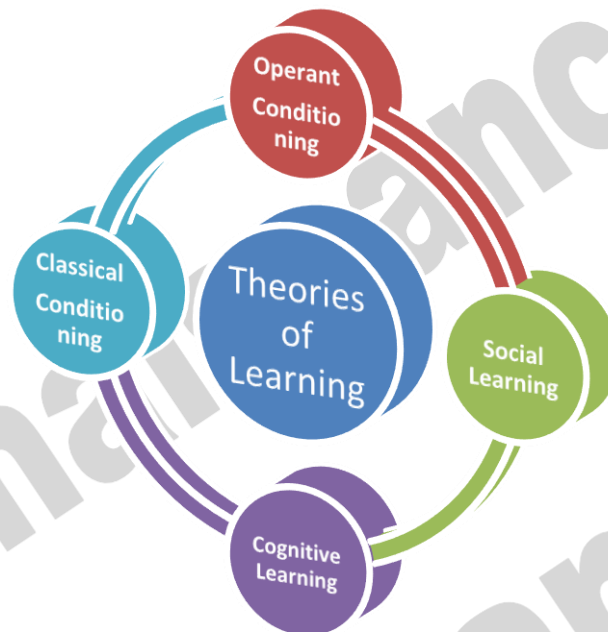
Nature of Learning

1. **Change:** Learning invariably involves a change though not necessary improvement in Behaviour. The learning may be good or bad from an organizations point of view for ex., bad habits, prejudice, work restrictions may be learned by an individual.
2. **Permanent:** Change in behaviour must be relatively permanent temporary changes may be only reflexive and fail to represent any learning. Changes called by fatigue or temporary adaptations are not covered in learning.
3. Change in behaviour should occur as a result of **Experience, practice or training**. The change may not be evident until a situation arises in which new behaviour can occur.
4. **Learning is reflected in Behavior** – A change in an individual's thought process or attitudes not accompanied by behavior is not learning. Further learning needs to result in behaviour potentiality and not necessary in the behavior itself. For example, if a person is thinking of using drugs, but has not actually used them and he finds out that a friend of his has died because of drugs, he will never get involved with drugs. This experience has changed his behavior potential.



5. **Reinforcement** – The practice or experience must be reinforcement in order for learning to occur. If reinforcement does not accompany the practice or experience the behavior will eventually disappear.

Theories of Learning



1. Classical Conditioning

Learning through classical conditioning (C.C) was first studied by Ivan Pavlov, a famous Nobel Price winning physiologist, at the turns of 20th century. The C.C. theory deals with the association of one event with another desired event resulting in a desired behaviour of learning.

Pavlov conducted an experiment on a dog to study the relation between the dog's salivation and ringing of a bell. A simple surgical procedure helped him to measure accurately the amount of saliva secreted by dog. When Pavlov presented a piece of meat to the dog, he noticed a great deal of salivation. He termed the food unconditional stimulus (food automatically caused salivation)

And salivation – an unconditioned Response when the dog saw the meat it salivated during the second stage

Pavlov merely rang a bell (neutral stimulus) the dog did not salivate. Pavlov subsequently introduced the sound of bell each time the meat was given to dog. Thus meat & ringing of bell were linked together. The dog eventually learnt to salivate in response to ringing bell even when there was no meat.

Classical conditioning presented in figure

A) Before Conditioning

Meat(US) → Salivation(UR)

Bell(Neutral stimulus) → No response

B) During Conditioning

Meat(US) + Bell(CS) → Salivation (UR)

C) After Conditioning

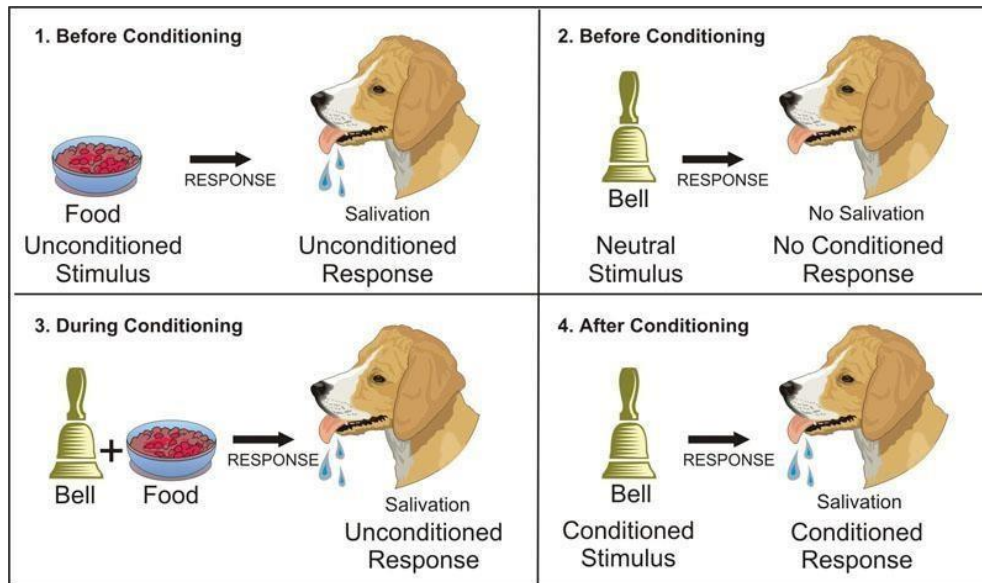
Bell(CS) → Salivation(CR) US

= Unconditioned Stimulus

UR = Unconditioned Response

CS = Conditioned Stimulus CR

- Conditioned Response



Classical Conditioning

2. Operant Conditioning(OC)

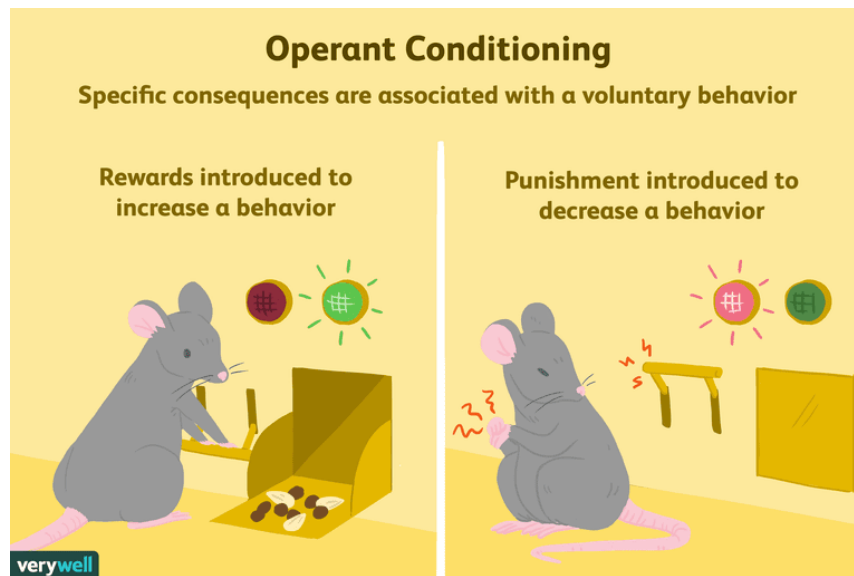
O.C is defined as "Behaviour that produces effect." OC is based on work of B.F. Skinner who advocated that individual's exhibit responses that are rewarded and will not exhibit response that are either not rewarded or are punished.

O.C also called instrument conditioning refers to the process that our behaviour produces certain consequences & how we behave in future will depend on what those consequences. If our action have pleasant effect then we will be more likely to repeat them in future. If however our actions have unpleasant effect we are less likely to repeat them in future.

Thus according to this theory, behaviour is the function of its consequences.

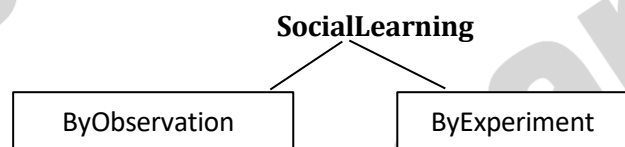
Operant Behaviour & their Consequences

	Behaviour	Consequence
The Individual	Work Talk to others Enter Restaurant Enter Library	is paid meets more people obtains food find a book



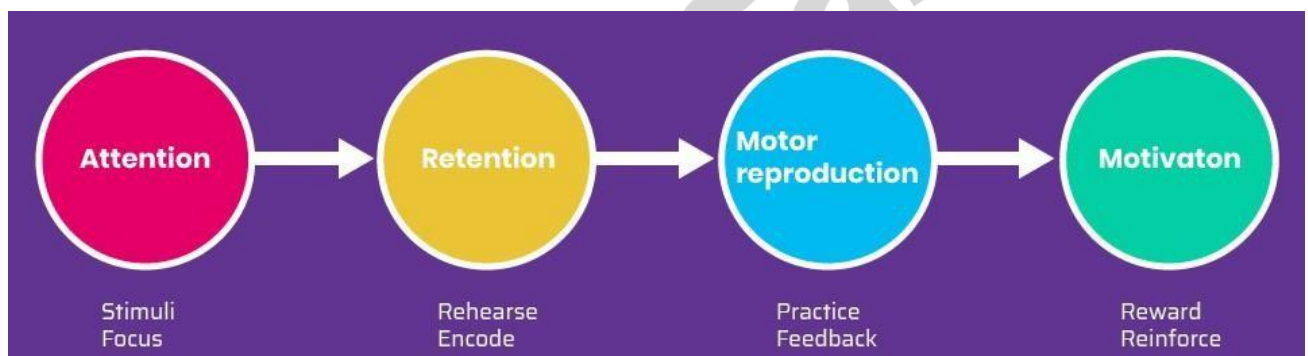
3. Social Learning

Also called observational learning, social learning theory emphasizes the ability of individual to learn by observing others. The important may include parents, teachers, Peers, Motion Pictures TV artists, bosses & others.



Social learning can take place through:

1. **Modeling:** People acquire behaviour by directly observing and imitating other. Many pattern of behaviour are learned by watching the behaviour of models such as parent, teacher, film star etc. The following process determines the influence:
 - i. **Attention process:** People only learn from a model when they recognize and pay attention to its critical feature.
 - ii. **Retention process:** A model's influence will depend on how well the individual remember the model action, when after the model is no longer readily available.
 - iii. **Motor Reproduction Process:** After a person has been a new behaviour by observing the model the watching must be converted into doing.
 - iv. **Reinforcement /process:** Individual will be motivated to exhibit the modeled behaviour if positive incentives or reward are provided.



2. **Symbolism:** It refers to learning through social action reaction, symbolization and interaction.



3. **SelfControl:** Learning is self development process; people are introduced in self analysis, appraisal and improvement.
4. **Self Efficiency:** It refers to the individual's perception as he or her ability to perform a specific task in a particular situation

4. Cognitive Learning

Cognitive learning theory establishes the relationship between cognitive environmental cues and expectations. The cognitive approach emphasizes the positive and free will aspect of human behaviour. Cognition refers to an individual's ideas, thoughts, knowledge, interpretations understanding about himself and his environment. According to this theory learner forms a cognitive structure in memory, preserves and organics information about the various events that occur in a learning situation. To prove cognitive approach, Tolman trained a rat to turn right in a T maze in order to obtain food. Then he started the rat from the opposite part of the maze in order to obtain food. Then he started the rat from the opposite part of the maze, according to operant conditioning theory the rat should have turned right because of past conditioning. But the rat instead turned towards where the food had been placed. This experiment concluded that the rat formed a cognitive map to figure out how to get the food and reinforcement was not a precondition for learning to take place.

ATTITUDES

Introduction

Attitudes are evaluative statements. These are frequently used in describing people, objects and events and explaining the people's behavior. These reflect how one feels about something or somebody. When I say, "I like Ram". I am expressing my attitude about Ram. Thus, we can say that attitude is a bent of mind, predisposition of certain actions.

Attitudes constitute an important psychological attribute of individuals which shape their behaviour. **Schmerhorn**, et al., have defined attitude as a predisposition "**to respond in a positive or negative way to someone or something in one's environment**". Attitude can be defined as a persistent tendency to feel & behave in a particular way towards some object.

Some of the important definitions of attitudes are as follows:

"An attitude is a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situation with which it is related."

G.W. Allport

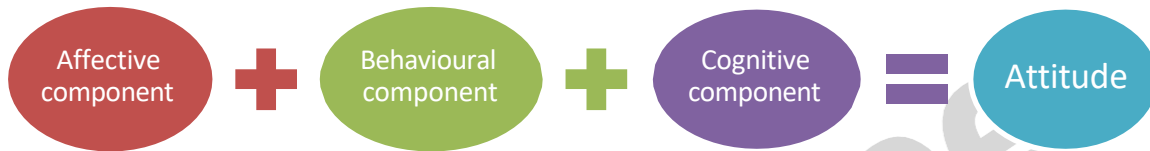
"An attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain."

—Katz and Scotland

COMPONENTS OF ATTITUDES

There are three basic components of an attitude and these are described below:

- (i) **Cognitive or Informational Component.** It consists of beliefs and values, idea and other information a person has about the attitude object. For instance, a person seeking a job may learn from newspapers and other people that a particular company is a good pay-master.
- (ii) **Affective or Emotional Component.** It involves the person's feelings of likes and dislikes towards the attitude object.
- (iii) **Behaviour Component.** The tendency of a person to behave in a particular manner towards an object is the behavioural component of an attitude.



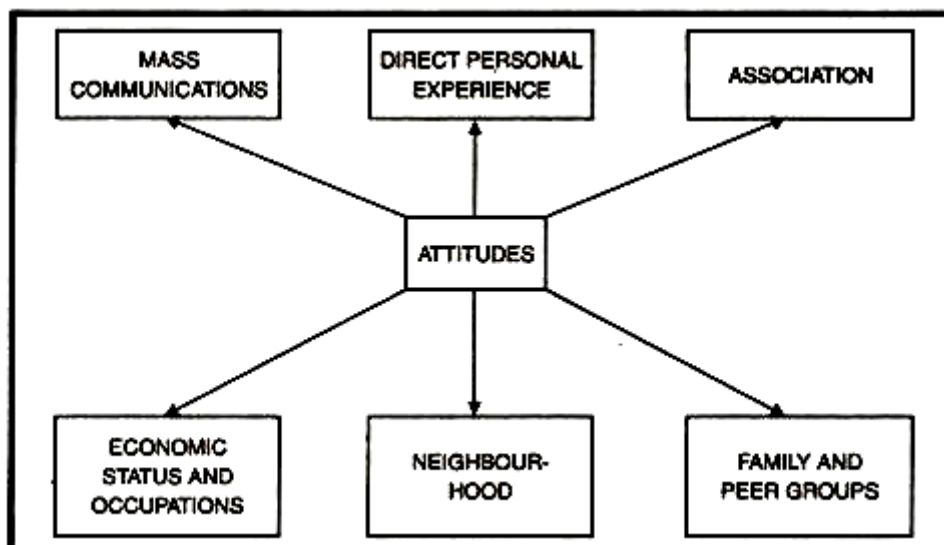
Features or Characteristics of Attitudes

The important characteristics of attitudes are as follows:

- Attitudes affect Behaviour.** People have the natural tendency to maintain consistency between two attitudes or attitude and behaviour. Attitudes can lead to intended behaviour if there is no external intervention.
- Attitudes are Invisible.** Attitudes constitute a psychological phenomenon which cannot be observed directly. However, we may observe an attitude indirectly through observing its consequences.
- Attitudes are Acquired.** Attitudes are gradually learnt over a period of time. The process of learning attitudes starts right from childhood and continues throughout the life of a person.
- Attitudes are Pervasive.** Attitudes are formed in the process of socialization and may relate to anything in the world. For example, a person may have positive or negative attitude towards religion, politics, politicians, countries, and so on.
- Attitude is evaluative.** Attitudes are evaluative statements, either favourable or unfavourable. When a person says he likes or dislikes something, somebody, an attitude is being expressed.
- Attitude is unconsciously held.** An attitude may be unconsciously held. Most of our attitudes may be about those objects which we are not clearly aware of.

SOURCES OF ATTITUDES

- Direct Personal Experience.** The quality of a person's direct experience with the attitude object determines his attitude toward it. For example, if a worker finds his work repetitive, inadequately paid, supervisor too tough, and co-workers not so cooperative, he would develop negative attitude towards his job because the quality of his direct experience with the job is negative.
- Association.** A new attitude object may be associated with an old attitude object and the attitude towards the latter may be transferred towards the former.
- Social Learning.** Attitudes are also learnt from others as for example, from parents, teachers, superiors, models etc. An individual learns by having contact with others or even watching models over the T.V. In fact, social learning makes it possible for a person to develop attitude towards something even when he has no direct experience of the attitude object.
- Institutional Factors.** Religious institutions, social organizations, educational institutions, etc. also help in shaping the attitudes of people.
- Mass Media.** Attitudes are generally less stable as compared to values. Advertising messages, for example, attempt to alter the attitude of the people toward a certain product over time. Similarly, social messages on TV and in newspapers can have mass appeal among the people.
- Economic Status and Occupations.** Our economic and occupational positions also contribute to attitude formation. They determine, in part, our attitudes towards unions and management and our belief that certain laws are "good" or "bad".



Formation of Attitudes

The above mentioned sources are the important ways in which attitudes are learnt. But what type of attitudes will ultimately develop is dependent on the following factors:

- Psychological Factors.** The psychological make-up of a person is made up of his perceptions, ideas, beliefs, values, information, etc. It has a crucial role in determining a person's attitudes.
- Family Factors.** During childhood, a person spends a major part of his time in the family. Thus, he learns from the family members who provide him with ready-made attitudes on a variety of issues such as education, work, health, religion, politics, economics, etc.
- Social Factors.** Societies differ in terms of language, culture, norms, values, beliefs, etc., all of which influence a person's attitudes. For example, people in India in general hold different attitudes towards communism than people of China.
- Organizational Factors.** It should be remembered that a worker spends a major part of his life in the institution in which he works. Thus, organisational factors such as nature of job, factory or office layout, fellow workers, quality of supervision, monetary rewards associated with the job, trade unionism, informal groups, organisation's policies and practices, play an important role in shaping the job attitudes of a person.
- Economic Factors.** A person's attitude towards various issues such as pleasure, work, marriage, working women, etc., is influenced by economic factors such as his economic status in the economic conditions.
- Political Factors.** Politics plays a crucial role in the administration of a country. Therefore, political factors such as ideologies of the political stability and the behaviour of the political leaders greatly influence the attitude of the people.

TYPES OF WORK RELATED ATTITUDES-

- 1) Job Satisfaction
- 2) Job Involvement
- 3) Organizational Commitment

1) Job Satisfaction-

The term job satisfaction refers to the general attitude or feelings of an individual towards his job. A person who is highly satisfied with his job, will have a positive attitude towards the job. On the other hand, a person who is dissatisfied with his job, will have a negative attitude about the job.



2) Job Involvement-

A general definition of job involvement states that job involvement measures the degree to which a person identifies psychologically with his or her job and considers his or her perceived performance level important to self worth.

3) Organizational Commitment-

Organizational is a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

FUNCTIONS OF ATTITUDE

Katz has suggested that attitudes and motives are inter-linked and, depending on an individual's motives, attitudes can serve four main functions. These are as under;

- i. **Knowledge Function:** One of the major functions of attitude is to provide a frame of reference which forms the basis for interpretation and classification of new information. Attitudes provide a knowledge base and framework within which new information can be placed.
- ii. **Value Expressive Function:** Attitudes are means of expression of values. They enable individuals to indicate to others the value that they hold and thus to express their self-concept.
- iii. **Adjustment Function:** Attitudes often help people adjust to their work environment. When employees are well treated they are likely to develop a positive attitude towards the management and the organization, otherwise they are likely to develop a negative attitude towards management and the organization. These attitudes help employees adjust to their environment and are a basis for future behavior.
- iv. **Ego-Defensive Function:** Attitudes may be held in order to protect the ego from an undesirable truth or reality. People often form and maintain certain attitudes to protect their own self images. For example, workers may feel threatened by the employment or advancement of minority or female workers in the organisation.

MOTIVATION

Motivation in simple terms can be understood as the set of forces which causes people to behave in certain desired way. Motivation is an "urge" that drives us towards the road leading to our goal.

Every organization needs competent people for accomplishing its goals and objectives. But only competence or skill of the people alone is not enough for fulfilling this purpose. There has to be a willingness or desire or internal drive in the people to achieve the objectives and motivation means process of creating zeal, confidence and to stimulate people to work in the desired direction which leads to the achievements of organization as well as individuals goals and objectives.

DEFINITION OF MOTIVATION

The term motivation has been derived from Latin word "MOVERE" which means to move. Thus the word motivation stands for movement.

"Motivation is the process that accounts for an individual's intensity, direction and persistence of efforts towards attaining a goal." [ROBBINS]



"Motivation is the willingness to exert high level of effort towards organizational goal, conditional by the effort and ability to satisfy some individual needs."

NATURE OF MOTIVATION

1. Motivation is an inner feeling which energizes a person to work more.
2. The emotions or desires of a person prompt him for doing a particular work.
3. There are unsatisfied needs of a person which disturb his equilibrium.
4. A person moves to fulfill his unsatisfied needs by conditioning his energies.
5. There are dormant energies in a person which are reactivated by channelizing them into actions.

TYPES OF MOTIVATION

1. **Positive Motivation:** Positive motivation or incentive motivation is based on reward. The workers are offered incentives for achieving the desired goals. The incentives may be in the shape of more pay, promotion, recognition of work etc.
2. **Negative Motivation:** Negative or fear motivation is based on force or fear. Fear causes employees to act in a certain way. In case, they do not act accordingly then they may be punished with demotions or layoffs. The fear acts as a push mechanism.



TECHNIQUES TO INCREASE MOTIVATION

1. Financial Motivator
2. Non-financial Motivator
 - a. Recognition
 - b. Participation
 - c. Status
 - d. Competition
 - e. Job Enrichment



IMPORTANCE OF MOTIVATION

1. Increase employee productivity.
2. Greater satisfaction
3. Enhance job involvement
4. Reduce stress
5. Good human relations
6. Reduce turnover and absenteeism
7. Reduce employee's grievances.
8. Efficient utilization of physical and human resources.

THEORIES OF MOTIVATION

MASLOW'S NEED HIERARCHY MODEL THEORY

This theory has been developed by Prof. A.H. Maslow. According to which human beings have wants and desires which influence their behaviour. Only unsatisfied needs influence behaviour, satisfied needs cannot. The needs are arranged in order of importance from basic to the complex. Person advances, to the next level of needs only after the lower level need is satisfied.

Basic five needs which are described in this theory are:

1. **Physiological needs:** these are the basic needs related to the survival and maintenance of human life. These are food, clothing, air, water, shelter and other biological needs which are Primary in nature.
2. **Safety needs:** These needs include safety and protection from physical and emotional harm. It includes job security, personal bodily security, security of source of income, provision of oldage, insurance against risk etc.
3. **Social needs:** It includes affection belongingness, acceptance and friendship. It focuses on conversation, sociability, exchange of feelings and grievances, recognition, belongingness etc.
4. **Esteem needs:** These needs are also known egoistic needs. Needs includes self confidences independence, achievement. Knowledge and success, attention, self respect, status etc.
5. **Self-Actualization needs:** The drive to become what one is capable of becoming or want to achieve in their life. It is consider as primary mission of one's life.

Maslow separated the five needs into a higher and lower order. Physiological and safety needs are described as lower order needs. Social esteem and self -actualization are classified as higher order needs. Higher order needs are satisfied internal and lower order needs are satisfied externally.



THEORYX&THEORYY

This is the participation model theory of motivation given by Douglas Mc Gregor. He argued that a managers view about the nature of human beings (subordinates) is based on certain assumptions which are grouped as theory x and theory y. Manager is required to mould their behaviour towards employees according to these assumptions to motivate them to work.

THEORYX-In this theory autocratic managers assume that employees are-

- Inherently lazy and avoid work.
- Avoid taking responsibility and power.
- Indifferent to organizations goals.
- Little ambitious, Prefer to security above all other factors.

So managers according to this theory needs to follow the traditional method of closely supervising and establishing a comprehensive system of command and control along with a hierarchical structure to supervise workers and to motivate them to work.

THEORYY-Managers with theory y orientation make following assumptions about their subordinates-

- Employees are ambitious, self-motivated and anxious to accept greater responsibility.
- Exercise self control, self-direction autonomy and employment.
- Enjoy their mental and physical work duties.
- Desire to be creative and forward thinking at workplace.
- Can be more efficient and productive if given freedom and participation to show their abilities and to give their views.

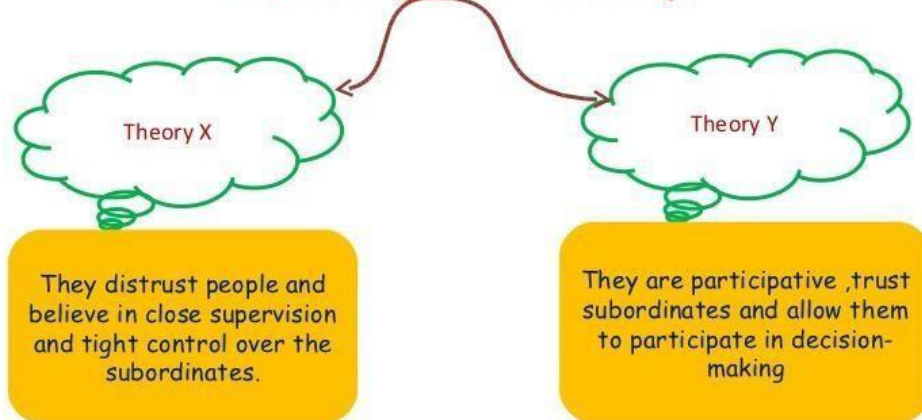
So managers follow a supportive and participative method of motivating these employees by providing them chance to explore themselves and their ability.

Theory x assumes that lower order needs are the basic needs for which individuals are motivated to satisfy and theory y assumes that individuals are also motivated to satisfy higher order needs of self-esteem and self actualization along with lower order needs.

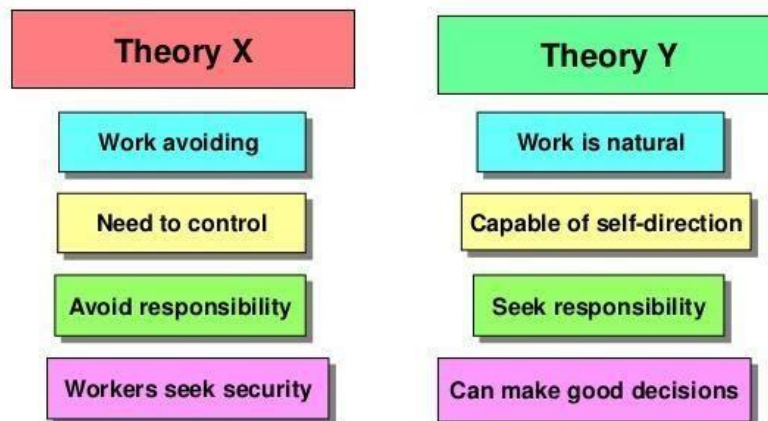


Based on assumptions about people

Mc Gregor's theory



MCGREGOR'S THEORY X & Y



HERZBERG'S TWO FACTOR THEORY

This theory was given by Herzberg (1959). This theory is also called as Motivation Hygiene model theory. This theory constructed a two-dimensional paradigm of factors which affects people attitude towards work. These two factors are Motivators and hygiene factors.



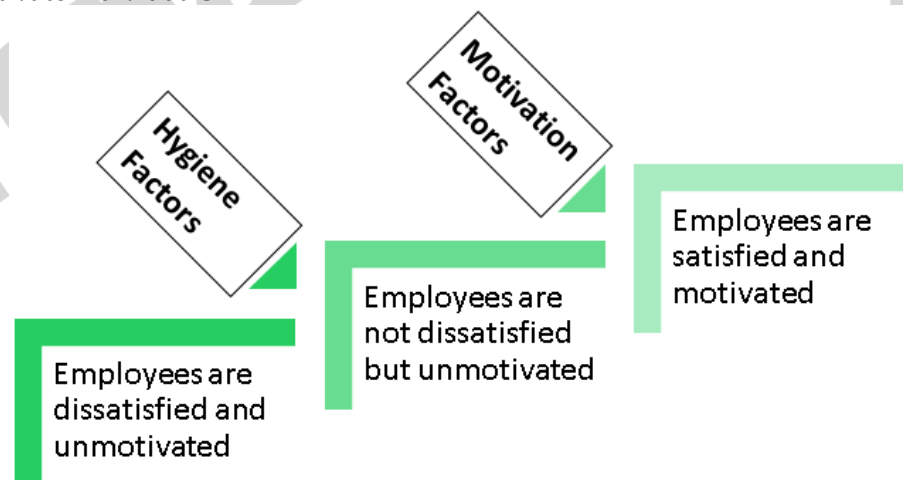
Motivators are intrinsic factors related with work (job) such as advancement recognition, responsibility and achievement. Presence of these factors ensures job satisfaction internally.

Hygiene factors are the extrinsic factors related to work (job) such as company policy, supervision, interpersonal relations, working conditions, salary etc.

Absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction.

So it is stated that motivators describe the person's relationship with what she or he does related with job performed whereas hygiene factors describe a person's relation in context to environment in which she or he perform the job. Removing dissatisfying characteristics from a job does not necessarily make job satisfying. Job satisfaction factors are separate and distinct from job dissatisfaction factors.

Presence of hygiene factors will not dissatisfied people but also cannot satisfy them. It is only the motivators i.e. intrinsic factors which are associated with work derived from individuals itself can satisfy and motivate individuals.



ERG- THEORY

This theory of motivation was given by Alderfer (1972). This theory classifies needs into three categories in hierarchical order.

1. **The Existence Needs-** These needs include all our basic material existence requirements. It includes all the basic biological needs and shelter needs. They include Maslow's Physiological and safety needs.
2. **The Relatedness Needs-** These needs include the desire for having good and important interpersonal relationships, social interrelation and good image in between others in external environment. It includes Maslow's social needs.
3. **The Growth Needs-** These needs include an intrinsic desire for personal growth development, status, recognitions advancement, achievement etc. It includes Maslow's esteem and self actualization needs.



This theory differs from Maslow's theory in following arguments:

1. Maslow's said that needs are divided in 5 categories hierarchal from basic to complex and only one need is been work on one time whereas Alderfer said that more than one need may be operative at the same time.
2. ERG Theory does not assume the rigid hierarchy for the satisfaction of needs i.e. it is not necessary that when one need is satisfied then only another need can be satisfied. Person can be working on growth, existence or relatedness needs at same time or on existence and relatedness needs even if growth need is unsatisfied.

MCCLELLAND'S THEORY OF NEEDS

This theory was given David McClelland (1961) which mainly focuses on three kinds of needs namely-

McClelland's
Motivational Needs





- Need for achievement (NACH)** - This need includes a drive to excel, advance and grow. It includes desire of individual to achieve something different from others in a different manner in relation to a set of standards.
- Need for power (NPOW)** - This need to have command and control to make other behaviour in a way that they have never behaved otherwise to change the situation accordingly.
- Need for affiliation (NAFF)** - This included desire for being friendly and to have a close interpersonal relations with others. People with this need want to have a good image & relationship with others.

People with high need for achievement have a compelling drive to succeed. They strive to do something better and more efficiently than it has been done before by others. This is called achievement need. High achievers differentiate themselves from others by their desire of doing things better and differently. They seek situations in which they can attain personal responsibilities for finding solutions to problems. People with high need for power enjoy being "in-charge" of any situation. They strive to have influence over others and prefer to be placed into a competitive and status-oriented situation. They believe to change the situations and thoughts of the people accordingly by influencing them.

People with high need for affiliation strive for maintaining friendship. Prefer co-operative situations and desire for a relationships that involve a high degree of mutual understanding.

Based on this theory following assumptions can be made-

- Individuals with a high need to achieve prefer job situations with personal responsibility, feedback and an intermediate degree of risk. In these situations high achievers will be strongly motivated.
- A high need to achieve does not necessarily lead to being a good manager, especially in large organizations. These people are interested in their personal development rather than influencing others to do well.
- The needs for affiliation and power are closely related to managerial success. A good manager needs to be high in need of power, moderate in need of affiliation and low in need of achievement.

VICTOR VROOM'S EXPECTANCY THEORY

It is given by Victor Vroom (1964) and is one of the most widely accepted explanations of motivation. According to this theory motivation is based on people belief, goals and linkage between effort, performance and reward and reward and individual goal satisfaction.

Determinants of motivation according to this theory are as follows-

Expectancy (Performance) - It is also called effort and performance determinant which shows the extent to which a person believes that particular level of efforts will lead to expected level of performance.

Instrumentality - It is called as performance determinant which shows that particular level of performance will lead to a desired reward. Ex: - superior performance leads to promotion in job. Superior performance is first level of outcome, promotion is the second level outcome.

Valence (Reward value or Preferences) - It refers to the value a person places on the rewards that he or she expects to receive from an organization. The value attached to reward is subjective and varies from person to person. Ex: - A young and dynamic employee wants a promotion and values it. Similarly a retiring employee may have high valence for re-employment.

These determinants are expressed through following formula-

$\text{Motivation} = \text{Expectancy (Performance)} \times \text{Instrumentality} \times \text{Valence}$

Effort - Performance linkage
(How hard will have to work?)



Performance–Reward linkage
(What is the reward?)

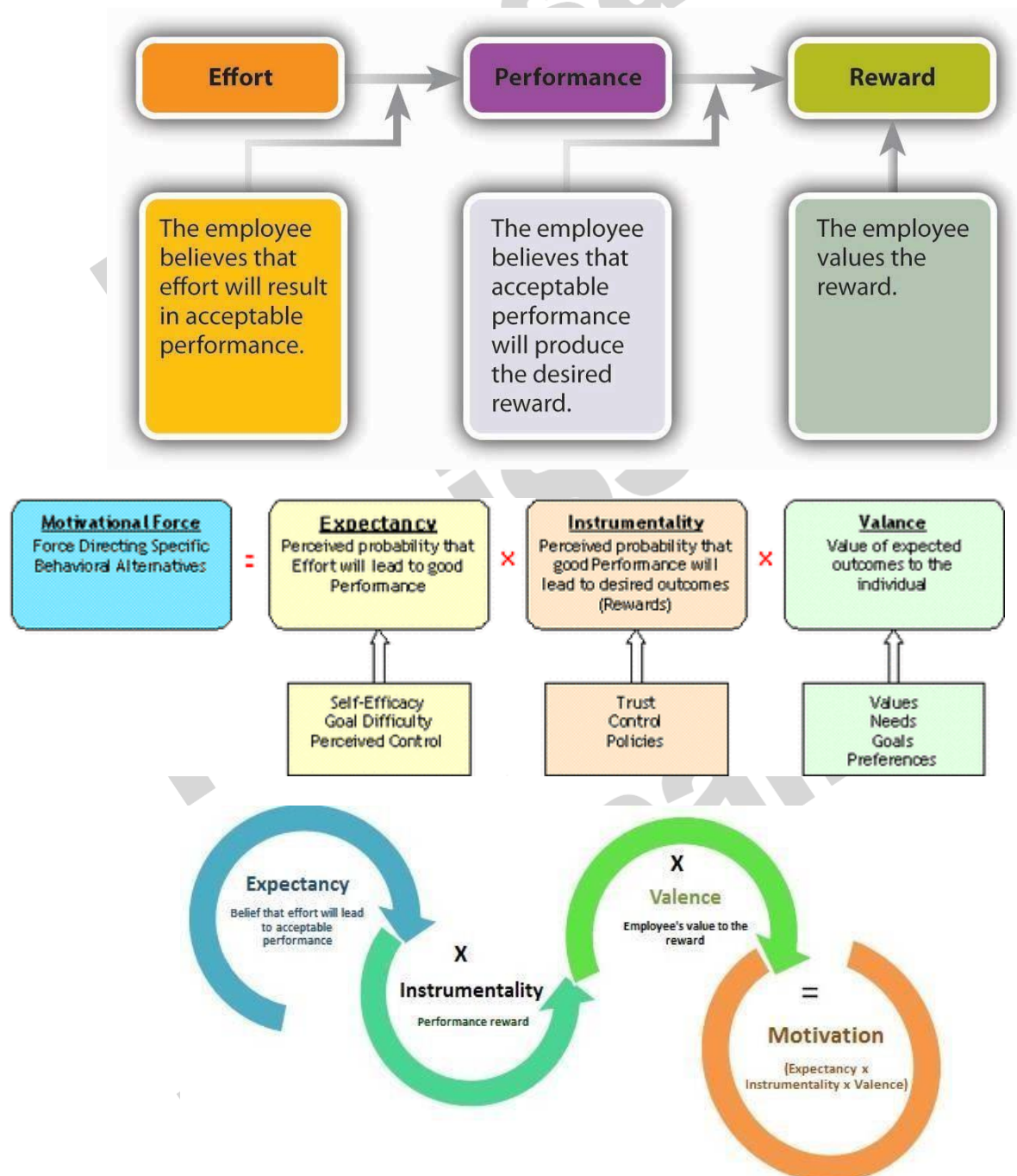
Attractiveness
(How attractiveness is the reward?)

Values may range from

Expectancy → 0 to 01

Instrumentality → 0 to 01

Valence → -01 to 01





GOAL-SETTING THEORY

Goals are targets which are to be achieved in future. Goals play an important role in influencing the behaviour and motivational level of employee. This theory was given by Edwin Locke. He stated that when employees participate in goal setting they are more motivated that lead to efficient performance, rewards and also personal satisfaction.

The four essential elements of goal setting model explained below:-

1. **Goal Acceptance:** It states that employees should accept the goals assigned to them. If difficult goals are assigned to employees they may not feel attached to goals and this leads to non-acceptance low motivation and performance on the part of employees. Managers should follow participative approach in setting goals for subordinates.
2. **Goal Specificity:** goals should be specific, measurable, fixed and clear to the subordinates. It is be understandable by them. This enables the worker to evaluate his/her performance and to judge themselves.
3. **Goal Challenge:** goals must be feasible but challenging in nature. It should be competitive but achievable. All the directions, efforts and resources required to achieve a goal must be communicated and made available to subordinates.
4. **Performance Feedback:** Employees should be informed about how well they are doing and how successful they are. Proper feedback can motivate them further. It encourages better job performance and self generated feedback is a very powerful motivational tool.



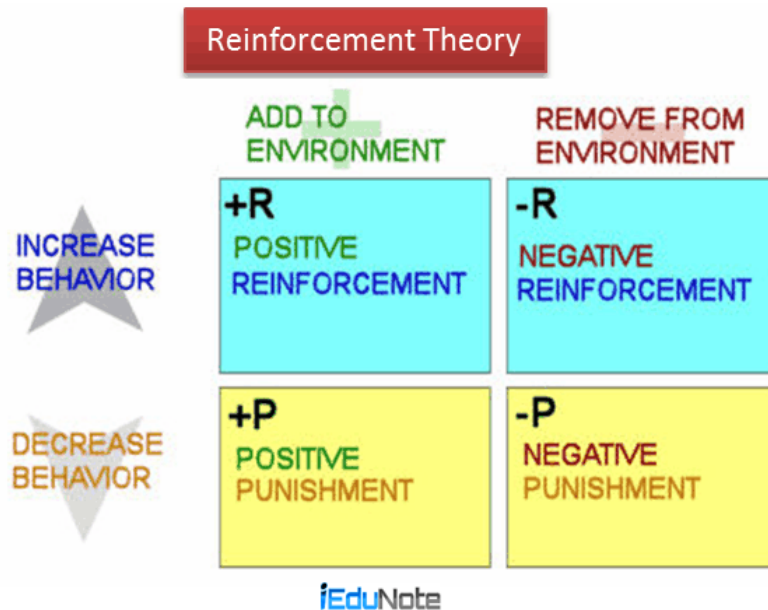
REINFORCEMENT THEORY

Reinforcement theory is developed initially by the well-known psychologist B.F. Skinner. It is based on behaviour and learning of an individual. This theory basically states that behaviour is determined by its consequences i.e. positive or pleasant consequences leads to repetition of action and negative or unpleasant consequences are not likely to be repeated again. Reinforcement also influences our motivational level to do or not to do certain things. Reinforcement is of four types:

- a. **Positive Reinforcement:** It is the use of Rewards that stimulates the desired behaviour and strengthen the probability of repetition of such behaviour in future. It includes reinforcers such as money, praise, promotion, recognitions etc.
- b. **Negative Reinforcement:** This strategy is also called "avoidance learning". It implies use of unpleasant rewards to avoid the undesirable behaviour of an individual. It includes warnings, penalty, alert counselling etc.
- c. **Extinction:** To avoid the undesirable behaviour to extinguish it completely. It is to withdraw all far of reinforcement to completely dissolve undesirable behavior.

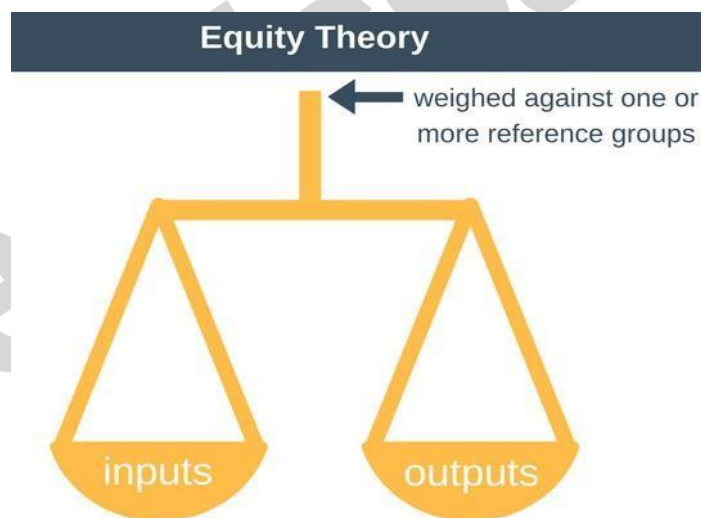


- d. **Punishment:** This tool is used when an unpleasant or undesirable behaviour needs to be reduced or eliminated. For ex: worker's wages may be deducted if performance is not done.



Equity theory of motivation:

According to this theory, employees make comparisons of their job inputs and outcomes relative to those of others. If, an individual perceives the input-outcome ratio to be equal to that of the input-outcome ratios of others a state of equity exists.

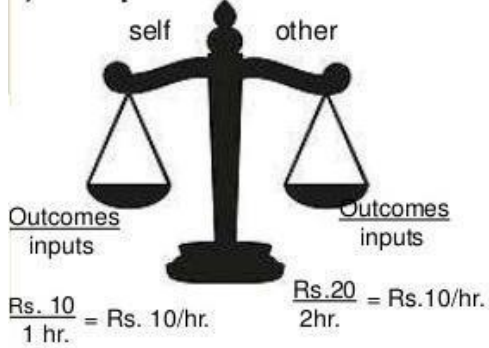


Person perceives the situation to be fair. If the ratio appears to be unequal, the individual experiences inequity. There are four referent comparisons that an employee can make to find out the ratio of equity or inequity:

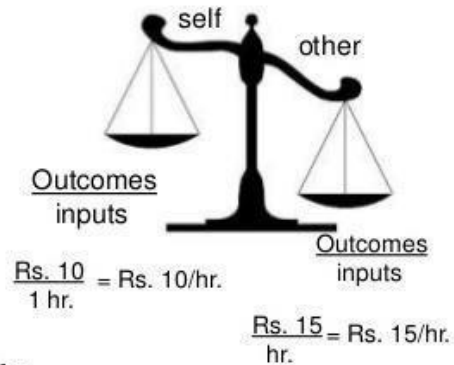
- 1) **Self-Inside:** An employee's experience in a different position inside his or her current organization.
- 2) **Self-outside:** An employee's experience in a situation or position outside his or her current organization.
- 3) **Other-inside:** position of another individual or group of individuals inside the organization.
- 4) **Other-outside:** position of another individual or group of individuals outside the organization.



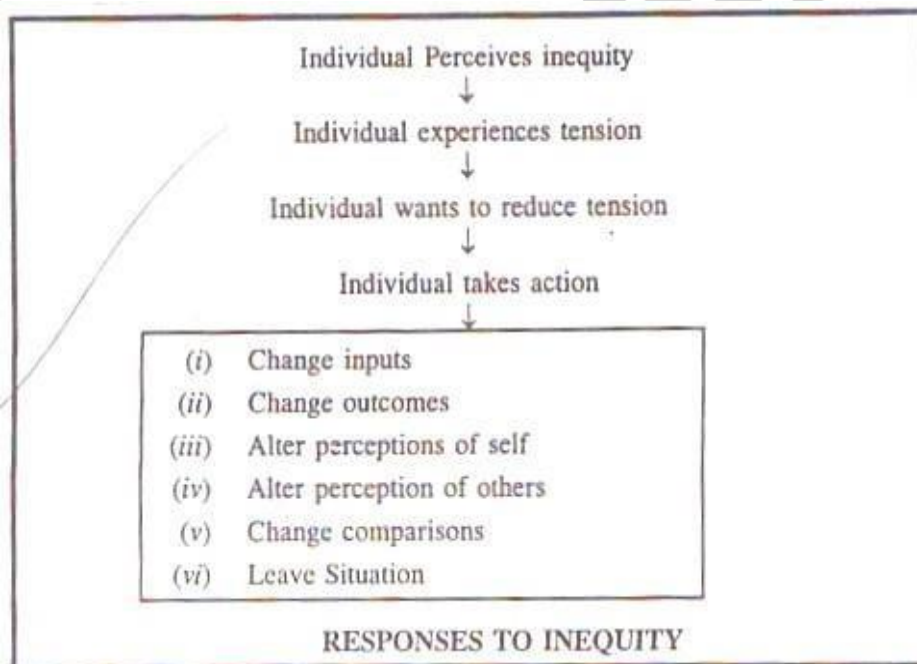
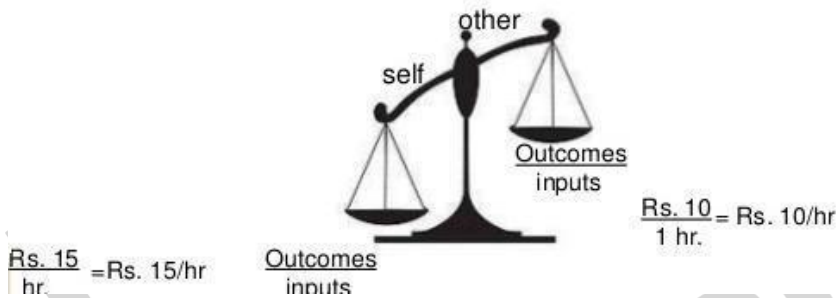
1) An equitable suitable



2) Negative inequity



3) Positive equity



When employee perceives inequity, they can make one of the following six choices of behavior:

- Change their inputs:** Increase or decrease their inputs. Ex- can work hard or work less hard.
- Changing outcomes:** Person can request to ask his or her outcome. Ex- ask for salary, office, recognition etc.
- Changing perception of self:** Can leave that situation and to focus on other. Ex- if a person feels that he was not given proper rewards for the work he done and state of inequity is existing in a person's mind then person can focus on the other task where he got the equality in terms of rewards or can get equal rewards.



- d) **Change the comparison person:** To compare with a person who is equal to or less than the person who is making comparison.
- e) **Changing the inputs outcomes of others:** Ask other person to reduce his or her inputs to the task or to reduce their outcomes. Distort the perception of others.
- f) **Leave the situation:** Can transfer, change location, leave the job to avoid uncomfortable feelings and inequity.

Motivating employees in an organization:

- 1) Recognizing individual differences: managers need to understand the different and important needs of the individual employee and should try to connect it with the organizational goals. This results into high level of involvement and motivation of employees.
- 2) Use goals and feedbacks: employees should have the specific and achievable goals. Feedbacks should be provided regularly to inform the employees about their performance in pursuit of those goals.
- 3) Include employees in decision making: participation of employees in the decision making to choose their benefits, solving productivity and quality problems.
- 4) Link rewards to performance: rewards should be contingent on performance and employee must perceive a clear linkage.
- 5) Maintain equity: rewards should be perceived as equal by the employees according to their inputs to the job. This motivates the employees.
- 6) Motivating professionals: professionals likely to seek more intrinsic satisfaction than extrinsic rewards. Proper intrinsic rewards like challenging jobs, problem solving situations, growth and development should be provided to them.
- 7) Motivating low skilled and temporary workers: temporary workers can be motivated if proper training and permanent job opportunity is provided to them and low skilled workers will be motivated if proper work schedules, environment and higher pay package will be provided.

Practical Application of Motivational Techniques

Management by Objectives (MBO)

Management by objectives emphasizes participative setting of goals that are tangible, verifiable and measurable. Four ingredients common to MBO programs are: Goal specificity, participative decision-making, an explicit time period and performance feedback.

- a) **Goal Specificity:** The objectives in MBO should be concise statements of expected accomplishments.
- b) **Participative decision making:** The manager and employee jointly choose the goals and agree on how they will be measured.
- c) **An explicit time period:** Each objective has a specific time period in which it is to be completed.
- d) **Performance feedback:** Continuous feedback on progress towards goals is provided so that workers can monitor and correct their own actions.

Employee Recognition Programs

Employee recognition program consists of personal attention, expressing interest, approval and appreciation for a job well done. They can take numerous forms. Employee Recognition Programs have a close link with Reinforcement Theory.

Employment Involvement



Employee involvement includes participative management, workplace democracy, and empowerment and employee ownership. Employees' involvement in the decision making would positively affect them and by increasing their autonomy and control over their work lives, employees will become more motivated, more committed to the organization, more productive and more satisfied with their jobs.

Participativemanagement

The logic behind participative management is:

- Managers often do not know everything their employees do.
- Better decisions
- Increased commitment to decisions
- Intrinsically rewarding employees make their jobs more interesting and meaningful.

The two common forms of participative management are:

- Work councils**- They are groups of nominated or elected employees who must be consulted when management makes decisions.
- Board representatives**- They are employees who sit on a company's board of directors and represent the interests of the firm's employees.

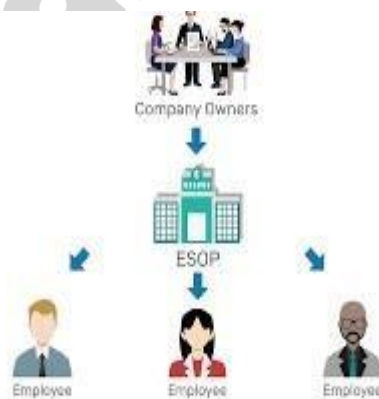
Quality circles (QC)

QC consists of a work group of eight to ten employees and supervisors who have a shared area of responsibility. Key components of QC are (Robbins, 2003):

- They meet regularly on company time to discuss their quality problems, investigate causes of the problems, recommend solutions, and take corrective actions.
- They take over the responsibility for solving quality problems and they generate and evaluate their own feedback.
- Management typically retains control over the final implementation decision.

Employee stock ownership plans (ESOPs):

In the typical ESOP, an employee stock ownership trust is created. Companies contribute either stock or cash to buy stock for the trust and allocate the stock to employees. Employees usually cannot take physical possession of their shares or sell them as long as they are still employed at the company.





Meaning of Personality

The term 'Personality' has been derived from the Latin term *per sona* which means to 'speak through'. The Latin term denotes the masks worn by actors in ancient Greece and Rome. Common usage of the word 'Personality' signifies the role which the person (actor) displays to public. Personality is one of the major psychological factors affecting human behavior.

Personality refers to the sum total of internal & external traits of the individual which are relatively stable & which make the individual different from others.

The personality refers to the quality of a person in the role played, appearance and behaviour, inner awareness & force. The personality may vary from situation to situation. It is the interaction between person & situation.

Personality represents the sum total of several attributes which manifest themselves in an individual to organize and integrate all the qualities so as to give meaning to life and the uniqueness of the situation which influences behavior of an individual.

Definition: Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment.

Gordon Allport

Personality means how a person affects others & how he understands & views himself as well as the pattern of inner & outer measurable traits & the Person-situation interaction.

Fred Luthans

Characteristics –

The following elements should form the meaning of personality.

1. Personality has both internal and external elements. The external traits are the observable behaviours that we notice in an individual. Personality internal states represent the thoughts, values & genetic characteristics that we infer from the observable behaviours.
2. An individual's personality is relatively stable. If it changes at all, it is only after a very long time or as the result of dramatic events.
3. An individual's personality is both inherited as well as shaped by the environment. Our personality is partly inherited generically from our parents. However, these genetic personality characteristics are altered somewhat by life experiences.
4. Each individual is unique in behaviour. There are striking differences among individuals. Thus, personality refers to the sum total of internal & external traits of the individual which are relatively stable & which make the individual different from others.

Personality factors/determinants of Personality

1. Biological factors
 - Heredity
 - Brain
 - Physical features
2. Family & social factors
3. Situational factors
 - Culture
 - Religion
4. Other factors
 - Temperament
 - Interest
 - Character
 - Schema
 - Motives

1. Biological Factors



a. Heredity: It has a great influence on biological and mental features. It means the transmission of the qualities from ancestor to descendant through a mechanism lying primarily in the chromosomes of germ cells. Physical stature facial attractiveness, sex, temperament, muscle composition, reflexes are inherited from one's parent.

b. Brain: There is a general feeling that brain plays an important role in development of one's personality persons with a broader forehead, big right hemisphere i.e. left handed have a learning towards truth, welfare beauty, justice, kindness artistic, emotional musician poet etc, similarly persons having broader left hemisphere i.e. right handed with sharp nose, big ears are logical, analytical, strong & have criminal

c. Physical features: An individual's external appearance may have a tremendous effect on his personality. Some people give relatively higher weightage to the physical features of an individual while defining his personality. Such factors include height, weight, colour, facial features. Eg: - Good physical appearance is an asset for the job of a sales person & public relations.

2. Family & Social factors:

The family has considerable influence on personality development, particularly in early stages children learn from their parents, siblings etc.

- The mother is the first teacher in initiating personality development. Father motivates & modifies behaviour. Eg:- Mother - dressing, cooking, sense, father - driving
- Family and social factors shape a person's personality through the process of socialization and identification. Socialization is a process by which an infant acquires, from the enormously wide range of behavioral potentialities that are open him at birth, those behaviour patterns that are customary & acceptable to family & social group.
- The identification process occurs when a person tries to identify himself with some person whom he feels ideal in family, generally a child in the family tries to behave like his father or mother.

Eg:- of impact of socioeconomic factors on personality child nurtured under a warm, loving stimulating environment are positive & active as compared to children neglected by their parents are.

3. Situational factors:

An individual's Personality may change in different situations. The demand of different situation may call for different aspects of one's personality therefore we should not look at the personality factor in isolation.

a. Culture: The accepted norms of social behaviour are referred as cultural. The way in which people behave with others & the driving force of such functions are considered important components of culture children brought up in traditional norms, attitudes & values on the other hand. Modern cultural outlook of family & society has inspired children to become independent, free thinking of self developing. (ex of joint & nuclear family)

b. Religion: Religion plays a significant role in shaping one's personality from those of Muslims & Christians. The children in Hindu Societies learn from the very childhood learn about the value of Karma (hard work) and God-feasting attitudes.

The Protestants are taught about work ethics, family system, friendship & cooperation. The Sikh are hard working, dogmatic aggressive.

The Muslims are ready to undertake any job & vocation & acquire personalities.

4. Other factors

a. Temperament: Temperament and other non-intellectual personality traits are distributed according to normal distribution. Temperament is the degree to which one responds emotionally.

b. Interest: The individual normally has many interests in various areas. The top executives in any organization do not have interest in common tasks and people. The organizations should

provide



opportunities like job rotation & job enrichment & special training programmer to satisfy the Interest of executives.

c. Character: Character primarily means honesty & integrity. It is resistance to stealing and cheating others. Character integrity & morals of high standards is a very important requirement for responsible jobs. It is likely that an individual may not steal under normal circumstances for ex: If the family of an individual is starving, there is a great probability that one will steal.

d. Schema: It is an individual's belief, frame of reference, perception and attitude which the individual possesses towards the management, the job, working conditions pay, fringe benefits, incentive system etc. The perception of an individual depends upon his socio-economic conditions & particular culture he lives to follow. The behavior of an individual depends to a great extent upon his form of reference which he develops from childhood experience.

e. Motives: Motive is inner drives of individual. They represent goal directed behaviour of individual. A motive is a cognitive factor which operates in determining one's behaviour towards a goal.



THEORIES OF PERSONALITY

i) Psychoanalytic Theory

This theory was developed by Sigmund Freud

This theory is based on unconscious nature of personality, i.e. man is influenced by unseen forces. Freud saw that personality is composed of three elements:-

1) The ID:- Word 'ID' is the Latin word for 'IT' and refers to innate component of personality.

The 'ID' is the mental agency contains everything inherited and fixed & present in individual which is raw, animalistic, unorganised, knows no laws, rules and free from all inhibitors & remains basic to individual throughout life.

ID helps to rid the personality out of tension through reflex actions & primary process refers to attempt of an individual to form a mental image of the object that will remove tension.

Ex:- Hungry man experiences partial relief of his hunger by imagining a delicious meal.

In reflex actions, the ID responds automatically to sources of irritation by promptly removing the tension which irritant elicits.

Ex:- Coughing, Sneezing, Blinking etc.

2) The EGO:- Ego means development of the person out of the ID in order to deal with the real world.

Ex:- Man needs food to satisfy the hunger.

3) The Super EGO:- Super Ego third part of personality represents values and morals of society as taught to the child by parents and others. Super Ego judges whether an action is right or wrong according to the standards of society.

ID seeks pleasure, EGO tests reality and Super Ego strives for perfection.

ii) Trait Theory

Trait is a relatively enduring cross – situational consistent personality characteristic that is inferred from a person's behavior. It is a predisposition to understand or to respond in an equivalent manner to various kinds of stimuli.

Personality traits are the reactions, of persons in different situational interaction. Under trait theory personality of individuals are determined & classified on the basis of certain set of features such as intelligence, emotional stability, aggressiveness, creativeness or any other dimensions.

Allport classified traits under three categories:-

- 1) Cardinal (Pervasive)
- 2) Central (unique and limited in number)
- 3) Secondary (peripheral)

There are two ways of assessing personality traits:-

- (1) The person describes himself by answering questions about his attitude, feelings and behaviours. (Personal Inventory)
- (2) Someone else evaluates the person's traits either from what he knows about the individual or from direct observation of behaviour. (Rating scale Method)

Under personal inventory a questionnaire is answered by an individual containing questions which can be rated to determine single dimension of personality or several personality traits (introvert & extrovert).



iii) Rogers Self Theory

If we stop thinking about other people's behavior, we become conscious of our own person, our feelings, our attitudes and perhaps of feeling or responsibility of our actions in relation to oneself and other. This phenomenon has led to "Self Theory".

The most important contribution in self theory comes from Carl Rogers. He has defined the self or self concept as an organized, consistent, conceptual gestalt composed of perceptions of 'I' or 'Me'. The relationship of 'I' or 'Me' with other and to various aspects of life has been analysed by Rogers. There are four factors of self concept.

- i) **Self Image:** Self image is the way one sees oneself. Every person has certain beliefs about who or what he is, taken together, these beliefs are a person's self image or identity.
- ii) **Ideal Self.** The ideal self denotes the way one would like to be. Thus, self image is the reality whereas ideal self is the perception. There may be a gap between these two images because self image indicates the reality of a person as perceived by him and ideal self indicates the ideal position as perceived by him.
- iii) **Looking Glass Self.** Looking glass self is the perception of other's perception. It is the way one thinks people perceive about him and the way people actually see him.
- iv) **Real Self.** The real self is what one really is. The first three aspects of self concept are the perceptions and they may be same or different as the real self.

Rogers approach to personality is described as phenomenological. Phenomenology is the study of the individual subjective experience, feeling and his view of the world & self.

According to Rogers behaviour is dependent upon how one perceives the world i.e. on perception & interpretation of individual. This theory helps in analysing the behaviour and personality of individual reference to individual himself i.e. self-perception.

Big Five Model of Personality

Personality is composed of external traits & no two individual possess identical characteristics. There are thousands of words representing personality characteristics which were reduced to five abstract personality dimensions of personality defined in Big five model which are as follows:

1. Extroversion: Person who score positive on this dimension have a comfort level of relationship & relatedness with others. They are sociable, talkative, assertive, open to establish new relationship with and who scores negative on this dimension are introverts and are less sociable, talkative and lack of establishing good relationship & relatedness with others.

2. Agreeableness: - Agreeableness shows person's ability to get along with others. Person who scores positive in this dimension are co-operative, trusting and value harmony and agree on thoughts of others more than on their own saying & thoughts. Person who score low on agreeableness lacks of co-operation trust & harmony with others & only focus on their needs and thoughts.

3. Conscientiousness: - Conscientiousness refers to number of goals that a person focuses on. A highly conscientiousness person focuses on relatively few goals at one time. They are more organized, systematic, careful, thorough, responsible, self-disciplined and achievement oriented. A person scoring negative on this dimension focus on higher no. of goals are disorganized, less systematic, careless, irresponsible less thorough & self-disciplined.

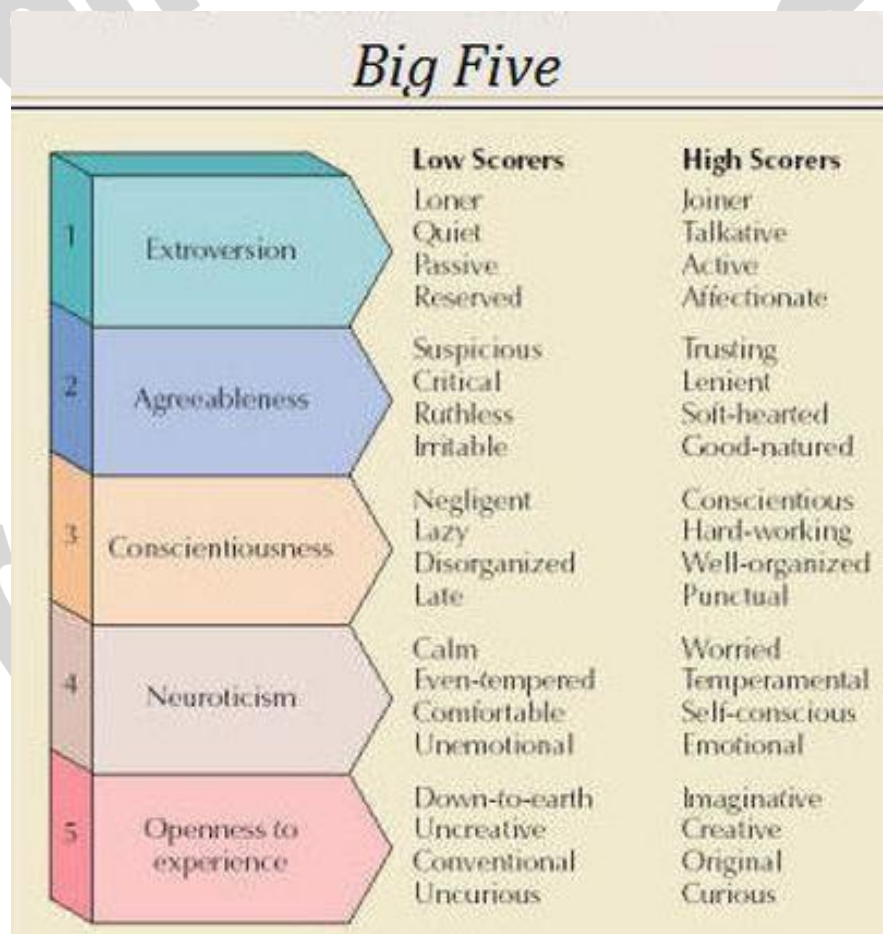
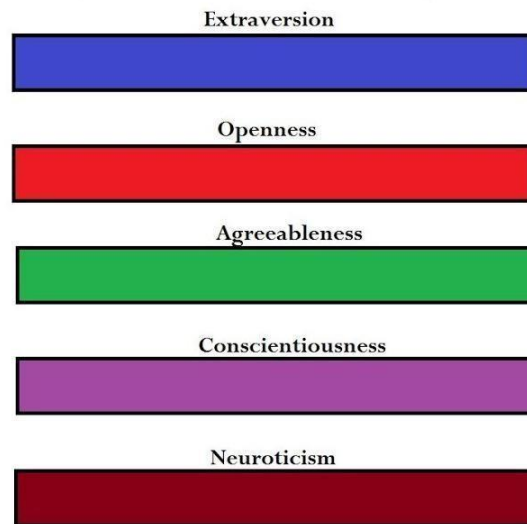
4. Emotional Stability:- This dimension focus on individual's ability to cope with stress. Highly emotional stability makes an individual calm, enthusiastic & secured. Persons with low emotional stability are nervous, depressed & insecure.

5. Openness to experience:- This dimension shows one's range of interest. Positively scoring people are open to new thoughts, ideas, beliefs and are fascinated by novelty, innovation & creativity. They have positive attitude towards new ideas & information.

On the other hand people with low level of openness are less receptive to new ideas and less willing to change their minds towards new thoughts, ideas, beliefs & suggestions.



Big Five



Myers-Briggs Indicator Model

Myers Briggs type indicator (MBTI) model is mainly used in employee hiring process. The personality dimensions under this model are:

(1) **Extroversion/Introversion:** How people focus their attention on others.



(2) Sensitivity/Intuition: Deals in collecting information by people. Sensitive types use an organized structure to factual and preferably, quantitative details. They are able to synthesizing large volume of data and can draw quick conclusion.

Intuitive people collect information nonsystematic ally and hat able to draw conclusion on large no. of data.

(3) Thinking/Feeling: - Thinking type rely on rational, logical & scientific of making decision & analysing a situation.

Feeling types analyze the situation on their personal value rather thinking logically i.e. more emotional approach towards a situation.

(4) Judging/Perceiving: - Judging types personality enjoys the control of decision making and want to resolve problems quickly. Perceiving types personality are more flexible and adopt spontaneously according to situations before giving decisions.

The Four Myers-Briggs Preference Pairs

Extraversion  or  Introversion

Opposite ways to direct and receive energy

Sensing  or  Intuition

Opposite ways to take in information

Thinking  or  Feeling

Opposite ways to decide and come to conclusions

Judging  or  Perceiving

Opposite ways to approach the outside world

ISTJ

Introverted sensor thinker judger

ISTP

Introverted sensor thinker perceiver

INTP

Introverted introitor thinker perceiver

ESTP

Extraverted sensor thinker perceiver

ISFP

Introverted sensor feeler perceiver

ISFJ

Introverted sensor feeler judger

INTJ

Introverted introitor thinker judger

ESTJ

Extraverted sensor thinker judger

INFP

Introverted introitor feeler perceiver

INFJ

Introverted introitor feeler judger

ESFP

Extraverted sensor feeler perceiver

ENFP

Extraverted introitor feeler perceiver

ESFJ

Extraverted sensor feeler judger

ENTP

Extraverted introitor thinker perceiver

ENTJ

Extraverted introitor thinker judger

ENFJ

Extraverted introitor feeler judger

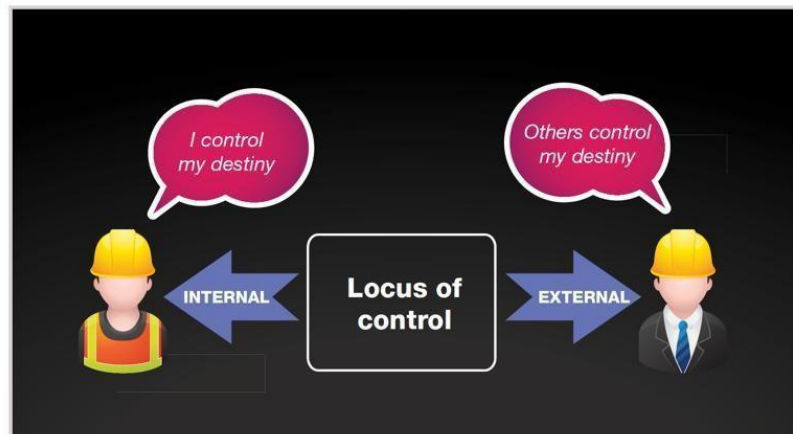


Other Personality Traits

(1) Authoritarianism:- Authoritarian personality individuals has a strong belief on established mechanism of formal authority, obedience to authority, follow traditional value systems, intellectually rigid, rigid in their positions, place high moral value on their beliefs, prefer stable & structural work environment governed by clean rules & regulations. They prefer autocratic & directive leadership.

(2) Locus of Control:- Locus of control refers to belief of individual regarding occurrence of events or situations either with one's own control (internal locus of control) or by external forces beyond one's control (external locus of control).

Externals are less satisfied with their jobs, have higher absenteeism rate and are more alienated from work settings. Internals have more control on their behaviour & are good decision maker.



(3) Machiavellianism:- Machiavellianism is individuals habit to manipulate people. They highly participate in organizational politics, can handle matters related to negotiation & bargaining effectively.



(4) Achievement Orientation:- It is the trait in individuals to achieve anything in their life.

People with high need to achieve continuously focus on doing things in better way than others. They prefer doing something different or moderately difficult tasks in comparison to others. They like challenges. They believe that success or failure is the result of their own actions.

(5) Self-Esteem:- Self-Esteem is the feeling of like or dislike of oneself. People with high self -Esteem belief have abilities to do challenging jobs and choose unconventional jobs. They are more confident on themselves for getting success.

People with low self-esteem are dependent on others for receiving positive evaluations & approval from others. They follow the beliefs & behaviours of those they respect.

(6) Risk-Taking:- This defines the manager's ability to take risk. High risk taking managers take rapid decisions and use less information in making their choice. These people are more suitable in stock market or trading firm, vice-versa the people who are less risk taking.



(7) Self-Monitoring:- It refers to the individual's ability to adjust their behaviour according to external factors. It shows the adaptability of the individuals in external situations. These individuals have the capability of behaving contradictory in their public, personal life. Low self-monitors face difficulty in deviating their behaviour in different situations.

Type A & B Personality

Type A personality persons are competitive, hostile, always prefer doing some work, cannot cope with leisure, think or do two or more things at one time. They are always in hurry to do things.

Type B personality people are relaxed, easy. These people going, feel no need to display or discuss their achievements until or unless demanded by situation can relax without guilt.

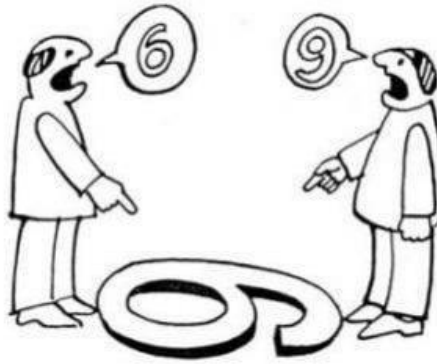


MEANING OF PERCEPTION

“Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions.”

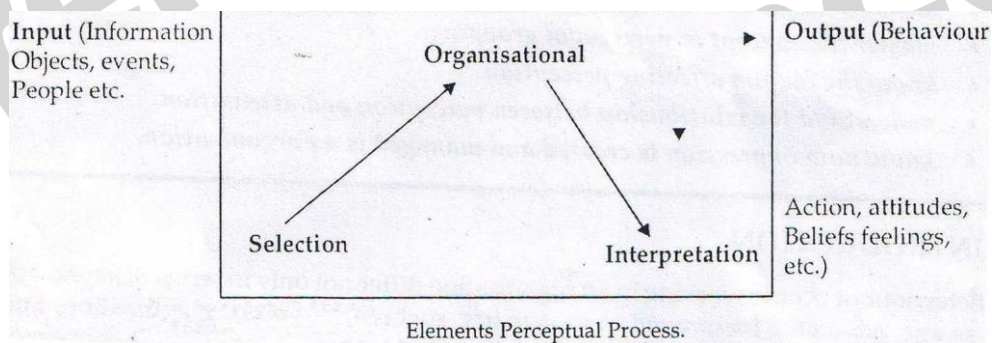
Perception is the selection and organisation of environmental stimuli to provide meaningful experience for the perceiver. Perception refers to factors that shape and produce what we actually experience. It is described as a person's view of reality and is affected by, among other things, the individual's values. For example, if a person is a member of a union, he/she may discard most of what management says about declining sales, decreased profit margin, etc. Most of such talk is regarded by unions as attempts by management to exploit the workers for its own gain. Perception can be defined as a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment. Thus, perception refers to giving colour to sensory inputs.

According to Joseph Reitz, “Perception includes all those processes by which an individual receives information about his environment – seeing, hearing, feelings, tasting and smelling.



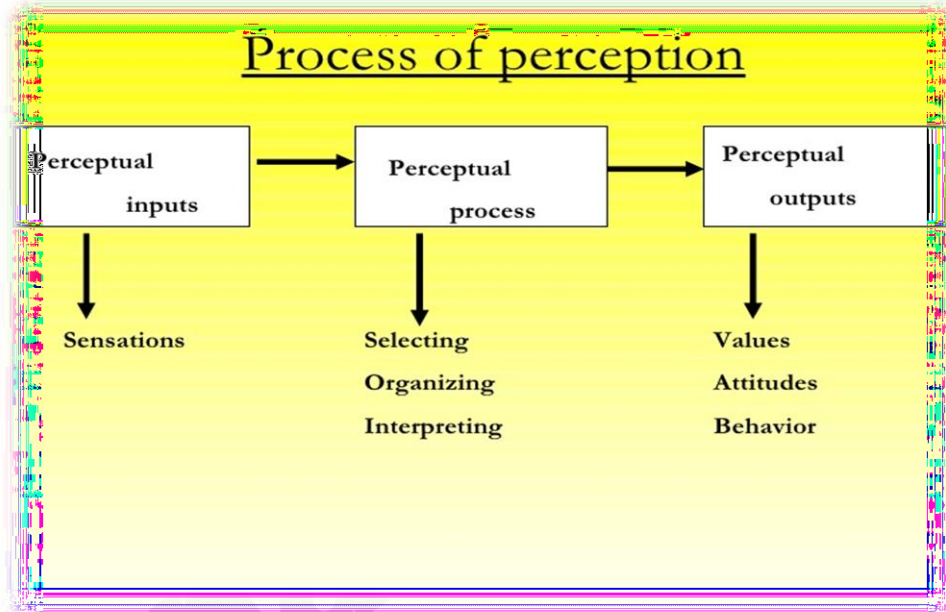
PROCESS OF PERCEPTION

Perception is the process through which people select, receive, organise, and interpret information from their environment. Through perception, people process information, inputs into decisions and actions. It is a way of forming impressions about yourself, other, people, and daily life experience. It is also a screen through which information passes before having an affect on people. As shown in below Fig., perceptual inputs are first received, then processed by the perceiver and the resultant output becomes the basis of the behaviour.



The perceptual process is a complex process. The four variables of perceptual process are discussed as under:

- (i) **Inputs.** Perceived inputs are the objects, events, people, etc. that are received by the receiver.
- (ii) **Process.** The received inputs are processed through the selection, organisation and interpretation.
- (iii) **Outputs.** Through the processing mechanism, the outputs are derived. These outputs may be feelings, actions, attitudes, etc.
- (iv) **Behaviour.** Behaviour is dependent on the perceived outputs. The perceiver's behaviour, in turn, generates responses from the perceived and these responses give rise to a new set of inputs.



STAGES OF PERCEPTION

1. **Receiving Stimuli:** Through sensory organs.
2. **Selection:** Individuals generally do not assimilate each and everything they observe, as they observe so they engage in process of selectivity. Selection is the fundamental step in perceptual process. Individual collects bits and pieces of information, not randomly, but selectivity depending on the interests, background, experience, attitudes, etc.
Selective perception process involves two psychological principles:
 - (a) **Figure Ground Principle.** In the field of perception, certain factors are considered significant which give a meaning to the person, and certain other which are either unimportant for a person or cannot be studied are left as insignificant. The meaningful and significant portion is called the "figure" and the insignificant or meaningless portion is labeled as the "ground".
 - (b) **Relevancy.** Relevancy is an important criterion for selective perception. People selectively perceive things that are relevant to their needs, wants, and desires.
3. **Organisation:** The perceived inputs (incoming stimuli) are organised into meaningful pictures to the perceiver. Organising the information that is incoming into a meaningful whole is called "organisation". This process is also labeled as "gestalt process". Gestalt is a German word meaning, "to organise". There are different ways by which people organise the perceived inputs, object events, e.g., grouping, closure and simplification.
 - (a) **Grouping.** Grouping is possible depending on the similarity or proximity. The tendency to group people or things that appear to be similar in certain ways, but not in all, is a common mean of organising the perception.
 - (b) **Closure.** People when faced with incomplete information have a tendency to fill in the gaps themselves. When presented with a set of stimuli that are incomplete, people fill in the missing parts and make it more meaningful. The tendency to organise perceptual stimuli so that they form a complete message is known as 'closure'.
 - (c) **Simplification.** Whenever people are overloaded with information they try to simplify it to make more meaningful and understandable. Simplification occurs when the perceiver subtracts less salient information and concentrates on important one.
4. **Interpretation.** Interpretation is an important mechanism of perception. It is a subjective and judgmental process and is influenced by many factors such as halo effect, stereotyping, attribution, impression and inference, projection etc. These may also lead to perceptual distortion.



- (a) **Halo effect.** It is the process of using a single trait of individual and drawing a general impression about him. It has an important implication for evaluation employees in an organisation. These employees with certain features are rated highly on other characteristics also. But halo effect leads to negative effects also.

The halo effect is more marked:

- (i) When the traits to be perceived are unclear in behavioural expressions.
- (ii) When the perceived does not frequently use the traits.
- (iii) When the traits have moral implications.

For instance, a stunning blonde female candidate for personal secretarial position may be viewed by a male interviewer as an intelligent and highly skilled in typing. The fact may be that she is dull and poorly skilled in typing and stenography. What really happened here is that a single trait i.e., beauty has outclassed other traits and the interviewer generalized the other traits and perceived her to be beautiful in typing also? Halo effect is also labeled as halo error, because it causes the full appraisal to be biased one. To take some more examples, the worker who is always fifteen minutes early is perceived by the boss to be competent; the attentive student is perceived by the professor to be learning a lot significant.

- (b) **Stereotyping.** It means judging people on the basis of the characteristics of the group. According to Lippmann "stereotyping" is not simply the assignment of favourable or unfavourable traits perception.

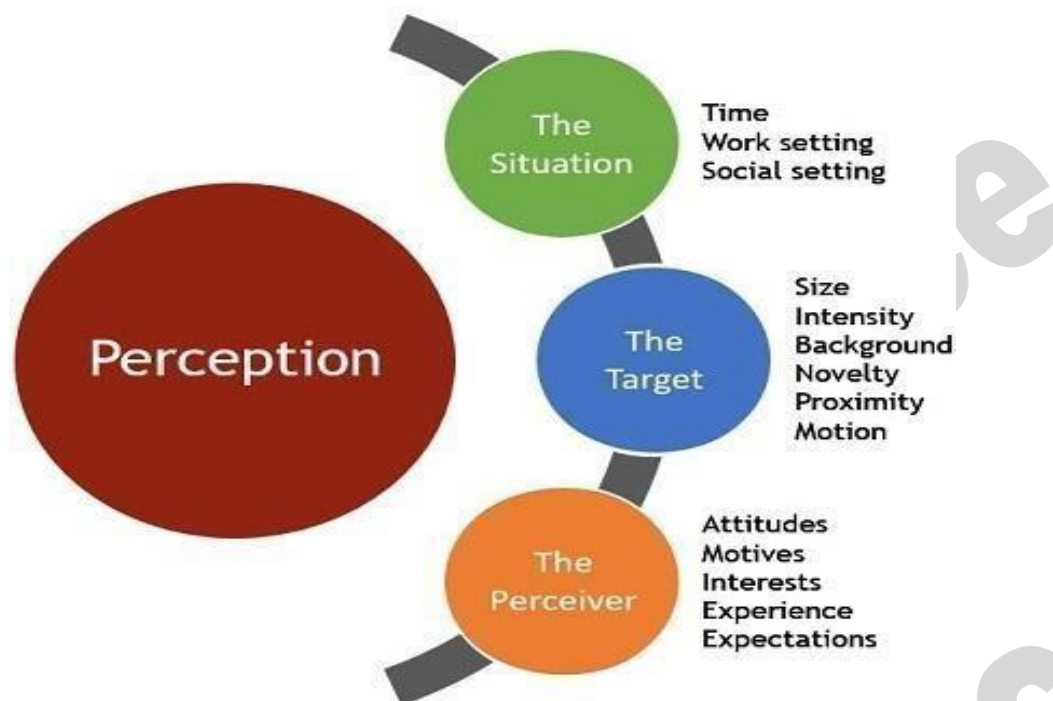
The basic advantage of stereotyping is that it helps the perceiver to simplify the complexity of the perceived world. The trouble with stereotyping is that when we perceive people as members of a particular group or category, we do not recognize them as individual, we do not see their unique characteristics and problems.

Stereotyping is particularly critical when meeting new people, since we know so little about them and we tend to characterize them according to certain categories on the basis of age, sex, occupation, caste, religion and ethnic background.

- (c) **Attribution.** When people give cause and effect explanation to their behaviour, it is known as attribution.
- (d) **Impression.** People often form impression of others on the first sight. Even before knowing any of their personality traits they start having impression and assessing. This sometimes leads to perceptual distortion. We shall discuss this aspect later in detail.
- (e) **Inference.** There is a general tendency on the part of people of judges other on limited information. For example, an employee might be sitting at his desk throughout the working hours without doing anything an employee might be sitting at his desk throughout the working hours without doing anything but it may be inferred that he is hardworking.
- (f) **Projection.** It is very easy to judge others if we assume that they are similar to us. For example, if we want freedom, challenge and responsibility in our job, we assume that other people want the same. This tendency to attribute one's own characteristics and attributes to other people is called as projection. It is to be noted that when managers engage themselves in projection, they compromise their ability to respond to individual differences. They tend to see people as more homogenous than they really are.

VARIOUS FACTORS INFLUENCING PERCEPTION

Stimuli play a significant role in the perceptual process as various factors relating to the perceptual process have been studied by various experts. The factors influencing perceptions are perceiver characteristics, objects and situation. However, they can be categorized under specific heads such as perceiver characteristic, internal and external factors, stimuli factors etc.



(A) Internal Factors

The internal factors like needs and desires of individuals, individual personality and experience of people influence perception.

(a) **Needs and desires.** Depending on the needs and desires of an individual, the perception varies.

(b) **Personality.** Individual personality has a profound influence on perceived behaviour as for example.

1. Secure individuals tend to perceive others as warm, not cold.
2. Individuals do not expose by expressing extreme judgments of others.
3. Persons who accept themselves and have faith in their individuality perceive things favourably.
4. Self-accepting individuals perceive themselves as liked, wanted and accepted by others.

(c) **Experience.** Experience and knowledge has great influence on perception. Successful experience enhances and boosts the perceptive ability and lead to accuracy in perception of a person whereas failure erodes self-confidence. A young employee takes time to understand the object and situation. Experienced employees generally understand objects quickly and correctly. But, in contradictory situations, it is difficult to correct aged employees, whereas the young employees are easily molded towards achieving the objectives of the organisation.

(B) External Factors.

The external factors, which influence the perception are; size, intensity, frequency, status, etc.

(a) **Size.** The bigger the size of the perceived stimulus, the higher is the probability that it is perceived. Size attracts the attention of an individual. It establishes dominance and enhances perceptual selection. The maintenance staff may pay more attention to a big machine than to a small one, even though smaller one costs as much and is as important to be operation. In advertising, full page spread attracts more attention than a few lines in the classified sections.

(b) **Intensity.** Researches on human behaviour have revealed that the more intense the stimuli the higher attention and recognition in the perceptual process. A strong voiced Manager has more impact on supervisors and employees. It observed that managers use voice modulation to get attention of employees. Intensity attracts to increase the selective perception. Advertisers use intensity to gain customer's attraction. The intensity varies as



per need of the organisation. The same type of intensity may not be useful for all the situations and objects.

- (c) **Frequency.** Repeated external stimulus is more attention attracting than a single time. Managers send reminders regularly to reprimand the behaviour of erring employees. As advertisers also repeat the advertisement to bring it to notice of customers.
- (d) **Status.** Perception is also influenced by the status of the perceiver. High status people can exert greater influence on perception of an employee than low status people.
- (e) **Contrast.** Stimuli that contrast with the surrounding environment are more likely to be attention catching than the stimuli that blend in.



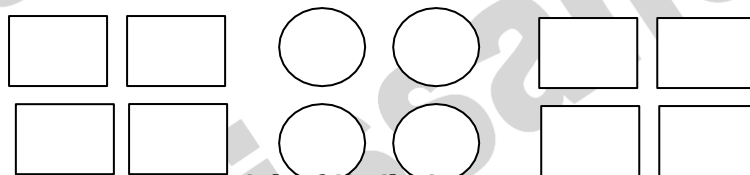
Fig. illustrates the note of perceptual principle. The black circle on the right appears larger than the one on the left because of the background circles. In fact both black circles are of the same size. In a similar manner, plant safety signs which have black lettering on a yellow background or white lettering on a red background are attention drawing. Training managers utilize this factor in organizing training programmes in places far away from work places to create contrast atmosphere.

- (f) **Nature.** By nature we mean, whether the object is visual, auditory etc. It is commonly known that pictures attract attention more readily than words. Further a picture with human beings attracts more attention than a picture of inanimate objects. A rhyming auditory passage attracts attention more readily than the same passage presented as a narrative.

(C) Stimulus Factors:

It is important to discuss the various factors associated with stimulus which influence the perception by individuals and these are discussed below.

- (i) **Similarity.** Other things being equal, similar things tend to be perceived as belonging together. For instance, all students with long hair and bearded may be perceived as revolutionaries.

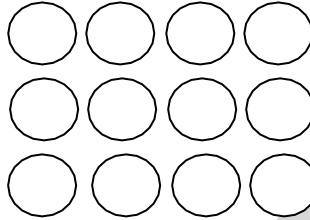


Principle of Similarity

Everybody perceives two sets of four squares and one set of four circles in the mentioned above. Seldom people will say two horizontal lines, each consisting of squares and circles.



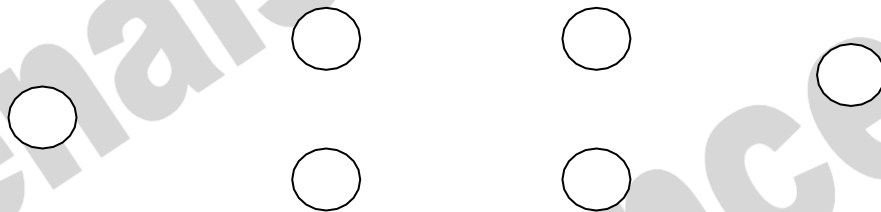
- (ii) **Proximity**:- Other thing being equal, thing near each other tend to be perceived as belonging together.



Principle of Proximity

The usual perception is three rows of four circles rather than four columns of three circles in mentioned above

- (iii) **Continuity**. Stimuli that form a complete or symmetrical figure or good form tend to be grouped as parts of a whole.



Principle of Continuity

The above arrangement of circles is usually perceived as a hexagonal object rather than three rows of two each in mentioned above.

- (iv) **Context**. The environment or the setting of an object often determines how a thing will be perceived. A classic example found in most psychology books is the reversible figure is a vase or goblet. If the background is seen as white, the figure is two black profiles. This is also known as Figure Ground Principle. The figure ground principle states that the relationship of a target to its background influences perception. In other words, perceived objects stand out as separable from their general background.

ATTRIBUTION THEORY

When people attach cause-and-effect explanation to their behaviour, it is known as attribution. The more directly the particular action is attributable to the behaviour the more is the intensity of perceptual judgment by a manager. Attribution is an important factor in perception because it creates a tendency to visualize identical behaviours differently. For instance, if two employees arrive in the office one hour late, one explains it due to scooter repair on route, other attributes the hospitalization of his wife. Manager evaluates these two situations differently and is generally convinced by the case than the repair of the scooter. Attribution Theory has been proposed to develop explanation of the ways in which we judge people differently, depending upon what incoming we attribute to a given behaviour. According to this theory the judgment depends largely on three factors (i) distinctiveness (ii) consensus, and (iii) consistency.



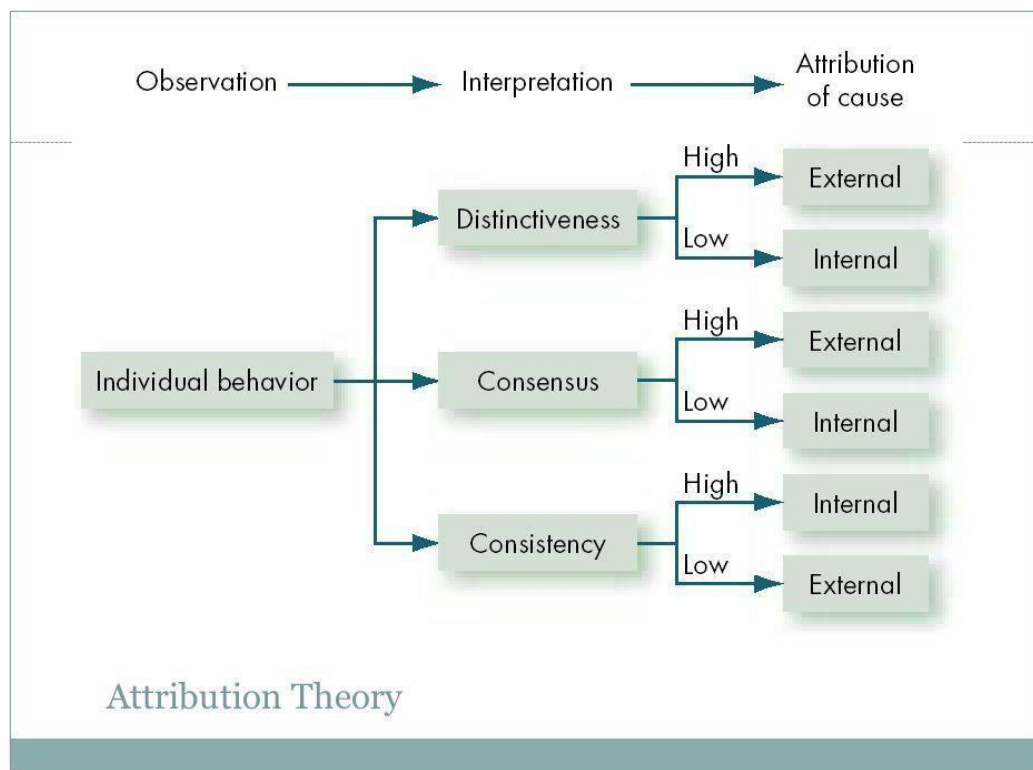
GLIMPSE OF ATTRIBUTION THEORY

When individuals observe the behavior of others, they attempt to explain this behavior by determining its cause(s). We can make either internal attribution (personality, skills, motivation) or external attributions (luck, politics, situational constraints). Attribution Theory explains when we are likely to make internal versus external attribution. Internal attributions are likely when:

1. The behavior is **Distinctiveness**, that is, does one observe the same behavioural pattern in a variety of situations or contexts (e.g., at work, at parties, etc.)?
2. There is **Consensus**, when the behaviour is different from that of others in the same situation.
3. We observe **Consistency** in the behavioural pattern across time.
4. We do not see any viable external (situational) causes of the behaviour (**Externality**).

Attribution Theory also suggests that we tend to make three typical attribution errors. These are:

1. **Fundamental Attribution Error**- We tend to attribute behaviour to internal rather than external causes, even when the cause is situational in nature.
2. **Actor-Observer Error**- We tend to attribute the behaviour of others to internal causes and the attribute our own behaviour to external causes.
3. **Self-serving Error**- We tend to take credit for successes (self internal attribution), and blame failures on others, fate, bad luck, or factors beyond our control (self external attribution).



Some Organisational Implications of Attribution Biases

Biased assessments of others and of ourselves can occur in many ways in organisation situations. A work group is likely to blame other groups or departments when failure occurs on the job. Here, the self-serving bias is not very conducive to cooperation between groups to behaviours that try to find the true cause of failure. Performance appraisal is another situation where attribution biases operate. The attribution errors can create serious disagreement amongst the various raters about what they perform well or poorly.



EMOTIONAL INTELLIGENCE

'Emotional intelligence is aggregate of individuals' cognition of own and other's emotions, feeling, interpretation and action as per environmental demand to manipulate the consequence which in turn result in superior performance and better human relationship' (Bhattacharya, 2003).

Emotional intelligence is a measure of the degree to which a person makes use of his/her reasoning in the process of emotional responses (both positive and negative) in a given situation. So having high emotional intelligence doesn't mean that the person never panics or loses his/her temper. It does mean that he/she brings own feelings under control and channels them into productive behaviors. The ability to bring out-of-control emotions back into line results in what earlier generations called emotional maturity.

Emotional intelligence :- "Emotional intelligence is the ability to understand your emotions and those of other people and to behave appropriately in different situations.

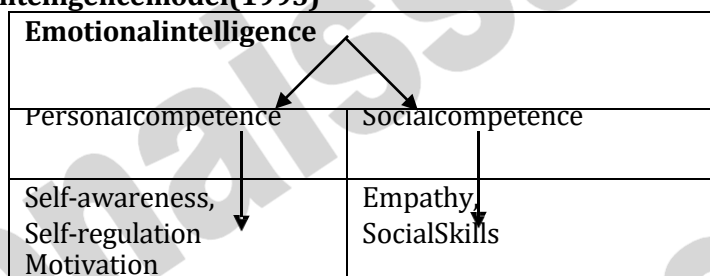
Emotions:- A strong feelings such as love, year or anger.

"Emotions are responses to specific events that have meaning to the individual either positive or negative.

Intelligence:- "A ability to understand anything in a logical way about things.

The most popular and accepted mixed model of emotional intelligence is the one proposed by Goleman (1995). He viewed emotional intelligence as a total of personal and social competences. Personal competence determines how we manage ourselves, whereas social competence determines how we handle our interpersonal relationships.

Goleman's emotional intelligence model (1995)



PERSONAL COMPETENCIES

How we understand and manage our emotions and manage ourselves.

1. **Self Awareness:** - Self awareness is an ability of an individual to observe - understand their feelings of emotions when they arise
"Recognize the feelings as they occur"
This includes self-confidence, self-assessment and openness to positive criticism.
2. **Self-regulation:** - Self regulation is the ability to control emotions and to redirect those emotions that can have negative impact and change them into positive behavior and attitude. It includes trust, worthiness, integrity and attitude towards change acceptance.
3. **Self Motivation:** - Motivation is the ability to channelize and stimulate your emotions of action through self gathering or control towards achievement of certain goals or objectives in spite of inertia (i.e. difficulty, lack of desire, lack of energy, lack of ability to move, to change or to action.) People who have this ability are optimistic and committed towards organization as well as individual goals.

SOCIAL COMPETENCIES



How we understand the emotions of others and handle and management are interpersonal relationships.

4. **Empathy:** - Ability to feel as get concerned for others. Ability to understand others their feelings, perceptions, perspectives and to treat them according to their emotional reactions. People having this competency or ability are experts in motivating others.
5. **Social Interpersonal Skills:** - Ability to built a good rapport of relationship with people in the organization.
Handling interpersonal relationship conflict resolution and negotiations.

SOME MYTHS ABOUT EMOTIONAL INTELLIGENCE

Emotional intelligence must be taken in right perspective. However, because of certain myths about emotional intelligence, it is not taken in right perspective. Some of the most common myths about emotional intelligence are as follows:

1. Emotional intelligence is sometimes treated as being nice to others which is not true. Emotional intelligence generates rational behaviour which must suit to the situation. In many situations, 'being nice to others' is not a rational behaviour because the other person does not expect such as nicety. In these situations, even conforming or avoiding behaviour is the demand of emotional intelligence.
2. Emotional intelligence does not mean giving free rein to feelings. Rather, it involves managing feelings so that these are expressed appropriately and effectively, enabling people to work together towards common goals.
3. There is a myth that men have higher emotional intelligence than women. It is not true. Various researches have shown that emotional intelligence has nothing to do with gender though there are certain gender-specific characteristics of men and women. Men and women have their personal profile of strengths and weaknesses which may vary among different groups of men and women.
4. There is myth that emotional intelligence is fixed genetically and develops only in, early childhood. This is not true. While IQ does not change much after adolescence, emotional intelligence changes over the period of time. This happens because IQ is a biological phenomenon. Therefore, emotional intelligence changes over the period of time through learning which is life-long process. In fact, through training and development programs, it has been possible to increase the emotional intelligence of people.

DEVELOPING EMOTIONAL INTELLIGENCE

Emotional intelligence is a learned phenomenon and, therefore, it can be developed in people. Even scientists believe that emotional intelligence has nothing to do with biological factors of a person and it can be developed in people. However, this development process begins at the early stage of childhood and this process continues throughout the life, though in the later part of the life, this development process becomes much slower. Therefore, in an organizational context, concerted efforts are required to develop emotional intelligence.

1. Preparation for Change
2. Training
3. Transfer and maintenance
4. Evaluation of change



1. **Preparation for Change:** Preparation for change is the first phase for developing emotional intelligence. This phase occurs even before an individual begins training for developing emotional intelligence. Preparation for change occurs at both organizational and individual levels. This phase is basically related to assessing organizational and individual needs for developing emotional intelligence. Usually, this phase consists of the following steps:
 - (i) **Assessing the Organisation's Needs:** The organisation must assess whether its personnel need training for developing emotional intelligence and, if yes, what type of training is required. In assessing the organizational needs, two points are important which must be taken into account. First, many employees in the Organisation and work performance. Second, there is a need for identifying various emotional competencies required for success in the organization.
 - (ii) **Assessing Personal Strengths and Weaknesses:** There is a need for assessing personal strengths and weaknesses. While assessing such strengths and weaknesses, care should be taken to assess the employees approach towards the need for emotional intelligence and their learn ability so that emotional competencies can be infused in them. Often, there are two challenges that lie in assessing personal strengths and weaknesses. First, people are less aware of skill weaknesses in the social-emotional domains. Second, emotional competencies are primarily manifested in social interactions. Therefore, the best approach is one which involves ratings by experts who interact with employees.
 - (iii) **Providing Feedback.** People are eager to get feedback about any assessment of them. Therefore, immediate feedback must be made available to them. However, there are many pitfalls in providing feedback on emotional competencies as these are closely linked to employee's identity and self-esteem. Therefore, feedback is not provided carefully and with sensitivity and skill, employees often become defensive. Generally, employees respond.
 - (iv) **Encouraging Participation.** Emotional intelligence is perceived to be soft and, thus, somewhat suspect. Therefore, employees may decide not to participate in its development unless they are convinced that management of the organisation strongly endorses it. Since development of emotional intelligence requires active participation of employees, it is necessary to encourage this participation.
 - (v) **Linking learning Goals to Personal Values.** There is a direct linkage between the benefits of learning and the learner's motivation to learn. Thus, if employees feel that developing emotional intelligence is directly beneficial to them, they will be motivated to develop emotional intelligence. Therefore, it is necessary that management links learning with the personal goals of the employees that they value.
 - (vi) **Recognising Readiness to Change.** After completing the above steps of preparation for change, it is desirable to measure readiness of employees to change, that is, to determine whether employees are ready to participate meaningfully in training programme for developing emotional intelligence. Research on behaviour change programmes reveals that employees pass through several stages of readiness for change before they are actually ready to make commitment for change.
2. **Training:** At the second phase of development of emotional intelligence, training is provided to the participants in development programme. There may be training on different aspects of



emotional intelligence like overcoming negative emotions, developing interpersonal skills, developing empathic listening, and time management, and so on depending on the participants' individual needs. However, while providing such training, following points should be observed:

- i. **Forging Relationship with Participants:** for a trainer, it is essential that he forges a positive relationship between him and participants because the relationship between trainer and learner is critically important. The positively motivated, he will not take concrete steps for change. Therefore, it is desirable for the trainer to create a motivating environment for learning by showing empathic, warm, and genuine interest in learners. All these are important ingredients of emotional learning.
- ii. **Setting Clear Goals:** Emotional learning can be made more effective by setting clear goals. Generally, all persons do not require similar types of emotional training because of individual differences. They have separate sets of strengths and weaknesses. Not control fear or other emotional variables. Therefore, depending on the weaknesses of participants, specific and clear goals should be set so that training efforts are well directed. The trainer can help the participants to set their own specific learning goals.
- iii. **Breaking Goals into Manageable Steps:** Since larger goals are generally unmanageable especially in the context of emotional change, it is better that these goals are broken into manageable units so that these are achieved step-by-step. When a particular goal, even a small one, is achieved, this increases people's efficacy which, in turn, leads to setting more challenging goals and efforts for achieving them. In this way, achieving of higher goals, that is, development of emotional intelligence, is possible.
- iv. **Maximising Self-directed Change:** Employees are more likely to develop emotional intelligence when they decide their own goals for developing particular emotional competencies with the help of the trainer. In the same way, training programmes on emotional intelligence are more effective when the trainer adopts, the training to match employees' needs, goals, and learning style preferences. Since individuals differ, a common approach of training for all employees may not be suitable. Rather, individual differences and motivates them for self-directed change.
- v. **Maximising Opportunities for Practice:** As far as possible, employees should be provided maximum possible opportunities to develop emotional intelligence through practice during the training period. Since development of emotional intelligence is an art, rather than a science, it can be developed through practice and not merely through lectures and other one-sided methods of training. Emotional learning because old, ineffective neural connections need to be weakened and new, more effective ones established. Such a process requires repetition over a prolonged period of time.
- vi. **Relying on Experiential Methods:** For making training programmes on development of emotional intelligence effective, it is better to rely on experiential methods such as role playing, sensitivity training, emotion-related games, group dynamics training, and other simulation methods. These methods rely more on learners' participation, hence suitable for behavioral change & unlike lectures which emphasis on developing knowledge and not the practice. Lectures are suitable only for understanding various facets of emotional intelligence.
- vii. **Using Models:** In training programmes for developing emotional intelligence, models must be as far as possible because modeling of the desired behaviour is particularly valuable in emotional learning. By using models, a great deal can be learned as emotional learning is



- practice-oriented. Learning is further enhanced when the trainer encourages and helps learners to study, analyze, and emulate the models.
- viii. **Providing Frequent Feedback:** Feedback to employees is very important during the change process as it works as an indicator whether the employees are on right track. Feedback also acts as reinforce and sustains motivation of employees to learn new behaviour. In emotional training, feedback is especially important because learners often have trouble in recognising how their emotional behaviour manifests itself. In fact, self-awareness is an important element for developing emotional intelligence, and it is not necessary that every learner is competent enough to have self-awareness. Feedback fulfils this gap.
- ix. **Preventing Relapse:** Preventing relapse is necessary in emotional learning. The essence of preventing relapse is to prepare employees mentally to face slips, to recognise that setbacks are normal part of the change process. Participants in an emotional training programme are likely to encounter many setbacks as they strive to apply new behaviors. Without adequate preparation for such setbacks, they may easily become discouraged and give up their efforts for change before the task of neural learning has reached the point where the newly learned Responses become automatic ones.
3. **Transfer and Maintenance:** After finishing training, the learners return back to their normal jobs with old prevailing work environment, the learners find many old cues of behaviour and tend to behave in the ways which have been changed during training process. With the result, newly-learned ingredient of behavioral pattern. Thus, transfer and maintenance of new behaviour become really a challenging task for the Organisation. An Organisation can take two steps for transfer and maintenance of learning in its employees: encouraging the use of skills on the job and supportive organizational culture.
- i. **Encouraging Use of Skills:** A new behaviour may become a part of an individual's normal pattern of behaviour if it is supported by the persons with whom he interacts in the Organisation. Such persons may be his superiors, peers, subordinates, and outsiders who interact with him. These persons are required to change their behavioral expectations from the individual. If they have the old expectations, they may not appreciate the new behaviour of the individual. Therefore, such persons may also require some kind of change which may occur on their own practice or through training. That is why emotional training is not very effective if it is imparted on isolated basis. Its effectiveness is ensured only through Organisation-wide training.
- In addition to change in behavioral expectations, the newly trained employees should be encouraged to work according to the new skills. such an encouragement may come from all the persons interacting with the individual, however, the role of his immediate superior is more important because he is in a better position to provide reinforcement to the new behaviour displayed by his subordinate. It has been seen that reinforcement is necessary for learning and adoption of new behaviour.
- ii. **Supportive Organizational Culture:** supportive organizational culture is necessary for transfer and maintenance of emotional learning because organisational culture is the framework within which the behaviors of the members take place. Organisational culture is the set of assumptions, beliefs, values, and norms that are shared by an organisation's members every with some unique modes of behaviour. These unique modes distinguish an Organisation from others. If the organisational culture is supportive, it facilitates transfer



and maintenance of emotional learning by allowing the members to experiment innovation and organisational culture characterized by challenging jobs, linking rewards with performance, emphasis on creativity and innovation, and creating alignment by translating core values into goals, strategies, and practices is more suitable for developing emotional intelligence. Such cultural characteristics motivate organisational members to increase their productivity through more appropriate behaviours. Emotional intelligence contributes significantly to adopt appropriate behaviours.

- 4. Evaluation of Change:** The last phase in emotional development is evaluation of change. In the process of development of emotional intelligence, it should be ensured that the efforts made are proceeding in right direction and these are achieving the results stipulated. The term evaluation refers to a process that focuses on continuous improvement in behaviour due to development of emotional intelligence. It is a non-going process rather than being one-shot action. Evaluation of training programmes for emotional learning, though necessary for measuring effectiveness of the programmes, is often missed by many organisations. With the result, the efforts of such organisations do not produce the results up to desired level. Keeping this phenomenon in mind, many organisations programmes, whether behavioral or others must be evaluated. In evaluating the effectiveness of change efforts related to the development of emotional intelligence, following steps are followed:

- i. Defining Change Objectives:** Any evaluation of an action is made in the light of the objectives which it seeks to achieve. Therefore, the change programmes related to the development of emotional intelligence must be evaluated in the light of emotional competencies that are to be developed in the participants. However, since such competencies may be of different types, these must be identified in advance. Similarly, the criteria for the acquisition of each type of emotional competencies must also be specified in advance. However, prescribing such criteria may not be easy task because of the operation of a number of factors affecting one's behaviour at workplace. In order to overcome this phenomenon, the criteria may be determined in two forms: immediate criteria and ultimate criteria. Immediate criteria are related to behavioral pattern shown by learners during the training process. These criteria are easily measurable through psychological tests. Problems emerge in the case of ultimate criteria which are defined in terms of learner's actual behavioural pattern at the workplace. Since behavioural pattern at the workspace is affected by a number of factors external to the learners, these factors must be identified in advance and care should be taken to measure the effects of these factors. After eliminating the effects of these factors, objective evaluation of change efforts can be made.
- ii. Collection of Information:** For evaluating the effectiveness of change efforts to develop emotional intelligence, information should be collected from various sources. These sources are in the form of learner's immediate superior and other superiors with whom he interacts, his peers and subordinates, outsiders with whom the learner interacts in the course of organisational working, and the learner's own views. In fact, many organisations have adopted this practice for appraising performance of their employees. This system is known as 360 degree appraisal. Besides collecting information from these sources, information should be collected about the actual output of the learner as reflected in the form of productivity, absenteeism, tardiness, etc.
- iii. Analysis:** Collected information may be analysed to interpret the impact of change efforts for developing emotional intelligence. There may be several aspects being affected by



several factors, the analysis may be carried out further to identify the contribution of change efforts. Two points are important in information collection and its analysis. First, information to measure the immediate impact of change efforts should be collected immediately after change efforts are over because learners may observe the old behaviour even after change efforts if the new behaviour is not gratifying due to various organisational constraints. Second, there should be immediate feedback to the learners concerned so that they are also able to know the results of change efforts. Immediate feedback also acts as an energising factor.

EXAMPLES OF EMOTIONAL INTELLIGENCE

1. You are in a meeting when a colleague takes credit for work that you have done. What do you do?
 - a. Immediately and publicly confront the colleague over the ownership of your work.
 - b. After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
 - c. Nothing, it's not a good idea to embarrass colleagues in public.
 - d. After the colleague speaks, publicly thank her for referencing your work and give the group more specific details about what you were trying to accomplish.
2. You are a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?
 - a. Ignore it. The best way to deal with these things is not to react.
 - b. Call the person into your office and explain that their behaviour is inappropriate and is grounds for disciplinary action if repeated.
 - c. Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
 - d. Suggest to the person telling the joke that he go through a diversity training program.
3. A discussion between you and your partner has escalated into a shouting match. You are both upset and in the heat of the argument, start making personal attacks which neither of you really mean. What are the best things to do?
 - a. Agree to take a 20-minute break before continuing the discussion.
 - b. Go silent, regardless of what your partner has to say.
 - c. Say you are sorry, and ask your partner to apologize too.
 - d. Stop for a moment, collect your thoughts, then restate your side of the case as precisely as possible.
4. You have been given the task of managing a team that has been unable to come up with a creative solution to a work problem. What is the first thing that you do?
 - a. Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.
 - b. Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.
 - c. Begin by asking each person individually for ideas about how to solve the problem.
 - d. Start out with a brainstorming session encouraging each person to say whatever comes to mind, no matter how wild.



5. You have recently been assigned a young manager in your team and have noticed that he appears to be unable to make the simplest of decisions without seeking advice from you. What do you do?
- a. Accept that he "does not have what it takes to succeed here" and find others in your

Insights into a philosophical framework like Guna theory propounded in Samkhya in scripture of Indian philosophy and triguna in Ayurvedic Texts.

The **Guna theory**, a foundational concept in **Samkhya philosophy**, is also central to **Ayurveda** and offers a powerful **philosophical framework** for understanding **human behavior, personality, health, and decision-making**. It is deeply relevant in psychological studies, leadership, wellness, and even organizational behavior when adapted appropriately.

Guna Theory: A Philosophical Framework in Indian Thought

1. Origin:

- Samkhya Philosophy (founded by Kapila Muni) introduces the Guna Theory.
- Further developed in Bhagavad Gita, Upanishads, and Ayurvedic texts like Charaka Samhita and Sushruta Samhita.

2. Core Idea:

- Everything in nature (including human psychology) is composed of three Gunas (qualities or tendencies)

Guna	Quality	Characteristic	Dominance Leads To
Sattva	Purity, harmony	Clarity, wisdom, peace	Knowledge, balance, dharma
Rajas	Activity, passion	Desire, ambition, restlessness	Action, drive, attachment
Tamas	Inertia, ignorance	Laziness, confusion, dullness	Delusion, stagnation

1. Guna Theory in Samkhya Philosophy

Ontology (Nature of Reality):

- All of **Prakriti** (material nature) is composed of these **three Gunas**.
- The Gunas are in a state of equilibrium before creation and their **imbalance gives rise to the manifest world**.



Interdependence:

- No Guna exists independently; they always interact and influence each other.
- Each individual, thought, or action is a mix of these three in different proportions.

2. Triguna in Ayurvedic Texts

In **Ayurveda**, the Gunas are linked not only to the **mind (manas)** but also to **health, lifestyle, and diet**.

Guna	Mind-Body Link	Dietary Preferences	Mental State
Sattva	Balanced doshas, stable mind	Light, fresh, plant-based foods	Joy, clarity, compassion
Rajas	Aggravated Pitta/Vata	Spicy, oily, stimulating foods	Anxiety, ambition, restlessness
Tamas	Kapha dominance, lethargy	Stale, heavy, processed foods	Depression, laziness, confusion

Manas Prakriti (Mental Constitution):

- Ayurveda classifies people based on their **Guna dominance**:
 - **Sattvic**: Calm, wise, virtuous
 - **Rajasic**: Competitive, egoistic, energetic
 - **Tamasic**: Lazy, unmotivated, ignorant

3. Psychological and Behavioral Insights

Personality Typing:

- Similar to modern **personality models** (e.g., MBTI, Big Five), Gunas define **mental tendencies** and **leadership styles**.

Guna Dominance	Behavior/Traits	Leadership Style
Sattva	Reflective, empathetic, ethical	Servant/Transformational Leader
Rajas	Ambitious, passionate, dynamic	Charismatic/Transactional Leader
Tamas	Inactive, unclear, resistant	Autocratic or Passive Leader



Behavioral Flexibility:

- A person is **not fixed** in one Guna.
- Through **mindful living, diet, and discipline**, one can move toward **Sattva**.

4. Ethical and Spiritual Implications

Bhagavad Gita (Chapter 14) explains:

- **Sattva** binds through happiness and knowledge
- **Rajas** binds through passion and desire
- **Tamas** binds through ignorance and delusion

Goal of life (as per Samkhya & Vedanta):

- **Transcend the Gunas (Gunatita)** and attain liberation (Moksha).
- In practical terms: Cultivate **Sattva**, reduce **Rajas**, eliminate **Tamas**.

Applications in Modern Life

In Psychology:

- Guna theory is like an **Indian theory of personality**.
- Used in **yoga psychology, counseling, and Ayurvedic mental health treatment**.

In Workplace/Leadership:

- Helps assess team members' natural inclinations.
- Promotes **Sattvic work culture**: harmony, ethics, shared goals.

In Education:

- Tailor teaching styles to Guna tendencies.
- Promote **Sattvic learning**: discipline, curiosity, cooperation.

In Health & Lifestyle:

- Ayurvedic health systems use Guna theory for **diet, sleep, emotional health**, etc.



Conclusion

The **Guna Theory** is not merely a metaphysical concept, but a **practical framework** for understanding and transforming **human nature, behavior, and consciousness**. Whether in **Samkhya philosophy** or **Ayurvedic health**, the three Gunas offer:

- A **holistic psychological model**
- A **moral compass**
- A **tool for self-assessment and growth**

In our modern world, where stress, imbalance, and confusion are common, returning to the **Guna framework** provides timeless guidance for personal well-being, leadership, and organizational harmony.