

## **Individual Behaviour**

Personality – types – Factors influencing personality – Theories – Learning – Types of learners – The learning process – Learning theories – Organizational behaviour modification. Misbehaviour – Types – Management Intervention. Emotions - Emotional Labour – Emotional Intelligence – Theories. Attitudes – Characteristics – Components – Formation – Measurement- Values. Perceptions – Importance – Factors influencing perception – Interpersonal perception- Impression Management. Motivation – Importance – Types – Effects on work behavior.

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## 1. PERSONALITY

**PERSONALITY:** It can be termed as the combination of qualities mental, physical and moral that set one apart from others.

### 1.1 Definition

“Personality may be understood as characteristic patterns of behavior and mode of thinking that determines a person’s adjustment to the environment”.

### 1.2 Nature of Personality

- a. **Personality Traits:** - Personality is the sum of different qualities of a person. Personality is not known by a single quality. It is a composition of physical appearance, emotional attributes, sociability, objectivity, friendliness, thoughtfulness and so on.
- b. **Personality Reflects Individual Differences:** - Because the inner characteristics that make up an individual’s personality are a single combination of factors, no two individuals are exactly alike. Nevertheless, many individuals tend to be similar in terms of a single personality characteristic. Personality is a useful concept because it enables us to categorize consumers into different groups on the basis of a single trait or a few traits.
- c. **Personality is Consistent (steady) and Enduring (stability):**- An individual’s personality is commonly thought to be both steady and stable. The stable nature of personality suggests that it is unreasonable for marketers to attempt to change consumers’ personalities to conform to certain products. At best, they may learn which personality characteristics influence specific consumer responses and attempt to appeal to relevant qualities inbuilt in their target group of consumer.
- d. **Personality Can Change:** - Although personality tends to be steady and stable, it may still change under certain circumstances. **For instance**, an individual’s personality may be altered by major life events, such as the birth of a child, the death of a loved one, a divorce, or a major career promotion.

### 1.3 Types of personality

#### **a. Type A and B**

##### **Type A personality**

These people are very competitive and have a strong sense of urgency. They work well in moderate-to-high levels of stress. Type A Personalities are impatient and forceful to achieve more and more in less and less time. These characteristics results in some specific behavioral

outcomes working fast, working for long hours, making quick decisions etc. are some of the behavioral examples of Type A people.

**Type B.** The opposite of Type A people, Type Bs have far less time urgency and less competitive natures. The senior executives are usually Type B's. He used to put extra effort in order to meet a deadline but do not feel pressurized.

### **b. Extroverts and Introverts**

#### **Extroverts**

- are interested in what is happening around them
- are open and often talkative
- compare their own opinions with the opinions of others
- like action and initiative
- easily make new friends or adapt to a new group
- say what they think
- are interested in new people
- easily break unwanted relations

#### **Introverts**

- are interested in their own thoughts and feelings
- need to have own territory
- often appear reserved, quiet and thoughtful
- usually do not have many friends
- have difficulties in making new contacts
- like concentration and quiet
- do not like unexpected visits and therefore do not make them
- work well alone

### **c. Sensing and Intuition**

#### **Sensing managers:**

Take in information through their sense and attend to the details of the problem. They are patient with regular details and accurate in their work. They disbelieve creative idea and usually work all the way through to reach conclusions. They highlight action, urgency etc.

#### **Intuitive Managers**

Like solving new problems and are impatient with routine details. They perceive the problem in its totality and consider several alternatives simultaneously. They are imaginative and innovative, enjoying mind testing games.

#### **Sensing types**

- see everyone and sense everything
- live in the here and now
- quickly adapt to any situation

#### **Intuitive types**

- are mostly in the past or in the future
- worry about the future more than the present

- like pleasures based on physical sensation
- are practical and active
- are realistic and self-confident
- are interested in everything new and unusual
- do not like routine
- are attracted more to the theory than the practice
- often have doubts

#### **d. Thinking and Feeling**

##### **Feeling Managers**

Heavily highlight the human aspects in dealing with organizational problems and is more process oriented. They enjoy pleasing people avoid conflicts.

##### **Thinking Managers**

Are logical and analytical in their problem solving and search for additional information in a logical manner. He is a person free from emotional and feelings

##### **Thinking types**

- are interested in systems, structures, patterns
- expose everything to logical analysis
- are relatively cold and unemotional
- evaluate things by intellect and right or wrong
- have difficulties talking about feelings
- do not like to clear up arguments or quarrels

##### **Feeling types**

- are interested in people and their feelings
- easily pass their own moods to others
- pay great attention to love and passion
- evaluate things by ethics and good or bad
- can be touchy or use emotional manipulation
- often give compliments to please people

#### **e. Perceiving and Judging**

Perceiving types are motivated into activity by the changes in a situation. Judging types are motivated into activity by their decisions resulting from the changes in a situation. The most common differences between Perceiving and Judging types are shown below:

##### **Perceiving types**

- act impulsively following the situation
- can start many things at once without

##### **Judging types**

- do not like to leave unanswered questions

- finishing them properly
- prefer to have freedom from obligations
- are curious and like a fresh look at things
- work productivity depends on their mood
- often act without any preparation
- plan work ahead and tend to finish it
- do not like to change their decisions
- have relatively stable workability
- easily follow rules and discipline

These four opposite pairs of preferences define eight different ways of dealing with information, which in turn result in sixteen Psychological Types:

(ENTp, ISFp, ESFj, INTj, ENFj, ISTj, ESTp, INFp, ESFp, INTp, ENTj, ISFj, ESTj, INFj, ENFp and ISTp, where E - Extrovert, I - Introvert, S - Sensing, N - Intuitive, T - Thinking, F - Feeling, j - Judging, p - Perceiving. So, ENTp for example would be Extrovert, Intuitive, Thinking and Perceiving type.)

## 1.4 Theories of personality

### **a. Psychoanalytical Theory:**

According to Freud. No two individuals would have similar desire and the same would differ as per an individual's situation, circumstance at the moment.

A grown personality generally has three determinants: Id, Ego and Super Ego. The outcome of the combination of all the three determinants shapes a grown personality. Freud

--- **Id** - refers to unreasonable needs and demands, something which has nothing to do with the reality of the situation. Id gives immediate satisfaction to individuals and is often unreasonable.

**For example**, when an individual is thirsty his id would push him to take something cold to drink. There would be no concern about how the drink was taken or whether it belonged to someone else.

--- **Ego** - Through learning and experience, the ego develops the individual's capabilities of realistic thinking and ability to deal appropriately with his environment. It operates on what is called the reality and it will be effectively directed at coping with the external environment.

**Example** The hungry individual's id would encourage him to just take food away from his friend, the ego might reason that asking for the food may take longer but may also result in getting a greater portion. Because it serves in this way as the organized focal

point for effective action in the environment, the ego is said to be the executive of the personality.

---**Super Ego** - The super ego represents societal and personal norms and serves as an ethical constraint on behavior. It can best be described as the ethics. The super ego provides norms to ego to determine what is wrong or right.

## **b. Jungian Personality Types: This theory says that personality is based on**

### **Extroverts and Introverts**

#### **Extroverts**

- are interested in what is happening around them
- are open and often talkative
- compare their own opinions with the opinions of others
- like action and initiative
- easily make new friends or adapt to a new group
- say what they think
- are interested in new people
- easily break unwanted relations

#### **Introverts**

- are interested in their own thoughts and feelings
- need to have own territory
- often appear reserved, quiet and thoughtful
- usually do not have many friends
- have difficulties in making new contacts
- like concentration and quiet
- do not like unexpected visits and therefore do not make them
- work well alone

## **c. Socio Psychological Theory**

Horney proposed that individuals be classified into three personality groups: compliant, aggressive, and detached.

i) **Compliant** individuals are those who move toward others (they desire to be loved, wanted, and appreciated).

ii) **Aggressive** individuals are those who move against others (they desire to excel and win admiration).

iii) **Detached** individuals are those who move away from others (they desire independence, self-reliance, Self-sufficiency and freedom from obligations).

## **d. Self Theory**

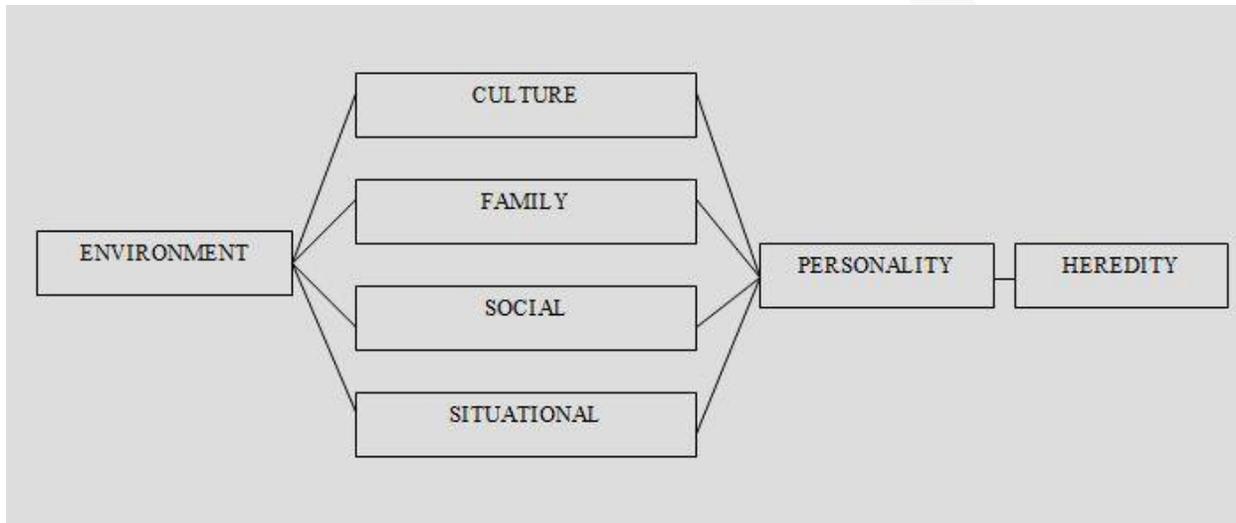
- i) **Self-Image:-** The self-image is the way one sees oneself. Every person has certain beliefs about who or what he is; taken together, these beliefs are a person's self-image or identity
- ii) **Ideal-Self:** - The ideal-self denotes the way one would like to be. The ideal-self differs from self-image in the fact that the self-image indicates the reality of a person as perceived by him, while ideal-self indicates the ideal position as perceived by him.
- iii) **Looking Glass-Self:-** The looking glass-self is the perception of a person about how others are perceiving his qualities and characteristics. This is the perception of others' perception, that is, the way one thinks people perceive about him and not the way people actually see him
- iv) **Real-Self:** - he real-self is what one really is.

## e. Trait Theory

### Big Five Traits Model

- i) **Extroversion:-** Extroverts
- are interested in what is happening around them
  - are open and often talkative
  - compare their own opinions with the opinions of others
  - like action and initiative
  - easily make new friends or adapt to a new group
  - say what they think
  - are interested in new people
  - easily break unwanted relations
- ii) **Agreeableness:** - Agreeableness refers to a person's ability to get along with others. Highly agreeable people value agreement more than they value having their say or their way. They are co-operative and trusting of others.
- iii) **Conscientiousness (Goals):-** Conscientiousness refers to the number of goals that a person focuses on. A highly conscientious person focuses on relatively few goals at one time. He or she is likely to be organized, systematic, careful, thorough, responsible, self-disciplined, and achievement-oriented. A person with a low conscientious nature tends to focus on a higher number of goals at one time. Consequently, the individual is more disorganized, careless, and irresponsible, as well as less thorough and self-disciplined.
- iv) **Emotional Stability:** - Emotional Stability focuses on an individual's ability to cope with stress. The individual with positive emotional stability tends to be calm, enthusiastic, and secure. A person with low emotional stability tends to be nervous, depressed, and insecure.
- v) **Openness (New Ideas):-** They are willing to listen to new ideas and to change their own ideas, beliefs, and attitudes in response to new information. On the other hand, people with low levels of openness tend to be less receptive to new ideas and less willing to change their minds.

## 1.5 Determinants / Factors Affecting Personality



**Heredity:** - Heredity is the transmission of qualities from generation to generation. A number of physical, mental and psychological qualities of persons are determined by his heredity. Researchers showed that physical and psychological characteristics transmitted through heredity. Heredity plays an important part in determining an individual's personality

**Brain:** - It is the second biological factor that affects the personality of a person. The role of brain in personality formation is very important. If a person's brain is sharp, he can understand the situation better and take prompt decision. This improves his personality

**Family Background (Members):**- Parents and other family members have strong influence on the personality development of the child. Family influences the behaviour of a person especially in early stages. The nature of such influence will depend upon the following factors:-

- Family Size, Birth Order , Religion, Geographic location , Parent's educational level, Socio- economic level of family

**Social Groups** :- Besides a person's home environment and family members, there are other influences arising from the outside the home (i.e. social groups) these social groups includes

school mates, friends, colleagues at work place or any other group to which an individual belongs. Similarly, socio-economic factors also affect personality development.

**Situation:** - Situational factors may also play an important role in determination of human personality. Many a times, the behavior of a person is determined not by how that man is but by what the situation is in which he is placed.

**Example:-**

An employee who is hard working and always gets ahead may prove lazy and trouble maker if he is put under unfavorable situation. This aspect is very important because it can be kept in control by the management.

**Culture:** - Culture is the factor which determines the decision making power of an individual. It includes independence, competition, creative talent, and violence, Co-operation etc.

Each culture expects that the person should behave in a way, which is accepted by the group. Personal belonging to different cultural groups has different attitudes. Every culture has their own sub-culture also.

However, a direct relationship cannot be established between personality and given culture.

**Physical Features:** - The physical features of the individual also have a great impact on personality of an individual. Physical features include height, weight and such other physical aspect of an individual

## **1.6 Personality Development stage**

### **Freud 5 stage**

- a. **Oral Stage** - In the oral stage (birth to about age 1) child obtains pleasure sucking and latter by biting
- b. **Anal stage** – (1 to 3) parents are giving training to the children's to walk etc
- c. **Phallic Stage** – (3 to 5) children developed feeling towards the parent
- d. **Latency period** – (6 to 12) At this stage focus to satisfying one's social needs. Example playing and taking with friend
- e. **Genital Stage** :- This stage occurs teenage years to maturity

### **Erikson's 8 stages**

Stage	Basic Conflict	Important Events	Outcome

Infancy (birth to 18 months)	Trust vs. Mistrust	Sucking and biting	Children develop a sense of trust when provide care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. and Doubt	Walking Training	Adjustment to peers. We acquires many new interests in relation and others
Preschool (3 to 5 years)	Initiative vs. Guilt	searching	To achieve social acceptance
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate relationships with others. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Integrity
Maturity(65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while

			failure results in regret, bitterness, and despair.
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## 2. LEARNING

**2.1 Definition** According to E. R. Hilgard, “Learning is a relatively permanent change in behavior that occurs as a result of prior experience.” Ironically, it can be said that change in behavior indicates that learning has taken place and that learning is a change in behavior.

### **2.2 Types Of Learners**

#### **a. Active/ Reflective Learners**

**Active** learners tend to retain and understand information best by doing something active with it—discussing it, applying it, or explaining it to others.

"Let's try it out and see how it works" is an active learner's phrase.

**Reflective** learners prefer to think about information quietly first.

"Let's think it through first" is the reflective learner's response.

#### **b. Sensing Learners/ Intuitive Learners**

**Sensors** often like solving problems by well-established methods and dislike complications and surprises. Sensors tend to be patient with details and good at memorizing facts and doing hands-on work.

**Intuitive learners** often prefer discovering possibilities and relationships. Intuitors like innovation and dislike repetition. Intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations. Intuitors tend to work faster and to be more innovative than sensors.

#### **c. Visual/ Verbal Learners**

---**Visual learners** remember best what they see.

---**Verbal learners** get more out of words.

---Everybody learns more when information is presented both visually and verbally.

#### **d. Sequential/ Global Learners**

---**Sequential learners** tend to gain understanding in linear steps, following logical paths to find solutions.

--- **Global learners** tend to learn in large portion, absorbing material almost randomly without seeing connections and then suddenly “getting it.”

Global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

### **2.3 Steps in Learning Process**

#### **Stimuli (Motivation)**

Stimuli are any objects and language or information or data, which draw the attention of people. Employees get information from the actions of their superiors

#### **Attention**

The degree of attention depends upon the nature of information. All information's are not paid attention to. Technical and interesting information's are highly attended. Career oriented information's are generally accepted by employee.

#### **Recognition**

Attention paid information or data is recognized as acceptable factors of improvement and new life styles

#### **Translation**

Recognized information or data are evaluated at the mental level to eliminate the irrelevant points for accepting a part of the information or data for changing behavior

#### **Reinforcement**

Reinforced (unbreakable) perception is learning. The perception process includes information, attention, recognition, translation and behavior. Perception leads to learning, but perception itself is not learning unless it is reinforced

#### **Behaviour**

Learning changes behavior through re-enforcement of perceived knowledge. It makes permanent changes in behavior. A temporary change in behavior is not learning .positive behavior gives rewards to employees

### **Reward**

Employees expect rewards for learning. If the translated behavior provides a reward, it is accepted, otherwise it is not accepted.

### **Habits**

A permanent change in behavior becomes a habit which helps continuous improvement in behavior and performance. Employees develop the habit of self- appraisal and development

### **Motives**

Motive depends on the level of satisfaction. Employees getting more satisfaction through learning develop high motives. Less satisfied learners have low motives. Learning is complete only when motives are fully realized and translated in to efforts.

### **Efforts**

Habits help to achieve good efforts and performance. This is a continuous process. Efforts are the automatic outcome of good habits which are acquired through learning process

## **2.4 Learning Theory**

### **a. Association theory**

**A1.Classical Conditioning:** - Classical conditioning is a type of learning that had a major influence on the thought in psychology known as behaviorism. Behaviorism is based on the assumption that learning occurs through interactions with the environment. Two other assumptions of this theory are that the environment shapes behavior and that taking internal mental states such as thoughts, feelings, and emotions into consideration is useless in explaining behavior.

**Example:** - The door to your house squeaks loudly when you open it. Soon, your dog begins wagging its tail when the door squeaks.

You have a meal at a fast food restaurant that causes food poisoning. The next time you see a sign for that restaurant, you feel sick.

**a2.Operant Conditioning:** - A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment. People learn to behave to get something they want or to avoid something they don't want.



- b. **Cognitive Learning:** - The cognitive theory is based on internal mental process like perception, attitudes, etc. and the cognitive structures which man might acquire from past experience as the basis of learning

### Various forms of cognitive learning

#### Vicarious Learning

Learning that occurs when one person (the learner) learns a behavior by watching another person (the model) perform the behavior

**Examples:** Role playing, Demonstrations, Training films, Shadowing,

#### Self-efficacy

Self-efficacy is the measure of one's own competence to complete tasks and reach goals.

#### Self-control

Self-control is the ability to control one's emotions, behavior, and desires in order to obtain some reward, or avoid some punishment, later. In psychology it is sometimes called self-regulation.

### c. **Social-Learning Theory**

People can learn through observation and direct experience.

**Attention** — Various factors increase or decrease the amount of attention paid. One's characteristics (e.g. sensory capacities, arousal level, and perceptual set, past reinforcement) affect attention.

**Retention** — Remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal

**Motor Reproduction** — Reproducing the image. Including physical capabilities, and self-observation of reproduction.

**Motivation & reinforcement** — Having a good reason to imitate. Includes motives such as  $\hat{A}$  past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

**2.5 Learning Theory and organizational behavior:** - When learning take place in graduated steps, it is shaped. Managers shape employees behavior by systematically reinforcing through rewards. Each successive step that moves the employee closer to the desired behavior

## **2.6 Methods of shaping the behavior**

- a. **Positive reinforcement (support):** - Due to our social learning, prize, praise, money and social recognition serve as positive reinforcers. In order to apply reinforcement procedures successfully, management must select reinforcement that is sufficiently powerful and durable.
- b. **Negative reinforcement (support):-** A negative reinforcement is which may be response is followed by the withdrawal or termination of something unlikable it is termed as negative reinforcement.
- c. **Punishment:** - Punishment is a method for reducing the frequency of unwanted behavior.
- d. **Extinction:-** It is an effective method of controlling unwanted behavior

Example: - Students who perform well are praised quite often by the teacher. If they began to turn out poor performance the teacher may try to modify their behavior by withholding praise. Here the teacher is not trying to punish the students by imposing fine etc.

## **3. A. Organizational behavior modification**

OB Mod has been used successfully to improve productivity, attendance, punctuality, safe work practices, and customer service. It can be used to encourage desired behaviors and discourage undesired behaviors.

### **3A.1 Behaviour Modification Model**

- a. **Identification of critical behavior:-**It is the first step of behavior modification. Effective management to specify exactly what behavior is wanted or needs to be changed. Employees may be engaged in several behaviors in the organization. Some behavior may

be critical like absenteeism etc, the management has to conduct systematic behavior audit to identify such critical behavior

- b. **Measurement of behaviors:** - It means that collection and analysis of data before, during and after the behavioral change. This type of data collection removes unnecessary confusion about the current level of the critical behavior.
- c. **Functional analysis:-**The management has to examine the present behaviors' shown by employees, to determine what cost each produces, what conditions lead to their occurrence, etc.
- d. **Develop and implement an involvement strategy:** - The management has to introduce some steps for modifying the critical behaviors'. There are four learning strategies  
 -Positive reinforcement, - negative reinforcement, - punishment and - extinction
- e. **Feedback and evaluation:** - Finally the results of the program should be compared with past data, reimplementation data to determine the effectiveness. If successful the procedures employed can gradually be carried out.

### **3A.2 Merits of behavior modification model**

- a. Employees can learn new behavior and skills
- b. It is simple concept s, therefore the managers can use without much problems

### **3A.3 Demerits of behavioral modification model**

- a. It ignores the internal causes of behavior
- b. Behaviour modification cannot encourage employees creative and innovation efforts.

## **3. B Misbehavior**

According to Macmillan dictionary:- Bad behaviour or behaviour that insult other people

### **3B.1 Samples of misbehavior**

1. Lying	9. Misinformation
2. bribery	10. Privacy
3. Blackman	11. Revenge
4. Espionage (spy)	12. Harassment
5. Cheating	13. Sabotage (damage)

6.Discrimination	14. Substance abuse (material)
7. Fraud	15. Theft
8.Intimidation (terrorism)	16. Whistle blowing (Dishonest, illegal)

### **3B.2 Selected Misbehavior/Types**

#### **a. Harassment**

It is a form of anger and unethical behaviour

It is not only misbehavior but also illegal

Harassed employees can file claims for insult

Joking, singing by hurting others are some of the harassment

It creates job dissatisfaction

Any organization support this type of misbehavior and loss its goodwill and status

#### **b. Aggression and violence**

Aggression in work setting this is behavior that brings harm to others

It affects psychological as well as physical injury

#### **There are two types**

--- **psycial aggression-** Physical forms of aggression are pushing, slapping and fists

--- **verabal aggression** - Verbal aggression in the form of words, gossip and rumors.

#### **c. Bulling (cornering)**

Bulling is defined as thought actions that are directed to another worker that are unwanted

It create unpleasant situation in the work place

Manager often uses the words, your performance is not fair, and you will be punished

Bullying enhances labour turnover and absenteeism

The manager handle particular employee roughly continuously without any reason

**d. Fraud**

Fraud is defined as on purpose act it receiving or misrepresenting in order to induce another individual or group to give up something of value

Research studies suggest that more dissatisfied employee and non motivated individual will be to engage in fraud

**e. Sabotage**

Sabotage involves damaging or destroying an organization's colleagues, equipment, data or workplace

It is extreme for violence. This type of misbehavior is small form of revenge In sabotage people destroy the person's career, progress and reputation

In sabotage people destroy the data, office files and running machines

**f. Theft**

Theft is defines as the unauthorized taking consuming or transferring of money or goods owned by an organization & Theft may be data, information and intellectual property

Organization conduct honesty and integrity tests at the time of interview and then select the candidates for their job

### **3B.3 Management Intervention**

Management interventions are the actions taken by mangers to prevent, control or respond to harmful misbehavior

**Selection of Employee:** - The organization conduct honest test at the time of interview and then select the suitable candidate for the job. The management carefully screens to hire risky individuals

**Training and Counseling:** - The organizations are conducted counseling programs and change the negative attitude of the employees

**Working Environment:** - The management create pleasing working environment reduces cost of misbehavior, fair compensation increase a job satisfaction. It reduces negative attitude of the employees

**Ethical Behaviour Award:** - Introduce into the company's performance evaluation, promotion and merit pay decisions. Ethical behaviour criteria for each employee, illustrating that ethical behaviour is considered to be important and part of the organization's reward system.

## 4. EMOTIONS

**4.1 Meaning:** - Emotions are intense feelings that are directed at someone or something. A person emotion is a state characterized by physiological arousal changes in facial expression, Gestures, posture and subjective feelings

### **4.2 Types of emotions**

**a. Primary Emotional**

- Fear, Surprise, Sadness, Joy, Disgust, Anger, Anticipation

**b. Secondary Emotion**

- Aggression, Care, Wonder, Optimism, Disappointment

**4.3 Emotional Labor:-** In organizations emotional labour may involve attractive, faking or surprising emotions to modify the emotional expression.

**For Example:-** Employees working in customer service may be encouraged to smile listen attentively and show respect to even the most problematic customers. In this case the employee is managing, modifying and using the emotions that the organization believes is best to be effective.

### **4.3a. Characteristics of Emotional Labour**

- Some researchers have found that emotions are stressful and may result in burnout.
- Organization that attempt to reduce the emotions of the employees
- There are Two Ways for individuals to manage their emotions
  - a. Surface Acting – when one control his or her emotional expressions
  - b. Deep Acting - When one modifies feeling in order to express a wanted emotion.
- In organizations have more negative events there is likely to be more emotional labor.

- The amount of emotional labour increase in the organization and stress also increases due to the physiological demands involved in managing emotions
- Management provides support for coaching, training and guidance to their employees to reduce emotions.

#### **4.4 Emotional Intelligence**

“The capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotion well in ourselves and in our relationship”.

##### **4.4.a. Characteristics or competence**

- **Self awareness** :-The ability to recognize ones emotions as well as its effect on those around us
- **Self –Management** :- The ability to control one’s sudden judgement and reaction
- **Self- motivation** :- The ability to follow goals patiently Empathy
- **Social Skills**:- The ability to network and build relationship with others

##### **4.4.b. Theories of emotional Intelligence**

- a. **James – Lange Theory**:- According to this theory people act first and then feel for that
- b. **Cannon –Bard Theory**: - According to this theory people feel emotions first, and then act upon them.  
Example: - when we see a snake, we become afraid (emotion), and start running (action or response)
- c. **Two – Factor Theory**: - according to this theory people feel first and then try to know and understand its meaning. For example, when we suffer from fever, we try to find the causes of fever from its symptoms like shivering cold.

## **5. ATTITUDE**

**5.1 Meaning:** - Attitude is a mindset of people based on his likes and dislikes. This attitude affects perception and its lead to change in behavior. So the manager has to understand different types of attitudes and their information in the organization

### **5.2 Characteristics of attitude**

- a. Attitudes are learned toward aspects of our environment
- b. Attitude is based upon mindset

- c. Attitude is a detailed direction of human behavior
- d. Attitudes are the feeling and believe that largely determine how employees will perceive their environment.
- e. Attitudes are generally hidden in the mind and heart of people which may be expressed in some situations
- f. Attitude are acquired through learning over a period of time
- g. Culture are responsible for the formation of common attitudes

### **5.3 Components of attitude**

- a. **Affective Component** - This consists of the emotional reactions people have to attitude objects. **For example**, if you have a favorite singer and you hear their voice come on the radio you might have feelings of happiness or excitement. If there is a car you think is ugly looking you might feel annoyed when you spot one on the road.
- b. **Behavioral Component** - This consists of actions or observable behavior or motivation that is the result of an attitude object. **For Example**, If you hear a song you like on the radio then you might go home and research the singer so you can buy their album. You might then spend all your free time listening to this album. The attitude object has changed your behavior and actions.
- c. **Cognitive Component** – These are the thoughts and beliefs people have about an attitude object. **For example**, you might like a singer because he or she has a melodic voice and catchy lyrics. You might also believe that the singer is a lot like you are which makes the music easier to relate to.

When these three components are combined they work to create an overall attitude

### **5.4 Attitude Formation**

- a. **Past Experience**: - People come to believe or not believe things on the basis of what they have experienced in the past. If everyone who has under job 'A' has been promoted within six months, current job 'A' holders are likely to believe that they also will be promoted within six months
- b. **Association**:- People are highly influenced by the major groups or associations to which they belong. Our religion, educational background, race, gender, age and income class, are strongly influence our attitudes.
- c. **Family**: - Individuals develop certain attitudes from their family members, parents, brothers, sisters, etc.

- d. **Society Social class and religious** also play a vital role in forming attitudes of an individual. The culture, language and the society, all provides an individual with the limits of his initial attitudes. At the very early age an individual is taught that certain attitudes are acceptable and certain others are non – acceptable in the society.
- e. **Peer groups:** - “we often seek out others who share attitudes similar to our own or else we change our attitudes to confirm the attitudes of those in the group whose approval is important to us “
- f. **Organization:** - It should be remembered that a worker spends a major part of his life in the institution in which he works. Thus, organizational factors such as nature of job, factory, workers, quality of supervision, monetary rewards associated with the job, trade unionism, informal groups, organization's policies and practices, play an important role in shaping the job attitudes of a person.

**For example,** If a creative person finds the nature of his job to be repetitive, dull, boring and less changing he is likely to develop a negative attitude towards his job.

## **5.5 Functions of attitude**

- a. **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 management and the organization. When employees are berated and paid poorly, they are likely to develop a negative attitude towards the firm and its owners. These attitudes help employees adjust to their environment and are a basis for future behavior.

**For example,** if employees who are well treated are asked about management or the organization, they are likely to say good things. Just the reverse may be true for those berated and are poorly paid.

- b. **The ego defensive (Self productive) function:** - Attitude help people to protect their self image. Sometimes an individual may develop certain attitudes tom satisfy his ego. **For example,** there is feeling among most senior employees that the new recruits may not work efficiently. The reasons for holding such as attitude is in view it fear that the new recruits are better qualified and have been exposure to the modern work methods.
- c. **The value expression function:** - Attitudes provides people with a basis for expressing their values. **For example,** a manager who believes strongly in the work ethic will tend to voice attitude towards specific individuals or work practices as a means of reflecting this values.
- d. **The knowledge function:** - People need maintain a stable, organized, and meaningful structure of their world. Person’s view of reality is attitude towards people events and objects help the individual make sense out it what is going on.

## 5.6 Measurement of Attitude

- a. **Thurstone Scale:** - A Thurstone scale has a number of statements to which the respondent is asked to agree or disagree.

**Example**

	Agree	Disagree
I like going to Chinese restaurants	[ ]	[ ]
Chinese restaurants provide good value for money	[ ]	[ ]
There are one or more Chinese restaurants near where I live	[ ]	[ ]
I only go to restaurants with others (never alone)	[ ]	[ ]

- b. **Likert scale:** - It has five boxes shows from strongly agree to strongly disagree. Under each statements of attitude the respondent will be given a chance to check the five boxes and finally all the rating will be summed up.

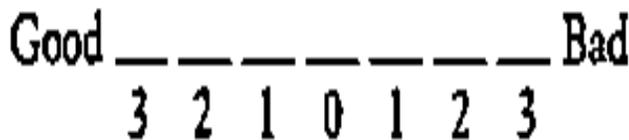
Example

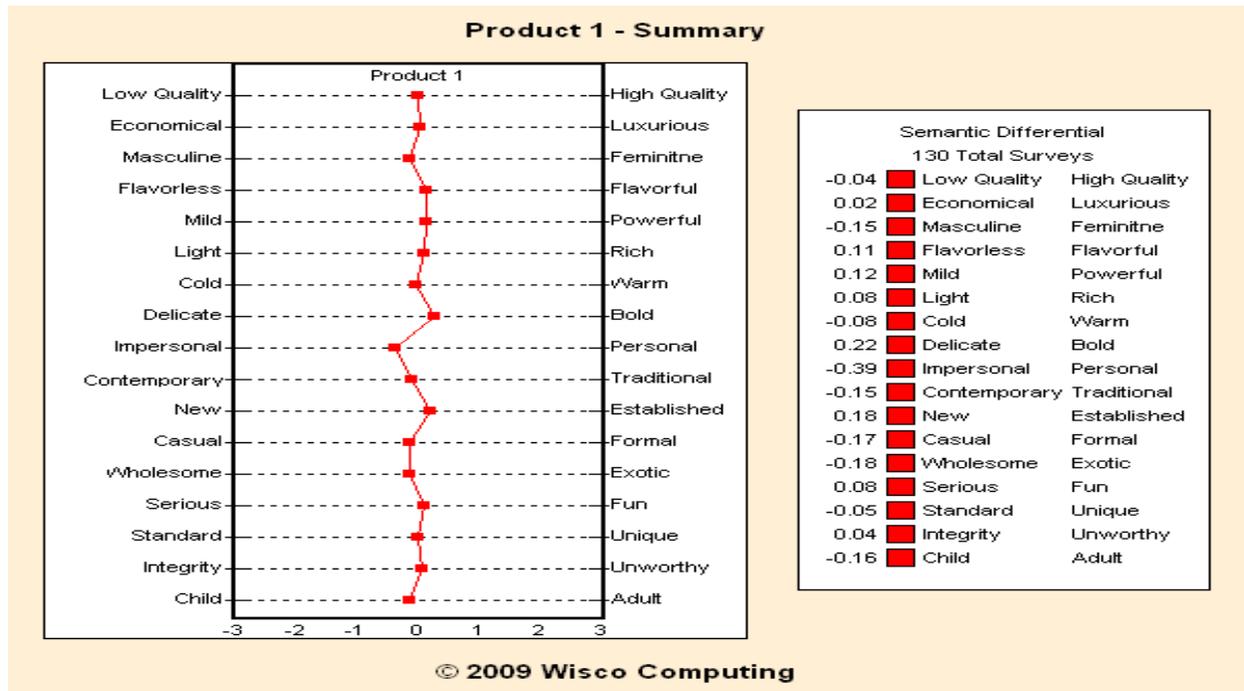
I am Satisfied with my job



- c. **Semantic Differential:** - Semantic differential questions measure people's attitude toward words, objects, and concepts. This question type consists of a series of contrasting pairs (e.g., good-bad, beneficial-harmful) listed on opposite ends of a bipolar scale.

Example





**d. Paired Comparisons**

Method of evaluation in which each employee and job is compared with each other employee and job. Employee comparisons are performed usually on the basis of overall performance, whereas job-evaluations are usually on the basis of skill, knowledge, and time required in their performance. Scores derived from paired comparison.

**Example:**

Divide 100 points among each of the following employees according to your suggestion about their performance:

Brand A \_\_\_\_\_

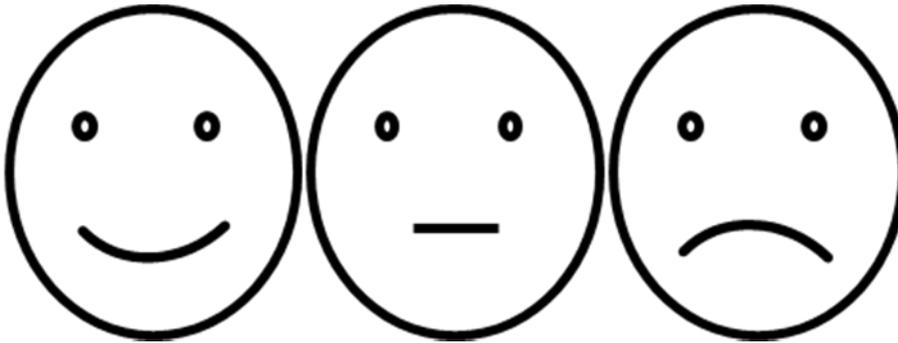
Brand B \_\_\_\_\_

Brand C \_\_\_\_\_

**e. Graphic Rating Scale or Pictorial Visual Communications:** - A Graphic rating scale refers to any rating scale that consists of points and it is a label that is given to a wide category of rating format or picture that consists rating. This is a scale or picture which people use to indicate ratings of a particular attribute.

**Example**

– Showing stress level



**f. Ranking - Rank order preference:** - Ordinal scales are the simplest attitude measuring scale used in Marketing Research. It is more powerful than a nominal scale in that the numbers possess the property of rank order. The ranking of certain product attributes/benefits as deemed important by the respondents is obtained through the scale.

**Example 1:** Rank the following attributes (1 - 5), on their importance in a microwave oven.

1. Company Name
2. Functions
3. Price
4. Comfort
5. Design

## 6. Values

**6.1 Meaning:** - Values are general belief shaded with honest flavour containing an individual's judgement ideas about what is good, right.

**Definition:** - According to Milton Rokeach, "Values are global beliefs that guide actions and judgments across a variety of situations."

### **6.2 Characteristics**

- a. The values of an individual influence his attitudes and also his behavior.
- b. Value influences our priorities, preferences and our actions.

- c. Importance – values as pleasure, self – respect, honesty, freedom, equality and so on

### **6.3 Types of values**

- a. **Theoretical value:** - Interest in the discovery of truth through reasoning and systematic thinking.
- b. **Economic Value:** - Interest in usefulness and practicality, including the accumulation of wealth.
- c. **Social Value:** - Interest in people and human relationships.
- d. **Political Value:** - Interest in gaining power and influencing other people.
- e. **Religious Value:** - Interest in unity and understanding the universe as a whole.

### **6.4 Difference between attitude and value**

Attitude	Value
Attitude show Response	Value represent judgmental Ideas like what is right
They refer Several beliefs relating to a specific situation	They represent Single belief focused on situation
These are One’s personal experience	These are Social and cultural background

## **7. PERCEPTION (ASSUMPTION, JUDGEMENT)**

**7.1 Meaning** “Perception includes all those processes by which an individual receives information about his environment – seeing, hearing, feeling, tasting, and smelling.”

### **7.2 Importance of Perception**

- a. **Examining the loyalty** - Another important judgment that managers decide about employees whether they are loyal to the organization

- b. **Absenteeism and labour turnover:** - In every organization, absenteeism and labour turnover is very common. High percentage of absenteeism and labour turnover affect the growth of organization. It is due to the individual perception

Manager must know how each individual interprets his job. He must know the reason for their dissatisfaction about their job and try to eliminate the distortions. If he fails it will result in increase of absenteeism and labour turnover.

- c. **Employee effort:** - In many organizations, the level of an employee's performance is given high importance. Hence, an employee's future in an organization depends on his/her effort made for achievements, the organizational goals
- d. **Job satisfaction:** - It is a very important psychological concept. Each employee is working in the organization only for their benefits and their career advancement. This variable is critically linked to perception. When job satisfaction is to be improved, the workers job involvement and commitment must be positive to the organization
- e. **Interpersonal perception:-** Interpersonal perception is the process by which individuals attribute characteristics or traits to other people

The perception process follows the some sequence of observation, selection, organization, interpretations and response.

Perceptions of situations, events and objects are important, but individual differences in perceptions of other people are crucial to understand the behaviour in work setting

**For Example,** suppose that you meet a new employee at lunch time . He focuses his achievements and his qualification. You may form the impression that, he is self centered. But your perceptions may always be strongly affected by this first impression called the primary effect

### **7.3 Factors influencing perception**

#### **a. Internal Factor**

- **Personality:** - Optimistic people perceive the things in favorable terms. Pessimistic begins in negative terms .Persons can view the objects and situations as per their personality level
- **Experience:** - The experience of employees has different level of perception. Experimental employees generally understand the objects quickly and correctly
- **Needs and desire :-** People perception is based on his needs and wants
- **Perceiver :-** Perception depends on how an individual views the object and situation

**Example:** - Some employees may perceive work place as a favorable working condition while others perceive it place of good pay

- **Mental Set:** - Mental set is the development one has to react to a certain way to given situation. It a supervisor thinks that a particular employee is insincere and un cooperative; the tendency will be a understand behavior according to one’s mind set.

### **b. External Factor**

- **Size:** - Size establishes control and thereby improves perceptual selection

**For example** in advertising a full page spread is more attention than few lines in some corner of the news paper Larger objects attract attention more than the smaller ones

- **Repetition:-** A repeated is more attention getting than a single one

**Example:** - Repeated advertisement is more attention getting than unrepeated advertisement

- **Status:-** Perception is also influenced by the status of the perceiver

For example; when we are introduced to the divisional manager and low level employee, we are likely to remember the name of the divisional manager than the name of the low level employee.

- **Contrast :-** Perception is based on the contrast

**Example:** - Black lettering in the yellow background is contrast than the orange lettering in the yellow background

- **Motion or movement:** - People pay more attention to a moving object than the stationary ones.

**Example:** - People will attracted more by a running train than one standing on the platform

**C. Situation:** - Perception is based on perception – Time, work setting, social situation

## **7.4 Perception Process**

- a **Receiving:** - The first process in the perception is the receipt of the data from various sources. Most of the data received through seeing, hearing, smelling, tasting etc
- b **Selection:** - selection is the fundamental step in perceptual process. It is based on internal or external factor

*Internal Factor:* - Personality, experience etc

*External Factor:* - Size, movement etc

- c. **Organizing:** - The next step is to organize these in proper manner to make the same meaningful.
- d. **Interpreting:** - People interpret the meaning of what they have perceived and organized in terms of their own assumptions of people, things and situations. They also become judgmental as well as tend to interpret the thing as good /bad.
- e. **Checking:-** The next step in the process of perception is that the perceiver has to check whether the interpretation made by him is correct or not
- f. **Reaction:** - The last stage in the perception process is the response based on what has been perceived (Believed, Thought). This is the output aspect of perceptual process.

### **7.5 Perceptual Errors**

- a. **Stereotyping:** - It is the belief that all members of a specific groups share similar character and behavior For example, Doctors are perceived god.
- b. **Halo Effect** - a person is perceived on the basis of a single character. It generally occurs during performance appraisal where the supervisor rates an employee on the basis of only one trait e.g. intelligence, punctuality, cooperativeness appearance etc.

**For example:** if an employee is considered good on one account, he is treated well on all accounts. But in reality, he may not be good on every account

- c. **Projection:** - Attributing one's own characteristics to other people. If you are honest and trustworthy, so you take it for granted that other people are equally honest and trustworthy. People who engage in projection tend to perceive others according to what they themselves are like rather than according to what the person being observed is really like. When observing other who actually are like them, these observers are quite accurate—not because they perceptive but because they always judge people as being similar to themselves. So when they do find someone who is like them, they are naturally correct.
- d. **First impression:** - Even before knowing any of their personality, they start having impression and making assessment of individuals they meet for the first time.

### **7.6 Improvement of perception**

- **Perceiving oneself accurately:** - One needs to improve more awareness about him or herself. It helps to create better interaction and mutual understanding. This practice helps to perceive oneself more accurately
- **Improving ones self – concept** :- People having self concept tend to perceive others more accurately

- **Be empathetic:** - The successful manager rises above personal impressions to understand problems as seen by other people.
- **Having positive attitude:** - Positive attitude makes one's perception positive or more accurate. Hence the managers need to try to overcome their negative feelings. This enhances individual's perceptual skill.
- **Communicating openly:** - Sometimes the perception gets unclear due to communication gap. So effective communication needs to be developed to ensure that true and right message reaches at the right place and at the right time. This will enable to know the problem in a better perspective which, in turn, will improve person's perception about the problem.

## 8. IMPRESSION MANAGEMENT

**8.1 Meaning:** - Impression management is the process by which the general people attempt to manage or control the perceptions that others form about them. There is often tendency for people to try to present them to impress others.

**Example:** - impression management allows suggestions for organizational in performance appraisal, promotion etc.

### **8.2 Process of impression management**

- a. **Impression motivation:** - In employment situation, subordinates may be motivated to how their boss perceive them. The degree of this motivation to manage impression
- b. **Impression construction:** - This is the specific type of impression people want to make and how they create it. People try to construct the impression through the self concept, images etc

### **8.3 Impression Management Strategy**

**a. Promotion enhancing strategy:** - If the employees are trying to maximize responsibility for a positive outcome, then, they employ promotion enhancing strategy.

**b. Demotion preventive strategy:** - If employees are trying to minimize responsibility for some negative event. Then they employ demotion – preventive strategy.

#### **It includes**

--- Employees attempt to excuse or justify their action

--- Employee's apologies to the boss for some negative event etc

## 9. MOTIVATION

**9.1 Meaning** ‘Motivation’ is derived from the word ‘motive’. Motive refers to the needs, wants that force within individuals to achieve.

### **9.2 Importance of motivation or effect of motivation of work behaviour**

- **Motivation sets in motion the action of people:** - In every organization there are physical, financial and human resources. The utilization of physical and financial resources depends on the ability and willingness of people to work. Motivation puts human resources into action.
- **Motivation improves the efficiency of work performance:** Motivation is important because it improves the efficiency of work performance
- **Ensures achievement of organizational goals:** - Management can achieve the goals effectively by motivating subordinates to give their best.
- **Motivation creates friendly and supportive relationships:** - Motivation brings about employee satisfaction, so it creates friendly and supportive relationship.
- **Motivation leads to the stability in the work force:** - Motivation creates confidence in the subordinates and secures their loyalty to the organization. This results in maintaining a stable work force.
- **Acceptance of organizational changes:** - If the employees are properly motivated, they accept, introduce and implement the changes in the organization.

### **9.3 Types of motivation**

- **Positive versus negative motivation :-**

**Positive motivation** involves identifying employee’s talents and makes him realize their talents and achieve the results. **E.g.** Promotion etc

**Negative motivation:** - Creating fear in the minds of people to complete the work. This is known as negative motivation

### ✦ **Primary versus secondary motivation**

**Primary Motivation:** - Primary motivations are basically related to human need for psychological satisfaction. Primary motivations are unearned and neutral, related to physiological needs.

**Secondary motivation:** - It is learned and realized as a result of development. As human beings develop and learn many new ways of satisfaction and comfort

### ✦ **Financial versus non financial motivation/incentives**

**Financial:** - These are monetary in nature as they involve flow of money from their organization to its staff. E.g. wages, salaries, allowances, bonus etc

**Non financial motivation:** - It does not involve much financial commitments on the part of the organization. They do not add to the money income of those who receive them they take the form of job enrichment, participative management, praise, opportunity for growth etc

### ✦ **Intrinsic versus extrinsic motivation**

**Intrinsic Motivation:** - It refers to motivation that comes from inside of an individual. People may work at a job because it gives them feelings of capability and a sense of personal control, doing the job is fun, the tasks are challenging, so on. In this situation, the individual is basically motivated to work.

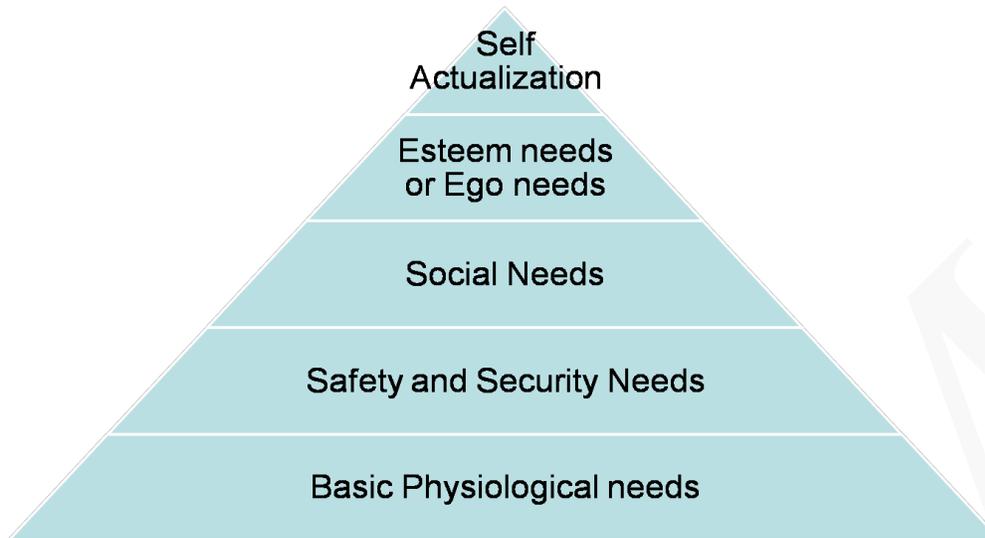
**Extrinsic motivation:** - It comes from an outside of an individual. The motivating factors are external, or outside, rewards such as money or grades.

## **9.4 Theories of motivation**

1. Early theories
2. Contemporary theories
3. Other theories

### **1. Early theories**

**1.a. Maslow's need theories** :- This theory says that people are motivated based on their needs.



→ **Basic physiological needs:** - These needs relate to the maintenance of human life. These needs include such things as food, clothing shelter, air water and other necessities of life.

→ **Safety and security needs:** - After satisfying the physiological needs people want to guarantee of maintaining the human financial level. They want job security, security of source of income, insurance against risks etc.

→ **Social Needs:** - Man is a social being. He is interested in discussion, friendliness, exchange of feelings and grievances, recognition, belongings' etc. Non – satisfaction of this level of needs may affect the mental health of individual.

→ **Esteem needs or Ego needs:** - Ego needs are concerned with prestige, status and other marks are respect because of some position in the organization is control over financial, social and political power.

→ **Self –Actualization needs:** - The final step is the need for self fulfillment or the need to fulfill what a person considers to be his mission in life.

### 1. b. McGregor Theory X and Theory Y: -

**Assumption of Theory X:** - Under X Theory, the four assumptions held by managers are:

- Employees naturally dislike work and, wherever possible, will try to avoid it
- Since employees dislike work, they must be controlled with punishment to achieve goals.

#### ✦ Assumption of Theory Y

People will train self-direction and self-control if they are committed to the objectives.

### 1. c. Herzberg’s Motivation Hygiene Theory/ Two factor theory

**Motivational factors:** - These factors are related to the nature of work and are essential to the job itself. These factors have a positive influence

**Hygiene Factors:** - Hygiene factors do not motivate people. They simply prevent Dissatisfaction. They produce no growth but prevent loss. The absence of these factors leads to job dissatisfaction

<u>Hygiene/ Maintenance Factors</u>	<u>Motivational factors</u>
1.Job Context	1. Job Content
2.Extrinsic Factor	2. Intrinsic Factors
3.Company Policy and Administration	3. Achievements
4.Quality of supervision	4.Recognition
5.Relations with supervisors	5. Work Itself
6.Work Conditions	6. Responsibility
7.Salary	7. Advancement
8. Peer Relations	8. Possibility of Growth
9. Personal Life	
10. Relation with subordinates	
11. Status	

## 12. Job Security

### 2. Contemporary theory

#### 2. a. McClelland's Needs Theory of Motivation: -

- **Need for Achievement (n Ach)** :- He and his associates defined characteristics of individual with high need for achievements
  - . A strong desire to assume personal responsibility for finding solutions to problems
  - . A development to set reasonably difficult achievements, goals and to take calculated risks
- **Need for power (n Pow)** :- He contends that individual with high may be characterized by
  - . A desired to direct and control someone else,
  - . A concern for maintaining leader follower relations
- **Need for Affiliation (n Aff)** :- He identified characteristics of individual with a high need for affiliation
  - . A sincere interest in the feelings of others

#### 2. B.Goal Setting Theory

.It helps focus employee's attention on items of greater importance to the organization and stimulates employees towards goals attainment.

- **Acceptance:** - Effective goals need to be not only understood but also accepted.
- **Specificity:** - Goals need to be as specific, clear and measurable as possible.
- **Monitoring and feedback:** - Monitoring and feedback are also important to complete the process of Goal –setting.
- **Challenging:** - Research shows that most employees work harder when they have difficult goals to attain rather than easy ones.

#### 2. C.Reinforcement Theory: -

- **Positive Reinforcement:** - Involves identifying employee's talents and makes him realize their talents and achieve the results. E.g. Promotion etc
- **Negative (Avoidance) Reinforcement:** - Creating fear in the minds of people to complete the work.

**2. d. Equity theory of work motivation:** - It was formulated by J.S.Adams. It is based on the assumption that members of an organization experience strong expectations of justice, balance and fairness in treatment by the organization. When a person feels that he is being treated unfairly by the organizations, these feelings have a variety of adverse effect on the person's motivation and performance on the job. The equity theory of motivation helps in understanding both the causes and the likely cost of feelings of unequal treatment among organization members.

### **2. e. Expectancy Theory (Vroom's Valence and Instrumentality Theory)**

Vroom has proposed a new theory of motivation according to which people are motivating to achieve certain goals, which they expect from their actions.

#### **Elements**

- **Expectancy:** - This is a person's perception that a particular outcome will result from a particular behavior or action.
- **Instrumentality:** - This factor relates to the person's belief and expectation that his performance will lead to a particular desired reward.
- **Valence:** - It is the value person assigns to his desired reward. He may not be willing to work hard to improve performance if the reward for such improved performance is not what he desires. It is not the actual value of the reward but the perceptual value of the reward in the mind of the worker that is important

**3. a. Alderfers ERG theory:** - In extending Maslow's theory, Alderfers argued that the need categories could be grouped into three more general classes

- **Existence:** - These are need related to human existence and are comparable to Maslow's Physiological need and certain of his safety needs.
- **Relatedness:** - These are needs that involve interpersonal relationships in the work place. Relatedness needs are similar to Maslow's belongingness needs and certain of his safety and esteem/ego needs.

- ✦ **Growth:** - These are needs associated with the development of the human potential. Included in this category are needs corresponding to Maslow's self-esteem and self-actualization needs.

**3. b. porter-Lawler Model (Extension of VIE Theory) (VIE- Vroom):** - In ultimate analysis an employee derives satisfaction, which is a mix of effort leading to performance interacting with rewards.

✦ **Elements**

- **Effort** :- It refers to amount of energy use by a person on a job
- **Performance:** - Effort leads to performance. In fact performance is determined by the amount of effort and ability and role perception of individual
- **Rewards:-** Performance may lead to two kinds of reward, namely intrinsic rewards such as a sense of self actualization and extrinsic rewards such as working conditions and status
- **Satisfaction:** - The extent to which actual rewards fall short, meet or exceed the individuals perceived level of equitable rewards determines the degree of satisfaction.

**3. c. Theory Z:** - Each individual should know the organizational goals precisely and the amount of contribution through his efforts towards these goals.

✦ **Features of Theory Z**

- **Life time employment:** - There should be life time employment granted to all employees so as to promote a strong bond between them and the organization.
- **Greater Workers Involvement:** - If employees are involved in working with their superiors or on specific projects, they will be motivated more.
- **Participative Decision Making:** - Employees should be allowed increasing participation in the decision making process.
- **Informal Control System:** - Organizational control system should be as informal as possible. There should be greater importance on co-operation and sharing of information.
- **Stable and Cohesive Work Environment:-** The work environment should be appropriately stable and cohesive (interrelated) to provide for increasing satisfaction of multiple employee needs

**Important Questions**

2 marks

1. Definition and meaning of personality
2. Distinguish between type A and Type B Personality
3. Mention the factors influencing personality
4. What is mean by learning?
5. Write the major dimension(process) of social learning theory
6. What is mean by positive reinforcement?
7. What is mean by OB Modification?
8. Define misbehavior
9. What is mean by management intervention?
10. What is mean by emotions?
11. What is mean by emotional intelligence?
12. What is mean by attitude?
13. What are the types of attitudes?
14. Measurement of attitude
15. What is mean by value?
16. What is mean by perception?
17. What is stereotyping?
18. What is mean by impression management?
19. What is mean by motivation?
20. What is mean b y self – actualization need?
21. What does ERG stand for?

**16 Marks**

1. How does personality relate to organization behavior? Explain
2. Explain the different personality theories?
3. A. Discuss the different personality factors influencing OB  
B. Discuss the various ways to improve perception
4. What is personality? Explain the major attributes of personality? (Nature or characteristics of personality)
5. Discuss the different stages of personality?

6. Explain the classical conditioning learning
7. What are the components of attitude? How are they measured?
8. What are the functions of attitude? How are they measured? Explain
9. Discuss the factors that limits the accuracy of perception (Perception Error)
10. Explain perception process and perceptual errors with suitable examples.
11. Explain the importance of perception in studying organizational behavior. How perception helps to make judgments (Perception process)?
12. Explain theories of motivation
13. Discuss the effect of motivation on work behavior with example