

SYLLABUS

B.B.A. II SEM

Subject – Organizational Behaviour

UNIT – I	OB History and Development; Importance of OB to the field of management. Basic behavioral Process: Cognitive functions - intelligence, Creativity, Problem solving, Learning and its process - implications,
UNIT – II	Attitudes and Values, Personality - Concepts, theories, estimation and applications; Perception - implications, counseling - importance and relevance.
UNIT – III	Motivation - Theories and applications to management,
UNIT – IV	Leadership - Role and functions of a leader, Leadership theories and styles, implications for management, Alternatives to leadership
UNIT – V	Organizational Development - approaches, intervention strategies, implementation; Organizational culture - relevance of culture in the changing scenario, Organizational politics, impression management and defensive behavior
UNIT – VI	Organizational change : Approaches and resistance to change, Manager as a change agent : Conflict management, nature, sources. Current applications and future trends in OB.

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.

Reason for organizational

1. Increased specialization, organization and division of labour
2. to use large scale technology
3. Manage the external environment
4. To economize transaction cost
5. To exert power & control

Meaning & definition of organizational Behaviour

OB comprises three main features

1. OB is the study of human behaviour
2. The study of behaviour in organization
3. Knowledge about human behaviour would be useful in improving an organization's effectiveness.

"Organization on Behaviour is concern with the study of the behaviour of people within an organizational setting. It involves the understanding prediction and control of human behaviour and the factors which influence the performance of people as members of organization." Fred Luthans

OB is a field that investigates the impact that individuals, group or structure have on behaviour with external environment to improve organizational effectiveness.

Organizational Behaviour encompasses three broad areas -

1. Behaviour of People in organization - OB includes study psychology anthropology and sociology to gain in sight into Behaviour of individuals in organizational settings. It includes.
 - Perception, cognition & learning
 - Personality & motivation
 - Leadership, Power, Conformity, Communication
 - Decision making etc.
2. Organizational Structure - OB studies the organizational structure as to how people are organized or arranged to achieve organizational goals. It includes -
 - Task identification
 - Departmentation
 - Co-ordination & control mechanism
 - Process & Procedures like promoting, hiring, compensation
 - Organizational Form
 - Size
 - Centralization of decision making
 - The relationship among these variables.
3. Behaviour of Organization - OB not only studies the interaction of individuals with organization with each other but it also study the interaction of organization into its environment i.e., organizations behaviour with external actors by following methods -
 - a. Adoption of new Practices such as -
 - down sizing
 - Team based structure
 - Re-engineering
 - b. Adoption to changing conditions -
 - Global competition

- Increasing technological use
- Changing social structure (status if women disabled ethnic group)

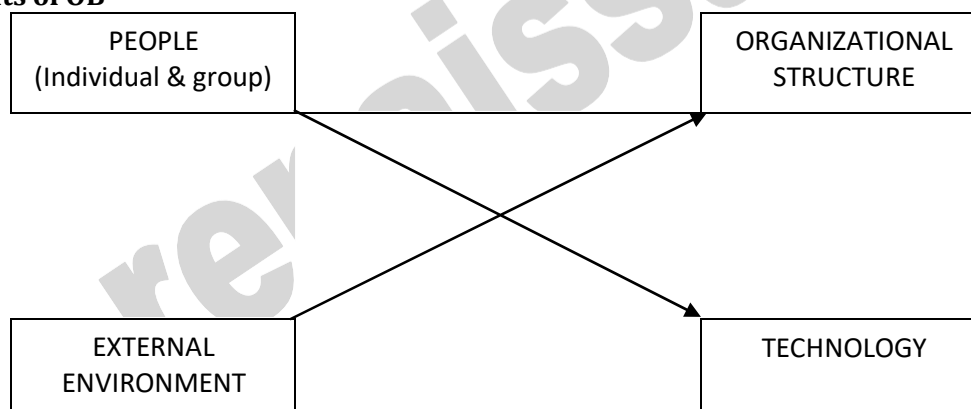
Characteristics of OB

1. 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 but it is in exact science as human behaviour cannot be predicted exactly so sometimes it cannot provide answers to specific organizational problems. As an art the knowledge of OB is applied to improve organizational effectiveness.
2. Human tool – Organizational behaviour is a human tool for human benefit which helps the manager of certain actions. It also provides the education needed for creative thinking to save human problems in organizations.
3. Action & goal oriented – OB is a goal directed discipline that studies human behaviour and explain it in organizational context as well as helps in taking proper action to mould that individual behaviour towards the goal achievement of organization.
4. Commonality of Interest – OB helps in providing commonality of interest between individual goals and organizational goals and objectives. It provides super-ordinate goals that unite the variety of needs that bring people to organizations.
5. Holistic Concepts – OB is a holistic concept which relates people whole group, organization as a whole system. It gives a broad view of people in organization and studies many factors that influence their behaviour. It gives a broad view of human related issues & problems.
6. Behavioural Approach to Management – OB is a behavioural approach to management. It is a part of management related with analyzing behaviour of human beings in group & organization. It is distinct field of study.
7. Integrating Approach – OB is an integrating approach of human technical and ethical values s work which draws knowledge from various disciplines such as anthropology, Psychology, Law, Sociology, Economics, IT Political Science, engineering etc.

Importance of OB

1. OB provides a road map to individuals in organization. It helps people to understand their behavior and its impact while working in organization.
2. OB helps a manger to motivate his subordinates regularly as it helps 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.

Elements of OB



Individual: The most important element of OB. OB studies the behavioural of individual (or in a group) and the various factors influencing the behavior and its effects on organization.

Group: Group can be formal, informal, small, large, official, 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 broader external environment. Environment affects the organization through technological or scientific developed, social, cultural and Govt. actions.

Disciplines of OB

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

1. **Psychology:** Psychology is the study and 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 & animals. It includes personality, perception, learning, motivation, attitude etc.
2. **Sociology:** Sociology addresses the study of group behaviours. It studies the behaviour of the people in 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 both the development of human values, systems, norms, sentiments etc. It also studies the impact of organizational culture on the behaviour of employees. It deals with individual culture, organizational culture.

Besides these three are some other disciplines such as social psychology, law, economics, practical science, engineering etc.

Foundation/Assumptions of OB

1. **Individual differences:** Each individual differs with each other in different ways like intelligence, physique, personality, thinking behaviour etc and organization has to follow different styles to deal with them and to get the work done. OB begins with individual and studying their distinct behaviour.
2. **A Whole Person:** OB is based the concept that when a person is appointed only his/her skill is not hired but their social background, likes, dislikes, pride etc, are also hired. Managers should try to develop a work place a home away from none and should focus to provide a better person in terms of growth and development.
3. **Caused Behaviour:** OB lays on the concept that behaviour of individuals towards any other person, thing or a situation is caused due to some reason behind it. Behaviour of the employee depends on thinking of his/ her 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 not as the economic tool.
5. **Organizations are social systems:** OB treats organizations as the social system having both psychological & social needs & roles like individuals. Two types of social system exist in organizations formal and informal social system and organization environment is dynamic in nature with all the parts of system being interdependent & influenced with each other.

Approach to study OB

1. **Human Resources Approach:** This approach recognize fact that human resources 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 situations 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 view all its parts or activities as interrelated.
4. **Productivity approach:** Productivity is the ratio output input 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 decision involve human, social and economic issues and so productivity is the significant part of literature of OB.
5. **Internationalism:** Internationalism studies that how people select interpret behaviour in various situations to determine individuals' behaviour.

HAWTHORNE STUDIES

Hawthorne studies were conducted during the human relations movement. Elton Mayo who is also called as the "father of human relations school" conducted this study at western electric Hawthorne plant (1927-1932) to evaluate the attitudes and psychological reactions of workers in on-the job situations. Earlier from 1924 to 1927 national research council along with western electric co. conducted the study to determine the impact of lighting (illumination) & improvement in the working conditions on the productivity of workers but they didn't find any consistent relationship and output tended to increase inspite of variation in illumination or working conditions. So they conducted the research to find out the real factors other than working conditions which were influencing output.

Stages of Experiment

- a. **Test Room study-** This study was done on two group of female workers to determine effect of changes in working conditions on employee's efficiency and they found that despite of deterioration in working conditions there was increase in the output due to favourable change in workers attitude caused by changes in pattern of supervision, social conditions of workers and so on. By making them feel important and by providing their participations workers attitude was changed.
- b. **Relay Assembly room study-** six female employee assembling telephone relay were brought into test room separate from the plant. That group was very informal & friendly with each other. The main object was to study the effect of rest & recreation on output on observer was there to record the observation. They found that rest period, walking houses, incentives payments and temperature didn't had a very significant co-relation with productivity. It was the feelings of importance due to participation, tension-free inter relations, informal atmosphere and group cohesion were the causes of increased productivity and importance of human relationship in industry was recognized.
- c. **Bank wiring observation room study-** It was conducted between 1931 and 1932. Study was done on 14 male workers employed in bank wiring room to judge the influence of informal group on human behaviour as influence of social environment on individual attitudes. A incentive wage plan was used as the hypothesis that workers would produce more individuality and help others to take benefit of bonus but it was found that group laid down and norm of day's work' of producing 6600 unit per person per day and group pressure was applied to ensure that members of the group did not produce more than group standards.
- d. **Mass interviewing programme-** Under this programme about 20000 interviews were conducted to find opinions or attitude of employees towards the job, the company working conditions etc. it was found that experiences, perceptions, interactions and interpersonal relations were found to be the basic factor responsible for behaviour at work place.

Contribution of Hawthorne studies

1. Organizational is a social system.
2. Social environment on the job affects the people
3. In formal organization an informal organization also exists and is affected by and affects the formal organization.
4. A conflict between organizational & individual goals often exist which increases the integration between two.
5. Man is interdependent and his behaviour can be predicted in terms of social & psychological factors.
6. Man is diversely motivated and fulfills different types of needs.
7. Man often behaves irrationally
8. Communication is necessary for the functioning of the organization and the feeling/ Sentiments of people who work in it.
9. Team work is essential factor and sound organization functioning.

Models of OB

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 of supportive leadership style to motivate and improve the performance of employees at work rather than by using powers or giving monetary rewards. It focus on providing cordial & supportive organizational climate & assume that workers are not lazy & work shinkers & if they are (instrinsicly) awarded i.e. if they psychological needs are satisfied they can be efficient at their work & workplace. 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.

Challenges of OB -

1. Managerial

- a) Workforce diversity
- b) Changing Demographics of workforce
- c) Empowering workforce

2. Workplace issues & challenges

- a) Employee Privacy
- b) Employee rights
- c) Unionism
- d) Changed employee expectations

3. Organizational challenges

- a) Improving quality and productivity
- b) Managing technology & innovation
- c) Coping with temporariness
- d) Ethical behavior & culture

4. Global challenges

- a) Changes due to liberalization, privatization & globalization
- b) Development of Corporate re-organization

LEARNING

Meaning of learning:

Learning is the process by which individuals acquire knowledge & experience to be applied in future reaction to situation. Learning from particular phenomenon depends upon one's personality, perception, motivation & situation. The learning process involves motivation, eyes, responses & reinforcement.

Three general definitions

- Learning may be defined as a relatively permanent change in behaviour that occurs as a result of Prior Experience
- Generally learning is describes as the process of having one's Behaviour modified more or less permanently by what he does & the consequences of his action or by what he observes.
- Learning can be defines as relatively permanent change in behaviour potentiality that results from reinforced practice of experience

Definitions by Authors

Learning could be defined as a relatively permanent change in Behaviour that occurs as a result of prior experience

E.R. Higar

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. 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. 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.

Theories of Learning

There are four theories which explain how individuals learn new patterns of behaviour



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. theories 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 salvia secretes 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 sew 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 leant 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

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.

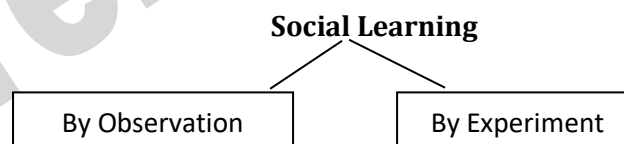
"Thus according to theory behaviour is the function of its consequences.

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.



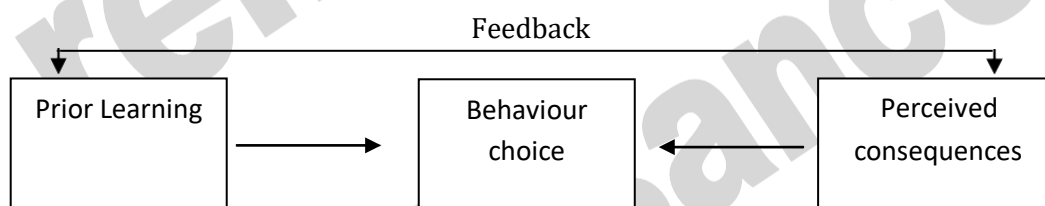
Social learning can take place through:

1. **Modeling:** People acquire behaviour by directly observing and imitating other. Many patterns of behaviour are learned by watching the behaviour of models such as parents, teachers, film stars etc. The following process determines the influence:
 - i. **Attentional process:** People only learn from a model when they recognize and pay attention to its critical features.
 - ii. **Retention process:** A model's influence will depend on how well the individual remembers the model's action, when after the model is no longer readily available.
 - iii. **Motor Reproduction Process:** After a person has been shown a new behaviour by observing the model, the watching must be converted into doing.
 - iv. **Reinforcement /process:** Individuals will be motivated to exhibit the modeled behaviour if positive incentives or rewards are provided.
2. **Symbolism:** It refers to learning through social action, reaction, symbolization and interaction.
3. **Self Control:** Learning is a self-development process; people are introduced to self-analysis, appraisal and improvement.
4. **Fore thought:** It is issued by a person to anticipate, plan and guide their behaviour and action.
5. **Self Efficiency:** It refers to the individual's perception of his 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, a learner forms a cognitive structure in memory, preserves and organizes information about the various events that occur in a learning situation. To prove the 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.

Relating to the mental process involved in knowing, learning and understanding

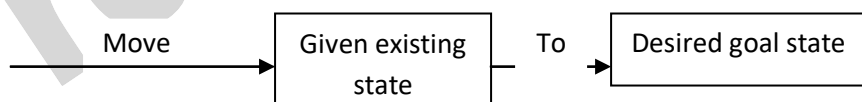


MEANING OF PROBLEM SOLVING

Problem solving is a set of activities designed to analyze a situation systematically and to generate, implement and evaluate solutions for solving a problem. Problem solving is a mental process and is part of the larger problem process that includes identification of problems and problem shaping.

NEED FOR PROBLEM SOLVING

When a situation or system needs to move from a given or current state to another desired goal state, a problem arises and then a systematic approach of problem solving system arises.



STEPS FOR ANALYTICAL PROBLEM SOLVING

- 1. IDENTIFYING THE PROBLEM:** - The foremost step of problem solving is to understand and to be clear about the problem arise. One should be very clear regarding the problem and all the detail information obtained from the problem which will help in providing appropriate solutions. views of different people on different issues related to problem must be identified.
- 2. UNDERSTAND INTERESTS:** - Interests are the needs that is satisfied by any given solution. Solution to the problem should be such that can satisfies everyone's interest.
- 3. DEVISING A PLAN:** - After identifying the nature of problem and interests of related people next step is to devise a appropriate plan for solving the problem. List of all possible solutions (options) should be prepared. Lot of brainstorming, creativity and innovation should be adopted to generate appropriate solutions. Related problems should be examine to determine if some techniques can be applied use of table, diagram can be used.
- 4. EVALUATE THE PLAN:** - Devised plan should be evaluated before its implementation. all the options or solutions should be carefully evaluated to ensure that options are suitable for solving problems. Best options from all the available options should be selected.
- 5. IMPLEMENTATION OF PLAN:** - After properly evaluation plan should be effectively implemented in the way it is actually designed and decided. All the strategies and necessary actions should be performed to solve the problem. Each and every step of the plan should be checked and accurate record of all the activities should be established.
- 6. MONITORING:** - Effective monitoring should be done regarding effectiveness of the solutions in relation to problem. If there is some alternative method of finding the solutions it should be determined. Other related or more general problems should be determined for which the techniques can be followed for solutions.

LIMITATIONS OF ANALYTICAL PROBLEM SOLVING

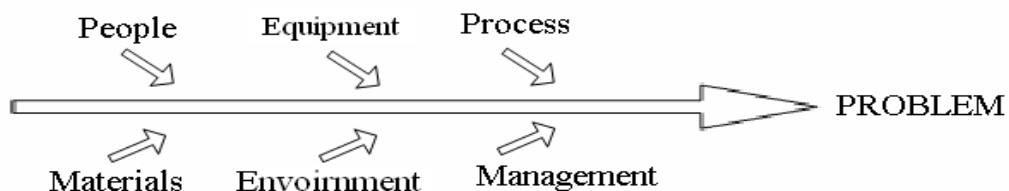
- 1. Competition:**-Most people working in a group perceive the situation as competitive and this generates a destructive behaviour and drains the creative energy of the group. Eager to express their own ideas members try to totally ignore the suggestions of others. People holding powerful positions try to show, their expertise and supremacy and argue against others suggestion, this competitive behaviour creates incompatible atmosphere for effective problem solving.
- 2. Conformity:**-Some individuals in a group wants to conform with all the members their solutions and options to obtain conformity as they like to get respected and valued among others. Members want to maintain their image of being knowledgeable and junior members want to avoid inexperienced upstarts so ideas are shared in the groups without exploring all the possibilities.
- 3. Lack Of Objective Direction:**-Many traditional meetings and group directions held to solve problems are often held ineffectively having lack of objective and directions, ineffective leadership and undue – pressure on leader or chairman which results in deviation in understanding objective direction & content of problem which results in ineffective problem solving.
- 4. Time Constraints:** - Time factor also creates barrier in effective problem solving. Group problem solving is a relatively slow process compared with working alone. Individuals need to gather at an agreed time and place which cause organizational problems and impatience among participants.
- 5. Creativity:** Creativity is the ability to visualise, foresee, generate and implement new ideas. Creativity is a function of knowledge, imagination and evaluation.

APPROACHES TO CREATIVE PROBLEM SOLVING

Creative problem solving is a combination of innovation and creativity that involves different steps that are as follows:-

- 1. Evolution:**-This the method of incremental or gradual improvement under which new ideas stems from other ideas and new solutions from previous solutions which are slightly improved over old ideas. This approach is mainly concerned of thinking new and creative out of old gradually for making something better or different from original.

2. **Synthesis**:-Under this approach two or more existing ideas are combined to produce a third creative & new idea
For ex. (1) People want to go for dinner and then to theatre. These two ideas can be combined in form of dinner theatre where people can first go to eat and then at same place they can enjoy movie.
(2) Shopping malls like Big Bazars etc.
3. **Revolution**:- Revolution means thinking of the best new idea which is completely a different one marked change from the previous ideas thought.
4. **Reapplication**:-Reapplication means to apply something old in a new and different way. By removing our preconceived thoughts, expectations and assumptions individuals concentrate in discovering how something can be reapplied creatively. One should see beyond previous or stated applications for some idea, solution or thing and to see what other application is possible.
5. **Changing Direction**:-Sometimes a creative solution to the problem can be provided by analyzing the problem from a different angle, when attention is shifted from one angle of a problem to another it is called creative insight. The goal is to provide a creative solution to problem. There is no specific path commitment.
6. **Brainstorming**:- Brainstorming is an activity where by all the individuals are allowed to provide different solutions to the problem by discussing and thinking over the problem. People are free to express their views and ideas under brainstorming its main goals are:-
(1) to break is out our habit bound thinking.
(2) To produce a set of ideas from which we can choose.
7. **Root-Cause Analysis**:-Under root cause analysis all possible causes of the problem are been studied thoroughly rather that just the one that are obvious. Detail analysis of the problem is done and possible causes of problems are identified to find the creative solutions. These causes are depicted through fish bone diagram.



8. **Mind Mapping**:-By using mind maps structure of a subject can be quickly identified and understood. Recording of the facts and information can be done mentally. Mind maps encourage creative problem solving and they hold information in a format that mind (brain) finds easy to remember and quick to review.
9. **Forming Relationship**:-Forming relationship is one of the approach of creative problem solving. Under this individual form relationship with people from different fields who can help from to excel best and creative ideas.
10. **Learning Form Mistakes**:-Another approach to creativity is learning from mistakes and negative experiences and taking them as a warning signals while thinking creative.

CREATIVITY IS:-

1. **An Ability**:-Creativity is the ability to imagine or invent something new. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing or reapplying existing ideas.
2. **An Attitude**:-Creativity in an attitude to accept change and newness, a willingness to play with ideas and possibilities a flexibility of outlook etc.
3. **A Process**:- Creativity is a continuous process. Creative people work hard continually to improve ideas and solutions by making gradual alternations and refinements to their works.

COMPONENTS OF CREATIVITY

CREATIVITY = KNOWLEDGE + CREATIVE THINKING + MOTIVATION.

1. **Knowledge:**-All the technical procedural or intellectual expertise and relevant understanding an individual should have to think creative.
2. **Creative Thinking:**-Relates with flexibility, imagination skills of the people which depends on how people approach problems, their personality, thinking and working style.
3. **Motivation:**-Motivation is key to creative ideas. Intrinsic passion and interest are the most important motivators.

STAGES IN CREATIVE PROCESS

These stages are also known as "**stages of creative thought**"

1. **Orientation:**-As a first step the problem must be defined and important aspects of problems should be identified.
2. **Preparation:**-This Stage involves gathering initial information, saturate information related to problem thinking. Generating alternatives, carefully, analyzing data relating to problem. All possible date information is been gathered at this stage.
3. **Incubation:**-This stage involves an internal and unconscious ordering of gathered informations personal conflict between what is currently accepted as reality and what may be possible. This stage allows the mind to search for possible issues or problems and involves exploring unusual innovative alternatives.
4. **Illumination:**-At illumination stage a new level of insight is achieved, new imaginative idea flashes into individual mind at an unexpected time and people always get new thoughts and ideas. Imagine a cartoon with a bulb flashing on head.
5. **Verification:** - This is the final step to test and verify the solution and ideas obtain during illumination. Logically all the solutions are evaluated to check there feasibility and most feasible idea is applied as the solution to the problem.

IMPEDIMENTS / OBSTACLES OF CREATIVITY

1. **Prejudice:**-Prejudice is one on the barriers to creativity. People often have preconceived ideas about things and these preconceptions often prevent people seeing beyond their thoughts and inhibit them from accepting change.
2. **Stresses:** - Stress is the mental factor which creates distraction of mind, drains energy which could be used in creative thinking.
3. **Learned Helplessness:**-The feeling of people that they don't have tools, knowledge, materials, ability to do anything and so they don't try to think anything creative.
4. **Routines:**-Routines are the set ways of for performing tasks and once they become essential in one's life then it becomes difficult to deviate from it and this creates hindrance in development of creative mind.
5. **Beliefs:**-People often belief that creativity is a god gift possessed by few people not all some of them belief that it requires talent and it starts in childhood but all these beliefs are the barriers of creativity as all the people possess creative mind, natural ability to think something new every time.
6. **Fear:**-Fear of self-expression and of judgement by others severally limits ones creativity.
7. **Negative Thinking:**-Negativity in thoughts and self-criticism sometimes creates hindrance in thinking something new.
8. **Conceptual Blocks:**-Conceptual blocks are the habit that prevents development of new creative ideas, thoughts and originality.

Intelligence

Intelligence or Intellectual ability refers to the ability or capacity to understand & process complex ideas. Intelligence can be defined as "An ability to understand anything in a logical way".

A person needs to have Intelligence ability & capacity in order to succeed on a job. Intelligence is a kind of a mental process inherits in an individual.

Intelligence is "general mental ability used in complex information processing.

Aspects of Intelligence

Many researchers & psychologists believe that intelligence has many types and every individual has strong intelligence are-

1. Numerical Aptitude- The ability to handle mathematics.
2. Verbal Aptitude- The ability to understand written & spoken words.
3. Spatial visualization- The ability to imagine different physical configuration. For ex- Imagine room with the furniture arranged.
4. Deductive Reasoning- The ability to draw conclusions or make choice on the basis of assumption & data
5. Inductive Reasoning- The ability to identify after observing specific cases or instances the outcomes.
6. Memory- The ability to store and recall previous experiences.
7. Experiential- The ability of creative thinking. These aspects of intelligence govern & determine the performance of the individual.

Kinds if Intelligence

1. **Cognitive Intelligence** – The ability to understand complex ideas, to adapt effectively to the environment to learn from experience, to engage in various forms of reasoning and to overcome abstracts with careful thought. Above mentioned aspects are the parts of cognitive intelligence.
2. **Practical Intelligence** – The ability to devise effective ways of solving the practical problems of everyday life. This intelligence is based on tactic knowledge "Knowledge of how to get things done.
3. **Emotional Intelligence** – The ability to understand & regulate own emotion as well as of others and to behave appropriately in different situations.

Intelligence is an important determinant of workplace performance and career success. People differ in their intellectual abilities and contributions to this ability are made by our genetic inheritance and by our environment as we grow.

UNIT-II

ATTITUDES AND VALUES

Introduction

Attitudes constitute an important psychological attribute of individuals which shape their behaviour. **Schermerhorn**, et al., have defined attitude as a predisposition “**to respond in a positive or negative way to someone or something in one’s environment**”. When a person says that he likes or dislikes something, an attitude is being expressed. 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 is it related.”

G.W. Allport

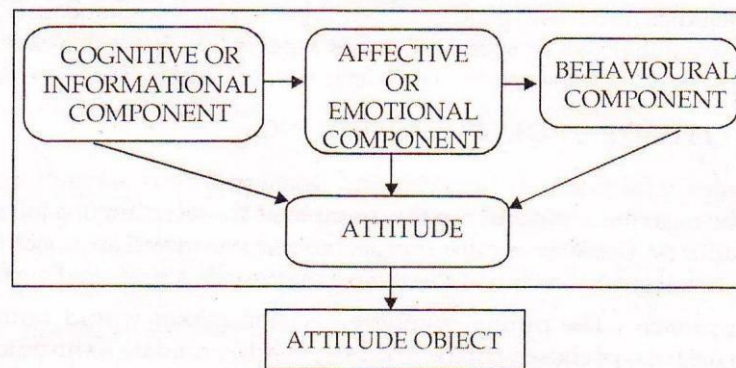
“An attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain.”

—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 value, 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 the attitude object is the behavioural component of an attitude.



Shows the components of attitude.

Those components show that an attitude can be considered as a way of thinking, feeling and behaving. For example, if someone has favourable thoughts about his supervisor at the job, he would develop feelings of consideration and respect for him and, as a result, may dislike to associate more frequently with him.

Features of Characteristics of Attitudes

The important characteristics of attitudes are as follows:

- (a) **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.
- (b) **Attitudes are Invisible.** Attitudes constitute a psychological phenomenon which cannot be observed directly. However, we may observe an attitude indirectly through observing its consequences.
- (c) **Attitudes are Acquired.** Attitudes are gradually learnt over a period time. The process of learning attitudes starts right from childhood and continues throughout the life of a person.

- (d) **Attitudes are Pervasive.** Attitudes are formed in the process 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.
- (e) **Attitude is effective and behavioural.** Attitudes refer to feelings and beliefs of individuals or group of individuals. The feelings and beliefs are directed towards other people, objects or idea.
- (f) **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.
- (g) **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

- (a) **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.
- (b) **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.
- (c) **Social Learning.** Attitudes are also learnt from other as for example, from parents, teachers, superiors, models etc. An individual y learn 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 the attitude object.
- (d) **Institutional Factors.** Religious institutions, social organisations educational institutions, etc. also help in shaping the attitudes of people.
- (e) **Mass Media.** Attitudes are generally less stable as compared to value. Advertising message, for example, attempts to alter the attitude of the people toward a certain product over. Similarly social messages on TV and in newspapers can have mass appeal among the people.
- (f) **Economic Status and Occupations.** Our economic and occupational positions so 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 source are the important ways in which attitudes are learnt. But what type of attitudes will ultimately develop is dependent on the following factors:

- (a) **Psychological Factors.** The psychological make-up of a person is made up of his perceptions, idea, beliefs, value, information, etc., It has a crucial role in determining a person's attitudes.
- (b) **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, healthy, religion, politics, economics, etc.
- (c) **Social Factors.** Societies differ in terms of language, culture, normal, value, beliefs, etc., all of which influence a person attitudes. For example, people in India in general hold different attitude towards communism than people of China.
- (d) **Organisational 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.
- (e) **Economic Factors.** A person's attitude towards a host of issues such as pleasure, work, marriage, working women, etc., is influenced by economic factors such as his economic status in the economic conditions.

- (f) **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.

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 form 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 and adopt internalize the value of a group.
- 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.

CONCEPT OF VALUES

Value are ever encompassing concepts. Value are tinged with moral flavour, involving an individual's judgment of what is right, good or desirable. They are at the core of personality of an individual and, therefore, are powerful, though silent, force affecting behaviour. Values are so embedded that they can be inferred from person's behaviour and their expressed attitudes.

A value is defined as a "concept of the desirable, an internalized criterion or standard of evaluation a person possesses. Values are defined as global beliefs that guide actions and judgments across a variety of situations. Values represent basic convictions that a specific mode of conduct (or end-state of existence) is personally or socially preferable to an opposite mode of conduct (or end-state of existence)".

DIFFERENCE BETWEEN ATTITUDES AND VALUES

Attitudes	Values
1. Attitudes represent predispositions to respond.	1. Values represent judgment of what ought to be. This judgment is basic to respond in a given way.
2. Attitudes are derived from personal experiences.	2. Value are derived from social and cultural mores.
3. An attitude represents several beliefs focused on a specific object or situation.	3. A value represents single belief that guides actions and judgment across objects and situation.

CHARACTERISTICS OF VALUES

- i. Value provide standards of morality.
- ii. Value are relatively permanent and resistant to change.
- iii. Values are most central to the core of a person.
- iv. Value have two attributes-content and intensity. The content attribute stresses that a particular code of conduct is important. The intensity attribute specifies how important that particular code of conduct is.
- v. Value transcend specific objects, situations or persons.

- vi. Value are fewer in number than attitudes.

Types of Values

All port and his associates have categorized values into six major types as follows:

1. **Theoretical:** Interest in the discovery of truth through reasoning and systematic thinking.
2. **Economic:** Interest in usefulness and practicality, including the accumulation of wealth.
3. **Aesthetic.** Interest in beauty, form and artistic harmony.
4. **Social:** Interest in people and human relationships.
5. **Political:** Interest in gaining power and influencing other people.
6. **Religious:** Interest in unity and understanding the cosmos as a whole.

Different people place different importance to the above six value types. In other words, every individual has a system of value ranking from first to sixth. This very important from the point of view of understanding the behaviour of people.

Sources of Values

- i. **Familial factors.** A significant factor influencing the process of socialization of an individual role of the family. The child rearing practices that parents use shape the individual's personality. The learning of social behaviour, values and norms come through these practices. For example, through reward and punishment, parents show love and affection to children, indicating the typical ways in which a child should behave in difficult conditions.
- ii. **Social Factors.** Of the societal factors, school has a major role to play in the development of values. Through discipline in school, a child learns desirable behaviour important in the school setting. Interactions with teachers, classmates and other staff members in the educational institutions makes the child inculcate value important to the teaching-learning process.
- iii. **Personal Factors.** Personal attributes such as intelligence, ability, appearance and educational level of the person determine his development of values. For example, one's higher level of intelligence may result in faster understanding of value.

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 across in ancient Greece and Rome. Common usage of the word '{Personality' signifies the role which the person (actor) displays to public. Personality is an important factor.

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.

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 characteristic 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 individual. 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 socio economic 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 distributive 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 task and people. The organization 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 individual depend upon his socio-economic conditions & particular culture he lives to follow. The Behaviour 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

Psycho Analytic 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:-

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 action's the ID responds automatically to sources of irritation by promptly removing the tension which irritant elicits.

Ex: - Coughing, Sneezing, Blinking etc.

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.

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.

Trait Theory

Trait is a relatively enduring cross – situationally 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.

There are two ways of assessing personality traits:-

(1) The person describes himself by answering questions about this 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).

Humanistic Approach

1. Rogers Self Theory: - 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.

2. Maslow Self-actualisation: - Maslow is called as father of humanism in 'American Psychology'. Humanistic Psychology of Maslow postulates man as a 'Self-actualizer'. The drive of a man which is inherent in him is called self-actualisation.

Big Five Model of Personality

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

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 persons ability to get agreed 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 in individual make them calm, enthusiastic & secured. Person with low emotional stability are nervous, depressed & insecured.

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.

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.

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. More emotional approach towards a situation.

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.

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 by focus on doing things in better way than others. They prefer doing something different or moderately difficulty 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 believe that they 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 managers ability to take risk high risk taking managers take rapid decisions and used less information in making their choice. These people are more suitable in stock market or trading firm. vice-versa is with the people who are less risk taking.

(7) Self-Monitoring:- It refers to the individuals ability to adjust their behaviour according to external factors. It shows the adoptability of the individuals in external situations. These individuals have the capability of behaving contradictory in their public, personal life.

Low self-monitors face difficulty deviating their behaviour in different situations.

Type A & B Personality

Type A personality are person who 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.

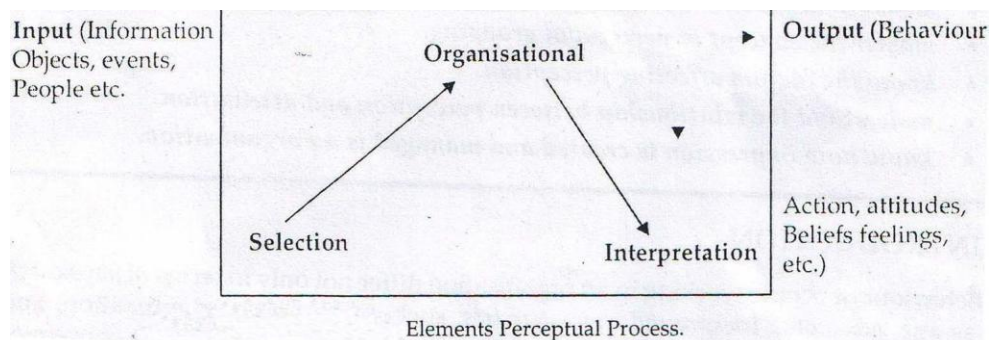
Type B personality people are relaxed, easy This people going, feel no need to display or discuss their achievements until or unless demanded by situation can relax without guilt.

MEANING OF PERCEPTION

Perception is the 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 views of reality and is affected by, among other things, the individual's values. For example, if a person is 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.

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 Fig. 4.1, 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 response given rise to a new set of inputs.

STAGES OF PERCEPTION

1. **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.
2. **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 perceive subtracts less salient information and concentrates on important one.
3. **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 interviewers 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.

Other factors for interpretation

- (i) **Attribution.** When people given cause and effect explanation to their behaviour, it is known as attribution.
- (ii) **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.
- (iii) **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.
- (iv) **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 is want the same. This tendency to attributes one's on characteristics and attributes to other people is called as projection. It is to be noted that when manager 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.

Perceptual Selectivity

1. **Self-concept:** The way a person views the world depends a great deal on the concept or image he has about himself.

2. **Beliefs.** A person's beliefs have profound influence on his perception which means that a fact is conceived not on what it is but what a person believes it to be.
3. **Expectations:** - Expectations are related with the state of anticipation of a particular behaviour from a person. Even in the organizational setting, expectations affect people's perception.
4. **Inner Needs.** A person's perception is determined by his inner needs. The need is a feeling of tension or discomfort when one thinks he is missing something when he feels he has not quite closed a gap in his knowledge.
5. **Response Disposition.** Response disposition refers to a person's tendency to perceive familiar stimuli rather than unfamiliar ones.
6. **Perceptual Defence.** It refers to the screening of those elements, which create conflict and threatening situation in people.
7. **External factors.** Perceptual selectivity is also affected by external characteristics of stimulus situation, whether person or thing. Various factors such as intensity, size, contrast, repetition, motion, and novelty and familiarity affect the selectivity by forcing the subject to take, or not to take, attention to these objectives.
8. **Perceptual Distortion.** Perceptual distortion is a position where the person does not perceive the thing, particularly person, as it may be.

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) Perceiver Characteristics

Perception depends upon how an individual views the objects and situations. Some employees may perceive the work place as incorporating favourable working conditions, while others may perceive it as a place of good pay. The perception is not always actual or accurate, however it is the viewing of the reality which differs from person to person according to their respective characteristics. The perception of the object is influenced not only by individual characteristics but also by the characteristics of the employees, the manager's personality and employees' views on the basis of perception of the work place. The characteristics of employees such as attitude, motives, interests, habits, experience, values, expectations, learning and personality, have a bearing or great influence on the formation of perception.

(B) Influence of Internal External Factors

There are a number of external and internal factors which influence the perception and these are discussed below:

- I. **Internal Factors.** The internal factors like needs and desires of individuals, individual personality influencing perception include and the experience of people.
 - (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.

The age, sex, race, dress. If the perceiver is female and the stimulator is made, the perceiver gets some influence only if she prefers male. Otherwise, the perception will be distorted. The ethnic personalities have some influence on perception.

- (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 moulded towards achieving the objectives of the organisation.

II. 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 then to a small one, even though smaller one costs as much and in 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 users 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 advertises also repeat the advertisement to bring it to notice of customers.
- (d) **Status.** Perception is also influenced by the status 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.

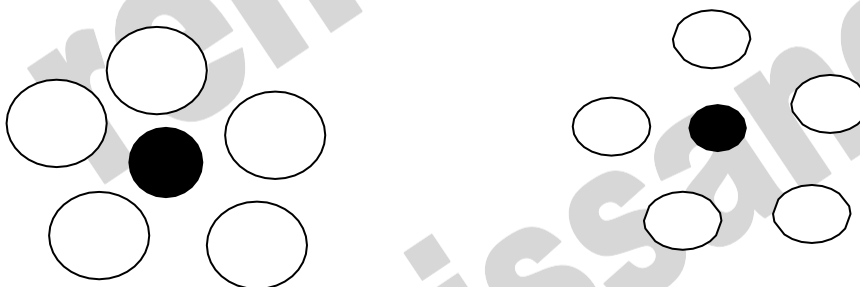


Fig. illustrates the note of perceptual principle. The black circle on the right appears larger than the one on the left because of the background circles. In fact both black circles are of the same size. In a similar manner, plant safety signs which have black lettering on a yellow background or white 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.

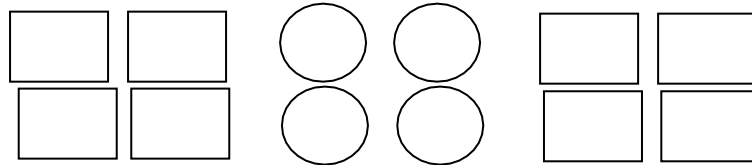
- (f) **Nature.** By nature we mean, whether the object is visual, auditory etc. It is commonly known that pictures attract attention more readily than words. Further a picture with

human beings attract 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.

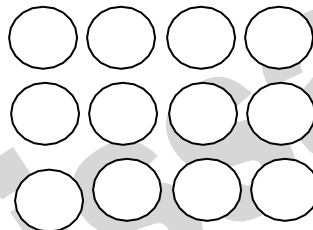
(i) Similarity. Other things being equal, similar things tend to be perceived as belonging together. For instance, all students with long hair and bearded may be perceived as revolutionaries.



Principle of Similarity

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

(ii) Proximity: - Other things being equal, things 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 late 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 on 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, do we 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 attributional errors. These are:

1. **Fundamental Attributional 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 other 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 Attributional Biases

Biased assessments of others and of ourselves can occur in many ways in organisational 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.