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DIPLOMA IN ENTREPRENEURSHIP DEVELOPMENT

(DED)

DED - 2

Essentials of Organisational Behaviour

Block

3

Unit – 1

Organisational Behaviour : An Introduction

Unit – 2

Perception and Learning

Unit – 3

Personality and Attitude

Learning Objectives

After completion of the unit you should be able to:

- Define organizational behavior in clear terms.
- Understanding the fundamental concepts of OB.
- Explain the need and importance of OB.
- Know the importance of inter-disciplinary approach to OB.

OrganisationalBehaviour:

An Introduction

Structure

1.1 Introduction

We all are aware that certain types of behavior are linked to certain types of responsibilities as per organizational involvements are concerned. As we mature, we expand our observations to include the behaviour of others. We develop generalizations that help us to predict and explain what people do and will do. How accurate are these generalizations? Some may represent extremely sophisticated appraisals of behaviour and prove highly effective in explaining and predicting the behaviour of others. Most of us also carry about with us a number of beliefs that frequently fail to explain why people do what they do. As a result, a systematic approach to the study of behaviour can improve an individual's explanatory and predictive abilities.

Behaviour is generally predictable if we know how the person perceives the situation and what is important to him or her. An observer sees the behaviour as non-rational because he does not have the knowledge of the entire situation in the same way. However, predictability can be improved by replacing your intuition power by a more systematic approach. The systematic approach consists of important suits and relationships and will provide a base for more accurate predictions of the behaviour.

1.2 Definition

Organizational behavior is the systematic study of human behavior, attitudes and performance within an organizational setting; drawing on theory methods and principles from such disciplines as psychology, sociology and cultural anthropology to learn about individual perceptions, values, learning capacities and actions while working in groups and careful application of knowledge about how peoples, individuals and as groups- act within the total organization; analyzing the external environment's effect on the organization and its human resources, missions, objectives and strategies.

Keith Davis and Newstrom have defined O.B. as "the study and application of knowledge how people act or behave within organization. It is a human tool for human benefit. It applies broadly to the behaviour of

people in all types of organizations such as business, government, schools and service organizations."

In the opinion of **Robbins**, "O.B. is a field of study that investigates the impact that individuals, groups and structure have on behaviour within organizations for the purpose of applying such knowledge towards improving an organization's effectiveness".

The above definitions are comprehensive ones as these contain all characteristics of O.B. In brief, what O.B. studies are three determinants of behaviour in organizations individuals, groups and structure.

Organizational behaviour in the words of Keith Davis may be defined as - "Organizational behaviour is the study and application of knowledge about human behaviour in organizations as it relates to other system elements, such as structure, technology and the external social system.

To sum up, O.B. is concerned with the study of how and what people act in organizations and also how their acts affect the performance of the organization. It also applies the knowledge gained about individuals, groups and the effect of structure on human behaviour in order to make organizations work more effectively.

1.3 Fundamental concepts connected with OB

Fundamental concepts are basic principles that form a strong foundation for OB. OB has a set of fundamental concepts revolving around the nature of people and organizations.

The six basic concepts relevant to the nature of people are:

Law of individual differences-Each person is substantially different from all others in terms of their personalities, needs, demographic factors and past experiences and/or because they are placed in different physical settings, time periods or social surroundings. This diversity needs to be recognized and viewed as a valuable asset to organizations.

Perception- Perception is the unique way in which each person sees, organizes and interprets things based on their background of individual differences. Each person reacts not to an objective world, but to a world judged in terms of his/her own beliefs, values and expectations. Sometimes it may lead to selective perception in which people tend to pay attention to only those things that are consistent with or reinforce their own expectations. Selective perceptions may lead to misinterpretation of single events at work or create a barrier in the search for new experience. Managers need to recognize the perceptual differences among the employees and manage them accordingly.

A whole person- People function as total human beings. People are physical, mental, social and spiritual beings and the organization actually employs the whole person rather than certain characteristics. There are spillover effects between the work life and life outside work and management's focus should be in developing not only a better employee but also a better person in terms of growth and fulfillment. If the whole person can be developed , then benefits will extend beyond the firm into the larger society in which each employee lives.

Motivated behaviour- Individual's behavior are guided by their needs and the consequences that results from their acts. In case of needs, people are motivated not by what others think they ought to have but by what they themselves want. Motivation of employees is essential to the operation of organizations and the biggest challenge faced by managers.

Desire for Involvement-Many employees actively seek opportunities at work to become involved in relevant decisions, thereby contributing their talents and ideas to the organization's success. Consequently, organizations need to provide opportunities to the employees for meaningful involvement.

Value of the Person- People want to be treated with care, dignity and respect and increasingly they are demanding such treatment from their employers. They want to be valued for their skills and abilities and to be provided with opportunities to develop themselves.

1.4 Need and Importance of OB

Organizational Behaviour is an applied behavioural science that is built on contribution from a number of other behaviouraldiscipline like psychology, sociology, social psychology, anthropology and political science. Understanding Organizational Behaviour is becoming very important for managers. Due to global competition, it is becoming necessary for the employees to become more flexible and to cope with rapid changes. It is becoming challenging for the managers to use Organizational Behaviour concepts.

Organizational Behaviour (OB) is a study involving the impact of individuals, group and structure or behaviour within the organization. This study is useful for the effective working of an organization. It is a study of what people do within an organization and how their behaviour affects the performance of an organization. Organizational Behaviour is concerned mainly with employment related matters such as job, work, leaves, turnover, productivity, human performance and management. Organizational Behaviour also includes the core topics like motivation, leader behaviour and power, interpersonal communication, group structure and process, learning attitude, perception, conflicts, work design and work stress. Organizational Behaviour introduces you to a comprehensive set of concepts and theories, it has to deal with a lot of commonly accepted 'facts' about human behaviour and organizations that have been acquired over the years, like "you can teach an old dog new tricks". "Two heads are better than one". These facts are not necessarily true. Then one off-line objective of Organizational Behaviour is to replace popularly held notions. Organization Behaviour does offer challenges and opportunities for managers since it focuses on ways and means to improve productivity, minimize absenteeism, increase employee job satisfaction, etc. Organization Behaviour can offer managers guidance in creating an ethical work climate. This is because organizational behaviourcam improve prediction of behaviour.

1.5 Inter-disciplinary Approach to OB

Let's see how these disciplines are related to organizational behaviour, (the following diagram explains the inter-disciplinary relationships:
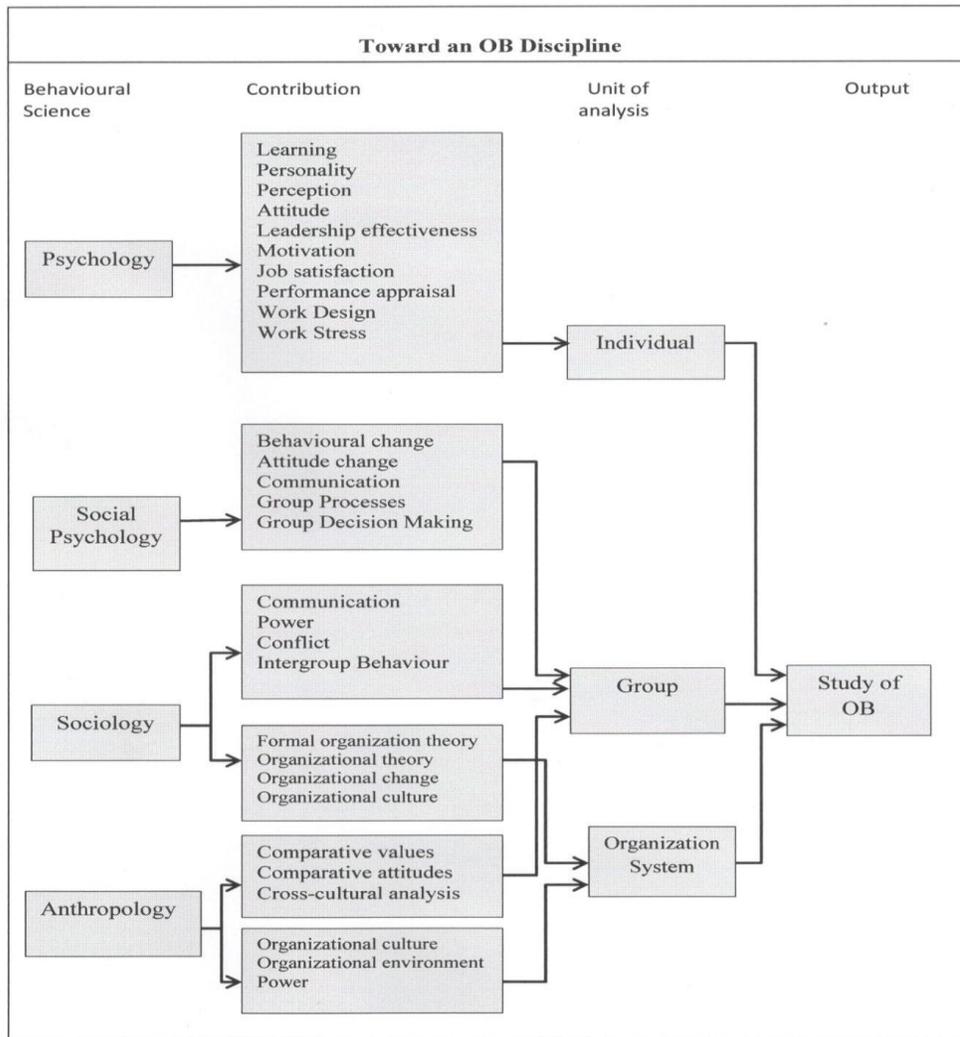**Psychology:** Psychology is the study of human behavior which tries to identify the characteristics of individuals and provides an understanding why an individual behaves in a particular way. This thus provides us with

useful insight into areas such as human motivation, perceptual processes or personality characteristics.

Sociology: Sociology is the study of social behavior, relationships among social groups and societies, and the maintenance of social order. The main focus of attention is on the social system. This helps us to appreciate the functioning of individuals within the organization which is essentially a socio-technical entity.

Toward an OB Discipline

Behavioural Science	Contribution	Unit of analysis	Output
Psychology	Learning, Personality, Perception, Attitude, Leadership effectiveness, Motivation, Job satisfaction, Performance appraisal, Work Design, Work Stress	Individual	Study of OB
Social Psychology	Behavioural change, Attitude change, Communication, Group Processes, Group Decision Making		
Sociology	Communication, Power, Conflict, Intergroup Behaviour	Group	
	Formal organization theory, Organizational theory, Organizational change, Organizational culture		
Anthropology	Comparative values, Comparative attitudes, Cross-cultural analysis	Organization System	
	Organizational culture, Organizational environment, Power		

Social Psychology: Social psychology is the study of human behaviour in the context of social situations. This essentially addresses the problem of understanding the typical behavioral patterns to be expected from an individual when he takes part in a group.

Anthropology: Anthropology is the science of mankind and the study of human behaviour as a whole. The main focus of attention is on the cultural system, beliefs, customs, ideas and values within a group or society and the comparison of behaviour among different cultures. In the context of today's organizational scenario. It is very important to appreciate the differences that exist among people coming from different cultural backgrounds as people are often found to work with others from the other side of the globe.

Economics: Any organization to survive and sustain must be aware of the economic viability of their effort. This applies even to the non-profit and voluntary organizations as well.

Political Science: Although frequently overlooked, the contributions of political scientists are significant to the understand arrangement in organizations. It studies individuals and groups within specific conditions concerning the power dynamics. Important topics under here include structuring of conflict, allocation of power and how people manipulate power for individual self-interest etc.

1.6 Let's Sum-up

Organizational behavior is the systematic study of human behavior, attitudes and performance within an organizational setting; drawing on theory methods and principles from such disciplines as psychology, sociology and cultural anthropology to learn about individual perceptions, values, learning capacities and actions while working in groups and careful application of knowledge about how peoples, individuals and as groups- act within the total organization; analyzing the external environment's effect on the organization and its human resources, missions, objectives and strategies.Organizational behaviour is an applied

behavioral science that is built on contributions from a number of behavioral disciplines such as psychology, sociology, social psychology, anthropology and economics.Understanding Organizational Behaviour is becoming very important for managers. Due to global competition, it is becoming necessary for the employees to become more flexible and to cope with rapid changes. It is becoming challenging for the managers to use Organizational Behaviour concepts.

1.7 Key Terms

Law of individual differences

A whole person

Motivated behavior

Psychology

Sociology

Social psychology

Anthropology

Economics

Political Science

1.8 Self-Assessment Questions

1. Define organizational behavior. Explain the fundamental concept of OB.

2. Discuss the inter-disciplinary approach to the study of organizational behavior.

1.9 Further Readings

1. S. S. Khanka, Organization Behavior, S. Chand and Co. Ltd, New Delhi.

2. Uma Sekaran, Organization Behaviours, TheMcGraw –Hill Company, New Delhi.

3. Keith Davis, Human Behaviour at Work - M.cGraw Hill Book Co., New Delhi.

4. LM Prasad, Organization Behaviour, S. Chand and Co. Ltd, New Delhi.

Organisational Behaviour: An Introduction

1.10 Model Questions

1. Highlight the need and importance of organizational behavior.

2. Explain the need and importance of organizational behavior.

Unit – 2
Perception and Learning (Understanding Individuals)

Learning Objectives:

After completion of the unit you should be able to:
- Understand the concept and definition of perception.
- Identify the factors that affect perception.
- Thoroughly understand the perceptual process.
- Explain the concept and definition of learning.
- Examine the various learning approaches / theories.
- Distinguish between positive and nagative reinforcement.

Structure

1.1 Introduction

Like most concepts within the social science disciplines, perception (or what other scholars refer to as social perception) has been defined in a variety of ways since its first usage. From the lay man's perspective, perception is explained as an act of being aware of "one's environment through physical sensation, which denotes an individual's ability to understand". However, many social psychologists have tended to develop the concept around one of its most essential characteristics that the world around us is not psychologically uniform to all individuals. This is the fact, in all probability, that accounts for the difference in the opinions and actions of individuals/groups that are exposed to the same social phenomenon.

1.2 Definition

At this point, it is important for you to take a look at some of these definitions in order to better appreciate the point being made here:

According to Nelson and Quick (1997) "social perception is the process of interpreting information about another person." What this definition has clearly highlighted for your attention is that the opinions you form about another person depends on the amount of information available to you and the extent to which you are able to correctly interpret the information you have acquired. In other words, you may be in possession of the same set of information that other people have on a particular situation, person or group but still arrive at different conclusions due to individual differences in the capacity to interpret the information that you all have.

Rao and Narayan (1998) obviously share the main characteristics of the above definition. However, they emphasise that perception ranks among the "important cognitive factors of human behaviour" or psychological mechanism that enable people to understand their environment. In their own words, "perception is the process whereby people select, organise, and interpret sensory stimulations into meaningful information about their work environment."

1.3 Nature and Importance

Perception is a process by which individuals organize and interpret as per their sensory immersions in order to give meaning to their

environment. It is important to study perceptions in the study of Organization Behaviour, because people's behaviour is based on their perception of' what reality is and is not on reality itself. Perception is influenced by many factors. These factors may be in the perceiver, or the object being perceived or the situations in the context of which perception is made. Personal characters that affect perception are attitude, personality, motives, interest, past experience and expectations. Our perception of people differs from our perception of inanimate objects such as desks,machines, etc. because our inferences are due to actions of people. Because people have beliefs, motives or intentions, our perceptions and judgment significantly is influenced by assumptions we make about that a person's internal state.

1.4 Factors Influencing Perception

A number of factors operate to shape and sometimes distort perception. These factors can reside in the perceiver, in the object or target being perceived, situation in the context of which the perception is made.

2.2.1 The Perceiver
When an individual looks at a target and attempts to interpret what he or she sees, that interpretation is heavily influenced by personal characteristics of the individual perceiver. Among the more relevant personal characteristic affecting perception are attitudes, motives, interests, expectations and past experiences. Unsatisfied needs or motives stimulate individuals and may exert a strong influence on their perceptions.

For Example:
The supervisor who has just been reprimanded by his boss for the high level of workers coming late among her staff is more likely to notice such behaviour by an employee tomorrow than he was last week. If you are preoccupied with a personal problem, you may find it hard to be attentive in the class. These examples illustrate that, the focus of our attention appears to be influenced by our interest and it differs considerably. What one-person notices in a situation can differ from what others perceive.

2.2.2 The Target
Characteristics of the target that is being observed can affect what is perceived. Loud people are more likely to be noticed in a group than quiet ones. Motions, sounds, size and other attributes of a target shape the way we see it.

Because targets are not looked at in isolation from its background, the relationship of a target to its background influences perception, as does

our tendency to group close things and similar things together. What we see depends on how we separate a figure from its general background.

Objects that are close to each other will tend to be perceived together rather than separately. As a result of physical or time proximity, we often put together objects or events that are unrelated. Persons, objects, or events that are similar to each other also tend to be grouped together. The greater the similarity greater the probability that we will tend to perceive them as a common group.Women, blacks or members of any other group who have clearly distinguishable characteristics in terms of features or colors will tend to be perceived alike in other unrelated characteristics as well.
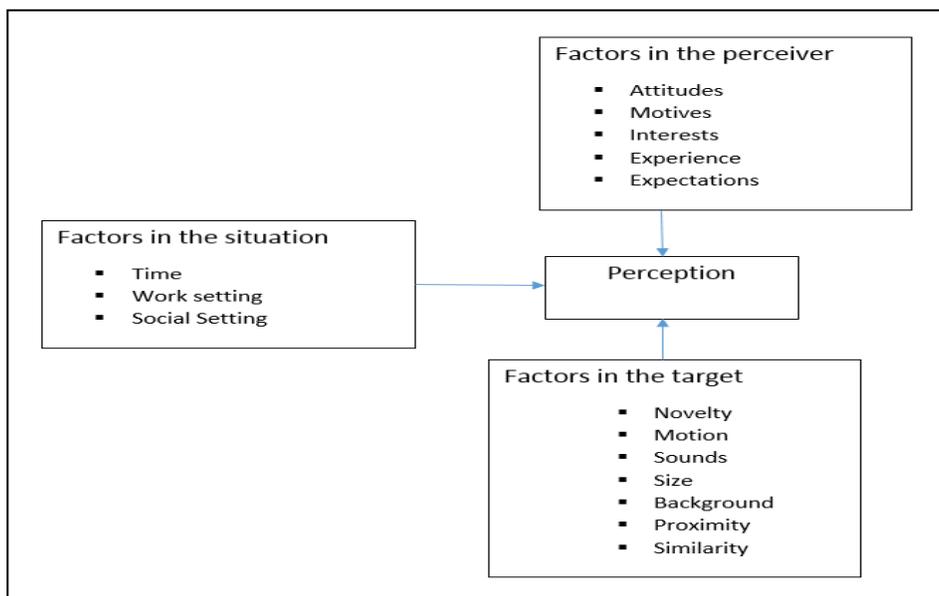
2.2.3 The Situation
The context in which we see objects or events is important. Elements in the surrounding environment influence our perception.

For Example
You are more likely to notice our employees grouping off, if your boss from the head office happens to be in the town. Again the situation affects our perception. The time at which an object or event is seen, can influence attention such as location, light, heat, or any number of situational factors. Following figures summarize the factors influencing perception.

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Factors in the perceiver
   ▪  Attitudes
   ▪  Motives
   ▪  Interests
   ▪  Experience
   ▪  Expectations

Factors in the situation
   ▪  Time
   ▪  Work setting
   ▪  Social Setting

                    Perception

Factors in the target
   ▪  Novelty
   ▪  Motion
   ▪  Sounds
   ▪  Size
   ▪  Background
   ▪  Proximity
   ▪  Similarity
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(Factors influencing perception)

1.5   Attribution Theory

Our perception of people differ from our perception of inanimate objects such asdesk, machine or building, because we can make inferences about the actions of peoplethat we don't make about in animate objects. Non-living objects are subjects to the lawof nature, but they have no beliefs, motives, intentions.But people do. The result is that, when we observe people, we attempt to developexplanations of why they behave in certain ways. Our perception and judgment of aperson's action therefore will be significantly influenced by the assumption we makeabout that person's internal state.Attribution theory has been proposed to develop an explanation of the Law inwhich we judge people differently depending on the meaning attributed to a given behaviour.

This determination depends on three factors:

i. Distinctiveness
ii. Consensus
iii. Consistency

Basically, the theory suggests that, when we observe an individual's behaviour, weattempt to determine whether it was internally and externally caused. Externally causedbehaviours are seen as resulting from outside causes. That is the person is seen ashaving been forced into the behaviour by the situation. If one of our employee is late forwork, you might attribute his lateness to his partying into the wee hours of the morningand then over sleeping. This wouldbe an internal attribution. But attributing arriving lateto a major automobile accident that tied up traffic on the road that this employee regularlyuses, then you would be making an external attribution.

1.6   Learning : An Overview

Learning is an important psychological process that-determines human behavior. Simple way, "learning is something we did when we went to school "it is permanent changing behavior through education and training, practice and experience. Learning can be defined as *"relatively permanent change in behavior that occurs as a result of experience or reinforced practice"*.

There are four important points in the definition of learning:

Learning involves a change in behavior, though this change is not necessarily an improvement over previous behavior. Learning generally

has the connotation of improved behavior, but bad habits, prejudices, stereotypes, and work restrictions are also learned.

The, behavioral change must be relatively permanent. Any temporary change inbehavior is not a part of learning.

The behavioral change must be based on some form of practice or experience.

The practice or experience must be reinforced in order so as to facilitate learning to occur.

1.7   Components of the learning process

The components of learning process are: drive, cue stimuli, response, reinforcement and retention.

Drive
Learning frequently occurs in the presence of drive - any strong stimulus that impels action. Drives are basically of two types -primary (or physiological); and secondary (or psychological). These two categories of drives often interact with each other. Individuals operate under many drives at the same time. To predict a behavior, it is necessary to establish which drives are stimulating the most.

Cue Stimuli
Cue stimuli are those factors that exist in the environment as perceived by the individual. The idea is to discover the conditions under which stimulus will increase the probability of eliciting a specific response. There may be two types of stimuli with respect to their results in terms of response concerned: generalization and discrimination.

Generalisation
Generalisation occurs when a response is elicited by a similar but new stimulus. If two stimuli are exactly alike, they will have the same probability of evoking a specified response. The principle of generalization has important implications for human learning. Because of generalization, a person does not have to 'completely relearn each of the new tasks. It allows the members to adapt to overall changing conditions and specific new assignments. The individual can borrow from past learning experiences to adjust more smoothly to new learning situations.

Discrimination
Discrimination is a procedure in which an organization learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. Discrimination has wide applications in 'organizational behavior. For example, a supervisor can discriminate

between two equally high producing workers, one with low quality and other with high quality.

Responses

The stimulus results in responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception or other complex phenomena. In the above example, the supervisor discriminates between the worker producing low quality products and the worker producing high quality products, and positively responds only to the quality conscious worker.

Reinforcement

Reinforcement is a fundamental condition of learning. Without reinforcement, no measurable modification of behavior takes place. Reinforcement may be defined as the environmental event's affecting the probability of occurrence of responses with which they are associated.

Retention

The stability of learned behavior over time is defined as retention and its contrary is known as forgetting. Some of the learning is retained over a period of time while others may be forgotten.

1.8   Learning Approaches and Theories

1.8.1   Classical Conditioning

The work of the famous Russian physiologist Ivan Pavlov demonstrated the classical conditioning process. When Pavlov presented a piece of meat to the dog in the experiment, Pavlov noticed a great deal of salivation. He termed the food an unconditioned stimulus and the salivation an unconditioned response. When the dog saw the meat, it salivated. On the other hand, when Pavlov merely rang a bell, the dog did not salivate. Pavlov subsequently introduced the sound of a bell each time the meat was given to the dog. The dog eventually learned to salivate in response to the ringing of the-bell-even when there was no meat. Pavlov had conditioned the dog to respond to a learned stimulus. Thorndike called this the "law of exercise" which states that behavior can be learned by repetitive association between a stimulus and a response.

Classical conditioning has a limited value in the study of organizational behavior. As pointed out by Skinner, classical conditioning represents an insignificant part of total human learning. Classical conditioning is passive. Something happens and we react in a specific or particular fashion. It is elicited in response to a specific, identifiable event. As such it explains simple and reflexive behaviors. But behavior of people in organizations is emitted rather than elicited, and it is voluntary rather than

reflexive. The learning of these complex behaviors can be explained or better understood by looking at operant conditioning.

1.8.2 Operant Conditioning

An operant is defined as a behavior that produces effects. Operant conditioning, basically a product of Skinnerian psychology, suggests that individuals emit responses that are either not rewarded or are punished. Operant conditioning is a voluntary behavior and it is determined, maintained and controlled by its consequences.

Operant conditioning is a powerful tool for managing people in organizations. Most behaviors in organizations are learned, controlled and altered by the consequences; i.e. operant behaviors. Management can use the operant conditioning process successfully to control and influence the behavior of employees by manipulating its reward system. Reinforcement is anything that both increases the strength of response and tends to induce repetitions of the behavior. Four types of reinforcement strategies can be employed by managers to influence the behavior of the employees, viz., positive reinforcement, negative reinforcement, extinction and punishment.

Positive Reinforcement

Positive reinforcement strengthens and increases behavior by the presentation of a desirableconsequence (reward). In other words, a positive reinforce is a reward that follows behavior and iscapable of increasing the frequency of that behavior. There are two types of positive: reinforces: Primary and Secondary.

Primary rein forcers such as food, water and sex are of biologicalimportance and have effects, which arc independent of past experiences. For instance, a primaryreinforce like food satisfies hunger need and reinforced food-producing behavior.

Secondaryreinforces like job advancement, recognition, praise and esteem result from previous associationwith a primary reinforce. Primary reinforces must be learned. In order to apply reinforcementprocedures successfully, management must select reinforces that are sufficiently powerful anddurable.

Negative Reinforcement

The threat of punishment is known as negative reinforcement. Negative reinforces also serve tostrengthen desired behavior responses leading to their removal or termination.

Extinction

Extinction is an effective method of controlling undesirable behavior. It refers to non-reinforcement.It is based on the principle that if a response is not reinforced, it will eventuallydisappear. Extinction is a behavioral strategy that does not promote desirable behaviors but canhelp to reduce undesirable behaviors.

Punishment

Punishment is a control device employed in organizations to discourage and reduce annoyingbehaviors of employees.

1.8.3   Observational Learning

Observational learning results from watching the behavior of another person and appraising theconsequences of that behavior. It does not require an overt response. When Mr. X observes that Yis rewarded for superior performance, X learns the positive relationship between performance andrewards without actually obtaining the reward himself. Observational learning plays a crucial rolein altering behaviors in organizations.

1.8.4   Cognitive Learning

Here the primary emphasis is on knowing how events and objects are related to each other. Most ofthe learning that takes place in the classroom is cognitive learning. Cognitive learning is importantbecause it increases the change that the learner will do the right thing first, without going through alengthy operant conditioning process.

1.8.5   Social Learning

Social learning integrates the cognitive and operant approaches of learning. It recognizes thelearning doesn't take place only because of environmental stimuli (classical and operant views) andof individual stimulus (Cognitive approach), but it is a blend of both views. It also emphasizes thatpeople acquire new behaviours by observing or imitating others in a social setting. Thus it is aninteractive nature of cognitive, behavioural and environmental determinants.Learning can be gained discipline and self control and an inner desire to acquire knowledge andskills irrespective of rewards or consequences.

1.9   Learning Theory and OB

The relevance of the learning theories for explaining and predicting of organizational behavior is marginal. This does not mean that learning theories are totally irrelevant. Learning concepts provide a basis for changing behaviors that are unacceptable and maintaining those behaviors that are acceptable. When individuals engage in various types of dysfunctional behavior such as late for work, disobeying orders, poor performance, and the manager will attempt to educate more functional behaviors.

Learning theory can also provide certain guidelines for conditioning organizational behavior. Managers know that individuals capable of giving superior performance must be given more reinforces than those with average or low performance. Managers can successfully use the operant conditioning process to control and influence the behavior of employees; by manipulating its reward system.

1.10   Let's Sum-up

People's perceptions and attributions influence how they behave in their organization. Perception describes the way people filter, organize and interpret sensory information. Attribution explains how people act, determining how people react to the actions of others as well. Accurate perception allows employees to interpret what they see and hear in the workplace effectively to make decisions, complete tasks and act in ethical manner. Faulty perceptions lead to problems in the organization, such as stereotyping, that lead people to erroneously make assumptions.

Learning is any relatively permanent change in behaviour thatoccurs as a result of experience. There are two important elements inlearning: change must be relatively permanent. It means after 'learning' thebehaviour of a person must be different from the previous behaviour.If a person learns car driving, it will last for a long time indicatingthe changed behaviour. The second element is that the
change of behaviour should take placeas a result of some kind of experience. Learning must be becauseof some interaction with the environment and some feedback fromsuch environment that affects behaviour.

1.11   Key Terms

- Perception
- Attribution
- Learning
- Behaviour
- Classical Conditioning
- Operant Conditioning
- Observational Learning
- Cognitive Learning
- Social Learning

1.12   Self Assessment questions

1.   Define perception. Why perception differs from individual to individual?

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2.   Identify the several factors that affect perception.

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3.   What are the impact of learning on employee behavior?

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1.13   Further Readings

5. S. S. Khanka, Organization Behavior, S. Chand and Co. Ltd, New Delhi.

6. Uma Sekaran, Organization Behaviours, TheMcGraw –Hill Company, New Delhi.

7. Keith Davis, Human Behaviour at Work - M.cGraw Hill Book Co., New Delhi.

8. LM Prasad, Organization Behaviour, S. Chand and Co. Ltd, New Delhi.

1.14   Model Questions

1. Why is it important for managers to have a thorough knowledge of perception and attribution?

2. Explain the theories of learning in brief.

3. How can you use reinforcement strategy in an organization. Explain with examples.

Unit – 3
Personality and Attitude (Understanding Individuals)

Personality and Attitude (Understanding Individuals)

Learning Objectives:

After completion of the unit you should be able to:
- Understand the concept and definition of personality.
- Explain the determinants of personality.
- Understand the theories of personality.
- Explain the concept of attitude formation .
- Know how change in attitude can occur.

Structure

1.1   Introduction

Every individual has his own characteristic way of behaving, responding to emotions, perceiving things and looking at the world. No two individuals are similar. You might like going out for parties but your friend might prefer staying back at home reading his/her favourite book. It is really not necessary that if you like partying around, your friend will also like the same. Here comes the role of personality. What an individual

sees in his childhood days and most importantly his/her growing days from his personality. How an individual is raised plays an important role in shaping his/her personality.

Personality is nothing but the aggregate conglomeration of memories and incidents in an individual's entire life span. Environmental factors, family background, financial conditions, genetic factors, situations and circumstances also contribute to an individual's personality. In a layman's language, how we behave in our day to day lives reflects our personality. How an individual behaves depends on his family background, upbringing, social status and so on. An individual with a troubled childhood would not open up easily. He/she would always hesitate to open his heart in front of others. Some kind of fear would always be there within him. An individual who never had any major problems in life would be an extrovert and would never have issues interacting and socializing with others. You really can't blame an individual for not being an extrovert. It is essential to check his/her background or past life. It is quite possible that as a child, he was not allowed to go out of his home, play and freak out with friends. These individuals start believing that their home is their only world and they are not safe outside. Such a mindset soon becomes their personality.
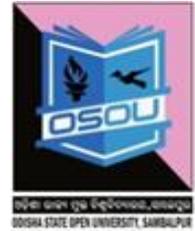
1.2   Definitions

G.W.Allport defines personality as "the dynamic organization, with in the individual of those psychological systems that determines his unique adjustment to his environment". According to this definition, the various psychological traits which determine the personal adjustment of the individual are organized into a dynamic unit. So there is always flexible adjustment to the environment.

Eysenck defines that "personality is the more or less stable and enduring organization of a persons character temperament, interact and physique which determines his unique adjustment to the environment.

Morton prince defines personality as "Sum total of all, the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the acquired disposition and tendencies.

Munn in his book states that personality may be defined as " the most characteristic integration of an individual structure, modes of behaviour, interest attitudes and abilities and aptitudes, especially from the point of

adjustment in social situations". This definition is a comprehensive one which includes all the points about personality. Hence this definition is regarded as to most suitable one.

1.3   Determinants of Personality

Personality, in the field of organizational behavior, is the aggregate of a person's feelings, thinking, behaviors and responses to different situations and people. Every person has a different personality and there are a lot of factors which contribute to that personality. We call them the 'determinants of personality' or the 'factors of personality'.

These determinants and factors of personality can belong to very different categories. Earlier, the major debate was primarily between the heredity and environmental factors. Many psychologists believe that the environment, in which an individual lives in, forms his personality. On the other hand, some psychologists used to debate that personality is pre-determined at the time of birth – which means that it is hereditary. Actually, it appears that both the environmental and heredity factors contribute as the important determinants and factors of personality.

Apart from that, there are several other factors as well that determine an individual's personality.

What determinants go into the development of personality? Of all the complexitiesand unanswered questions in the study of human behaviour, this question may be themost difficult. For the convenience of study, the determinants of personality can be groupedinto five broad categories:

1.   Heredity

The role of heredity in the development of personality is an old argument in personalitytheory. Heredity refers to those factors that were determined at conception. Physicalstature, facial attractiveness, energy level, muscle composition and reflexes and biologicalrhythms are characteristics that are generally considered to be imported either completelyor substantially by one's parents. The heredity approach argues that the ultimateexplanation of an individual's personality is the molecular structure of the genes, locatedin the chromosomes which contain thousands of genes, which seem to be transmittersof traits. The role of heredity on personality development is still an unsettled area ofunderstanding. The problem is that geneticists face a major obstacle in gathering informationscientifically on the human being. Nevertheless, the role of heredity on personalitydevelopment

cannot be totally minimized. Physical attributes, for instance, may be largelyattributed to heredity.

The following classification of characteristics is said to be inherited by all human beings.

- Physical Structure (how tall or short one is, whether one has a long or shortnose, large or small feet — briefly, how one is put together)

- Reflexes (direct response to stimuli, such as withdrawing from a pin prick, blinkingwhen something approaches the eye)

- Innate drives (impulses to act based on physiological tensions; but these mustbe linked through learning with activities which will reduce the tensions)

- Intelligence (the capacity to learn, to modify responses)

- Temperament (patterned and recurrent responses associated with basic emotionalmakeup for e.g.- phlegmatic, excitable and or lethargic)

ii. Environment

If all personality characteristics were by heredity, they would be fixed at birth and noamount of experience could alter them. Personality development owes as much toenvironment as it does to heredity. Environment is a broad term and includes such factorsas culture. Culture establishes norms, attitudes and values that are passed along fromone generation to the next and create consistencies overtime. Anthropologists, to whomculture as a subject belongs, have clearly demonstrated the important role culture playsin the development of the human personality.

While growing, the child learns to behave in ways expected by the culture of thefamily into which the baby was born. Most cultures expect different behaviour from malesthan from females.

Every culture has its own subcultures, each with its own views about such qualitiesas moral values, standards of cleanliness, style of dress and definitions of success. Thecultural sub-group exerts its influence on personality. All boys are expected to showcertain personality characteristics (as compared with girls), but a poor boy raised in anurban slum is expected to behave differently in some respects than a well-to-do raised ina middle class suburb.

Although culture has significant influence on personality development, linearrelationship cannot be established between personality and the given culture, for two reasons:

a.   The culture impacts upon an individual are not uniform, because they are transmitted by certain people-parents and others who are not all alike in their values and practices.

b.   The individual has some experiences that are unique. Each individual reacts in his own way to social pressures, differences in behaviour being caused by biological factors.

iii. Family

The family has considerable influence on personality development, particularly in theearly stages. The parents play an important part in the identification process which isimportant to an individual's early development. The process can be examined from threedifferent perspectives:

- First, identification can be viewed as the similarity of behaviour (including feelingsand attitudes between child and model)
- Second, identification can be looked upon as the child's motives or desires to belike the model.
- Third, identification can be viewed as the process through which the child actuallytakes on the attributes of the model.

The overall home environment created by the parents, in addition to their direct influence,is critical to personality development. Siblings (brothers and sisters) also contribute topersonality. It has been argued that, sibling position is an important psychological variablebecause it represents a microcosm of the significant social experience of adolescenceand adulthood. It is argued that those first born are more prone to be schizophrenic, moresusceptible to social pressures and more dependent than those later-born. The first bornare also more likely to experience the world as more orderly, predictable and rationalthan later-born children.

iv. Socialization process

There is greater realization that other relevant persons, groups and organizationsexercise their due role in personality development. This is commonly called the socializationprocess. It is especially relevant to organizational behaviour, because the process is notconfined to early
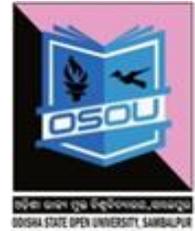
childhood, rather taking place throughout one's life. In particular, evidenceis accumulating that, socialization may be one of the best explanations of why employeesbehave the way they do in today's organizations.

v. Situational considerations

Above determinants discussed are no doubt important to personality, but it must berecognized that, it is the immediate situation which may predominate finally.While it seems logical to suppose that, situations will influence an individual'spersonality, a neat classification scheme that would tell us the impact of various types ofsituations has so far eluded us. However.we do know that certain situations are morerelevant than others in influencing personality. What is of taxonomically, wrote Lee Sechrest,is that situations seems to differ substantially in the constraints they impose on behavior with some situations, e.g. church. constraining many behaviours and others, e.g., apicnic in a public park — constraining relative few. From the above discussion, it is clearthat personality is a complex concept that reflects many influences both within andoutside the individual. Personality progresses through identifiable stages and never reallystops developing. One can, however, examine personality at any point in time within itsdevelopmental sequence in order to compare and contrast individual personalities.

1.4   Theories of Personality

Sigmund Freud

Founded by Sigmund Freud, this theory emphasizes the influence of the unconscious, the importance of sexual and aggressive instincts, and early childhood experience on a person. This theory has been very influential not only in psychology but also in literary circles, art, psychiatry and films. Many of Freud's ideas have become part and parcel of every day usage. Freud started his career as a neurologist. His theory developed in the course of his observations of his patients,as well as, self analysis. He used free association to help his patients recover forgotten memories.

Freud discovered that mind is like an iceberg and we have limited conscious awareness. Freud proposed that psychological forces operate at three levels of awareness:

Conscious level: The thoughts, feelings, and sensations that one is aware of at the present moment.

Preconscious level: It contains information of which one is not currently aware, however, they can easily enter conscious mind.

Unconscious level: It consists of thought, feelings, wishes, drives etc. of which we are not aware. It, however, influences our conscious level of activity.

Freud thought that unconscious material often seeks to push through to the conscious level in a disguised manner. It may be in a distorted manner and or it may take a symbolic form. Interpretation of dreams and free association were used for analysis of the three levels of awareness.

Personality Structure

Freud believed that human personality emerges due to a conflict between our aggressive and pleasure seeking biological impulses and the internalized social restraints against them. Thus, personality arises in the course of our effort to resolve the conflicts. To this end he proposed three structures which interact with eachother: Id, Ego and Super Ego. Let us learn about these structures:

Id: It is the unconscious, irrational part of personality. It is the primitive part immune to morality and demands of the external world. It operates on the pleasure principle. It seeks immediate satisfaction.

Ego: It is involved with the workings of the real world. It operates on the reality principle. It is the conscious, and rational part of personality that regulates thoughts and behaviors. It teaches the person to balance demands of external world and needs of the person.

Super Ego: It is the internal representation of parental and societal values. It works as the voice of conscience, that compels the ego to consider not only the real but also the ideal. It judges one's behaviors as right or wrong, good or bad. Failing up to moral ideals bring about the shame, guilt, inferiority and anxiety in the person.

Carl Jung: Collective Unconscious

Jung was opposed to the central role of sex and aggression in human life. Instead he proposed that people are motivated by more general psychological energy. He proposed that the deepest part of one's psyche

comprises the collective unconscious. It is a set of influences inherited from our family and the human race. The collective unconscious contains archetypes which are the mental images of a particular person, object or experience. Hero, powerful father, innocent child,
nurturant mother are example of archetypes.

Karen Horney: Basic Anxiety

Horney emphasized on the importance of social relationships in personality development. Basic anxiety refers to the feeling of a child of being isolated and helpless in a potentially hostile world.

Alfred Adler: Feelings of Inferiority and Superiority

Adler proposed that the central human motive is that of striving for superiority. It arises from feelings of inferiority that are experienced during infancy and childhood. During this period the child is helpless and depends on others for help and support. The psychoanalytic ideas have been criticized on the ground that there is inadequate evidence to support the theory.

The Trait Perspective

Traits are characteristic behaviours and conscious motives. They represent a relatively stable and enduring predisposition to behave in a given way. Traits are frequently used in describing people. The focus of trait approach is very common and involves enumerating list of personal characteristics. Trait theories of personality identify, describe and measure individual differences. The apparent traits are called surface traits (e.g. happy, cordial). Contrary to this there are certain source traits. Raymond Cattell developed a trait theory which has 16 source traits. He called them personality factors. Some of them are: Reserved-Outgoing, Serious-Happygo- lucky, Practical-Imaginative and Relaxed-Tense. Eysenck proposed a theory which classifies people in four types: introvertedneurotic,introverted- stable, extraverted- neurotic and extraverted- stable. In subsequent work Eysenck proposed psychoticism as another dimension ofpersonality.

The Social Cognitive Perspective

This perspective was developed by Albert Bandura. It views behaviour as influenced by the interaction between persons and the social context. It is proposed that our thoughts and actions originate in the social world but it is essential to note that human beings have capacity for self-regulation and engage in active cognitive processes. Bandura developed the concept of self efficacy which incorporates a person's cognitive skills, abilities and

attitudes as represented in one's self-system. Selfefficacy indicates the degree to which one is convinced of the abilities and effectiveness in meeting the demands of a particular situation. The theory is based on laboratory research. However, the theory ignores the unconscious factors which may influence behaviour. The theory also emphasizes the rational side of life while ignoring the emotional side.

The cognitive-social theory brings into focus the role of thought and memory in personality. We often find that the expectations and skills learned by people are very important in determining behaviours.

The Humanistic Perspective

These theories propose that within each individual is an active creative force, often called "self". This force seeks expression. It develops and grows. This perspective, also known as the third force, emphasizes on human potential and characteristics like self-awareness and free will. It views human beings as innately good. The conscious and subjective perception of self is considered very important. Carl Rogers and Abraham Maslow are the main proponents of the humanistic perspective.

Abraham Maslow proposed the idea of self actualized people. He proposed that human motives are arranged in a hierarchy of needs. Human needs are organized from physiological needs to self transcendence. Maslow notes that the self actualized people have realistic perception arespontaneous, easily accept self and others, are creative, and enjoy and appreciate positive aspects of life, like privacy and independence.

1.5   Concept of Attitude

Attitude has always been a subject of interest to many researchers as well as psychologist. It is considered as exciting and mysterious to some researcher. It can function as a shield to someone or it can even function as a weapon to someone. Having a certain attitude in life is crucial to people so as to help them live in harmony and towards better understanding of things around them. Attitudes play a major part in determining a person's personality. This is because attitude affect the way people perceive and act towards people, objects or events that they encounter. Besides that, attitudes can also have an effect on one's social interactions.

Attitudes are learned predispositions and represent cluster of beliefs, assessed feelings and behavioural intentions towards aspects of our

environment like a person, object or event. Attitudes are evaluative statements either favourable or unfavourable concerning objects, people or events and are a persistent tendency to feel and behave in a particular way toward some object.

1.6   Sources of Attitudes

As already explained, attitudes, like values, are acquired from theenvironment - parents, teachers, friends, and colleagues. It may be notedthat they are only acquired but not inherited. We begin modeling ourattitudes after those we admire and respect. We observe the way family members and friends behave and we shape our attitudes and behavior toalign with theirs. You tend to imitate the attitudes of famous persons orthose you admire and respect. Attitudes may also be developed from apersonally rewarding or punishing experience with an object or event.

Ifemployees are rewarded for being regular in an organization, you are likelyto believe that you will also be rewarded if you are regular.In contrast to values, attitudes are less stable. That is why advertisingmessages attempt to change your attitudes toward a certain product orservice. If Maruti Company is able to create a favorable opinion towardstheir car, that attitude may lead to a desirable behavior i.e., the purchase ofMaruti car.

Therefore, sound understanding of attitudes is important formanagers because they affect job behavior. Manager's knowledge can servetwo purposes. Firstly, it helps him in understanding and predicting how aperson is likely to behave. Secondly, it helps him in changing unfavorableattitudes into favorable attitudes.

1.7   Types of Attitudes

A person may have a multitude of attitudes, but for the purpose ofour study let us know about the job-related attitudes. These job-relatedattitudes are positive or negative evaluations held by employees aboutvarious aspects of their work environment. Essentially, there are threeimportant attitudes concerned with job: *job satisfaction, job involvement, and organizational commitment.*

- **Job Satisfaction**

One of the tasks of a manager is to provide job satisfaction to the employees. Job satisfaction refers to an individual's general attitude toward his or her job. A person with a high level of job satisfaction holds

positive attitudes toward the job, while a person with low job satisfaction holds negative attitudes towards the job. When we talk about employee attitudes, mostly we mean job satisfaction. As a matter of fact, the two are closely related.

- **Job Involvement**

The term "*job involvement*" is relatively a recent concept in the literature. There is no complete agreement over what the term means. Generally, it refers to the degree to which a person identifies with his job, actively participates in it, and considers his performance important tohis self-worth. Individuals who express high involvement in their jobs are likely to be more productive, have higher satisfaction, and are less likely to resign than employees with low involvement.
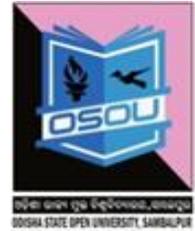
- **Organizational Commitment**

Commitment reflects an individual's orientation toward the organization by tapping his or her loyalty to, identification with, and involvement in the organization. Individuals who are highly committed see their identity as closely attached to that of the organization. Like job involvement, highly committed employees will be better performers and have lower turnover than those with low levels of commitment to the organization.

It may be understood that when people talk about job attitudes and their impact on behaviour, obviously they are referring to the positive or negative appraisals that people make about their job or organization. Job satisfaction is the most popular attitude measured in organizations, butmore recently there has been increased attention given to job involvement and organizational commitment. All these attitudes are measured with a view to predict employee behaviours like performance, productivity, absenteeism, turnover and unionization.

1.8   Let's Sum-up

Personality is the aggregate of a person's feelings, thinking, behaviors and responses to different situations and people.Every person has a different personality and there are a lot of factors which contribute to that personality. We call them the 'determinants of personality' or the 'factors of personality'.These determinants and factors of personality can belong to very different categories like heredity, environment, family, socialization process and situation etc. Many experts in behavioural sciences have significantly contributed towards development of theories on personality. Freud believed that human personality emerges due to a conflict between our aggressive and pleasure seeking biological impulses and the internalized social restraints against them. Carl Jung proposed that the

deepest part of one's psyche comprises the collective unconscious. It is a set of influences inherited from our family and the human race.

Attitudes are evaluative statements either favourable or unfavourable concerning objects, people or events and are a persistent tendency to feel and behave in a particular way toward some object.A person may have a multitude of attitudes, but for the purpose ofour study let us know about the job-related attitudes. These job-relatedattitudes are positive or negative evaluations held by employees aboutvarious aspects of their work environment. Essentially, there are threeimportant
attitudes concerned with job: job satisfaction, job involvement, and organizational commitment.

1.9   Key Terms

- Personality
- Id
- Ego
- Super ego
- Attitude
- Cognitions

Self-Assessment Questions

1. Explain Sigmund Freud's theory of personality in your own words.
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2. Describe organizational commitment as a major component of attitude.

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**Personality
and
Attitude
(Understanding Individuals)**

Further Readings
1.   S. S. Khanka, Organization Behavior, S. Chand and Co. Ltd, New Delhi.

2.   Uma Sekaran, Organization Behaviours, TheMcGraw –Hill Company, New Delhi.

3.   Keith Davis, Human Behaviour at Work - M.cGraw Hill Book Co., New Delhi.

4.   LM Prasad, Organization Behaviour, S. Chand and Co. Ltd, New Delhi.

Model Questions

1.   Define personality. What are the determinants of personality?

2.   Why attitude is considered so important for individuals? Substantiate your arguments.

Answers to Self-Assessment Questions

Unit - 1

3. Define organizational behavior. Explain the fundamental concept of OB.

   Ans:

   Organisational behavior may be defined as the study and application of knowledge how people act or behave within organization. It is a human tool for human benefit.

   OB is concerned with the study of how and what people act in organizations and also how their acts affect the performance of the organization. It also applies the knowledge gained about individuals, groups and the effect of structure on human behaviour in order to make organizations work more effectively.

   Fundamental concepts are basic principles that form a strong foundation for OB. OB has a set of fundamental concepts revolving around the nature of people and organizations. The six basic concepts relevant to the nature of people are:
   Law of individual differences, Perception, A whole person, Motivated behavior, Desire for involvement and Value of the person.

4. Discuss the inter-disciplinary approach to the study of organizational behavior.

   Ans:

   You need to highlight the specific contributions of various behavioural science disciplines (Refer to Page. 6 & 7).

Unit - 2

4.   Define perception. Why perception differs from individual to individual?

Ans:

Perception is the process whereby people select, organise, and interpret sensory stimulations into meaningful information about their work environment.

Perception is the process of interpreting information about another person, event or thing. This clearly highlights for your attention is that the opinions you form about another person depends on the amount of information available to you and the extent to which you are able to correctly interpret the information you have acquired. In other words, you may be in possession of the same set of information that other people have on a particular situation, person or group but still arrive at different conclusions due to individual differences in the capacity to interpret the information that you all have.

5.   Identify the several factors that affect perception.

Ans: A number of factors operate to shape and sometimes distort perception. These factors can reside in the perceiver, in the object or target being perceived, situation in the context of which the perception is made. Various factors like 1. The Perceiver, 2. The Target and 3. The Situation are considered to be most vital for affecting the perception (Refer to Page. 13 & 14).

6.   What are the impact of learning on employee behavior?

Ans:

Learning provides a basis for changing behaviors that are unacceptable and maintaining those behaviors that are acceptable. When individuals engage in various types of dysfunctional behavior such as late for work, disobeying orders, poor performance, and the manager will attempt to educate more functional behaviors. Learning theory can also provide certain guidelines for conditioning organizational behavior. Managers know that individuals capable of giving superior performance must be given more reinforces than those with average or low

performance. Managers can successfully use the operant conditioning process to control and influence the behavior of employees; by manipulating its reward system.

Learning frequently occurs in the presence of drive - any strong stimulus that impels action. Drives are basically of two types - primary (or physiological); and secondary (or psychological). These two categories of drives often interact with each other. Individuals operate under many drives at the same time. To predict a behavior, it is necessary to establish which drives are stimulating the most.

Unit - 3

3. Explain Sigmund Freud's theory of personality in your own words.

Ans:

Sigmund Freud emphasizes the influence of the unconscious, the importance of sexual and aggressive instincts, and early childhood experience on a person. This theory has been very influential not only in psychology but also in literary circles, art, psychiatry and films. Many of Freud's ideas have become part and parcel of every day usage. Freud started his career as a neurologist.

His theory developed in the course of his observations of his patients, as well as, self analysis. He used free association to help his patients recover forgotten memories. Freud discovered that mind is like an iceberg and we have limited conscious awareness. Freud proposed that psychological forces operate at three levels of awareness.

4. Describe organizational commitment as a major component of attitude.

Ans:

Like job involvement, highly committed employees will be better performers and have lower turnover than those with low levels of commitment to the organization. It may be understood that when people talk about job attitudes and their impact on behaviour, obviously they are referring to the positive or negative appraisals that people make about their job or organization. Job satisfaction is the most popular attitude measured in organizations, but more recently there has been increased attention given to job involvement and organizational commitment. All these attitudes are measured with a view to predict employee behaviours like performance, productivity, absenteeism, turnover and unionization etc.