

Management & Organizational Behavior

Individual Behavior in Organizations



Management and Organizational Behavior

Block

III

INDIVIDUAL BEHAVIOR IN ORGANIZATIONS

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BLOCK III: INDIVIDUAL BEHAVIOR IN ORGANIZATIONS

The third block of the course Management and Organizational Behavior deals with individual behavior in organizations. The block consists of four units. The first unit deals with the concepts of personality and attitudes relevant to organizational behavior. The second unit deals with motivation and various theories of motivation. The third unit discusses perception and how it affects organizational behavior. The fourth unit focuses on learning and its significance in organizational behavior.

The first unit is *Personality and Attitudes*: An individual's personality traits and attributes determine his/her behavior at the work place. This unit deals with these personality determinants and the development of personality. It discusses socialization with the help of various established theories. The unit also discusses the concept of attitudes, its sources, and types. It concludes with a discussion of the cognitive dissonance theory.

The second unit is *Motivation*: In an organizational set-up, managers need to motivate employees to ensure greater commitment on their part. Knowledge about the constituent elements of motivation, namely needs, drives, and incentives helps in understanding motivation. This unit explains these elements and the various classes of motives. It discusses the content theories and process theories of work-motivation and ends with a discussion on the contemporary theories of motivation.

The third unit is *Perception*: Every individual has his or her own perception of different situations and two individuals may not have the same perception about a similar situation. Perception is a major driving force in shaping the behavior of a person and so, forms an important part of the study of organizational behavior. This unit deals with the significance and sub-processes of perception. It explains the concept of perceptual selectivity, the factors influencing perception, and perceptual organization. It also discusses the aspects of social perception and impression management.

The fourth unit is *Learning*: Understanding ways in which people learn helps to predict and explain the behavior of organizations. Organizations must acquire knowledge about emerging theories and techniques of learning so as to survive and compete effectively in the dynamic business environment. This unit focuses on the significance of learning in enhancing the efficacy of organizations, and discusses different theories and principles of learning. It discusses behavioral management with emphasis on the 'Organizational Behavior Modification' (OB Mod) Process.

The Block is updated with current and industry examples, and exhibits in every Unit. All four units are updated in 2021 with current examples and industry illustrations, taken from reputed journals and magazines.

Unit 9

Personality and Attitudes

Structure

- 9.1. Introduction
- 9.2. Objectives
- 9.3. Meaning of Personality
- 9.4. Personality Attributes that Influence Organizational Behavior
- 9.5. The Development of Personality and Socialization
- 9.6. Matching Personalities with Jobs
- 9.7. Concept of Attitudes
- 9.8. Attitudes and Consistency
- 9.9. Cognitive Dissonance Theory
- 9.10. Summary
- 9.11. Glossary
- 9.12. Self-Assessment Test
- 9.13. Suggested Readings/Reference Material
- 9.14. Answers to check your progress questions

9.1. Introduction

The previous unit was about managing communication in an organization. The importance of communications and the different types of communications and the barriers to effective communication were discussed in the previous unit. This unit deals with personality and attitudes.

An individual's personality traits and attitudes determine his/her behavior to a large extent. Invariably, these factors also have an impact on the person's behavior at the work place. Hence, a study of the influence of personality and the attitudes of human beings is helpful in getting a better understanding of organizational behavior.

This unit deals with Personality determinants and attributes that influence organizational behavior and explains the various theories of personality development. The unit also describes the concept, sources, types and functions of attitudes.

9.2. Objectives

By the end of this unit, students should be able to:

- Define Personality and identify personality traits of an individual's behavior
- Explain Personality determinants
- Discuss personality attributes that influence organizational behavior
- Compare and contrast the various theories of personality development
- Explain the concept of Attitudes

9.3. Meaning of Personality

Personality is the psychological characteristic of human beings that influences the way people behave when they interact with others and react to a particular situation. Psychological characteristics are determined partly by heredity and partly by the environment of an individual. According to psychologists, personality is a dynamic concept that describes the growth and development of a person's psyche. The following factors play a vital role in determining the performance of an individual:

Personality Traits

There are five important personality traits that form the basis of an individual's behavior. They are:

Extroversion: Extroverts are those people who have a high degree of comfort in interacting with others. They are sociable, friendly, and outgoing in nature. On the other hand, introverts are reclusive in nature. They avoid developing new relationships and hesitate to interact with people. These traits play a great role in behavior as well as the attitude of employees toward their jobs as well as the organization. For instance, an extrovert would be highly satisfied as a public relations (PR) officer.

Agreeableness: Individuals who give preference to group interest rather than to their individual interests in order to maintain peace and accord are said to be agreeable in nature. Employees with such a personality trait help in developing a good working relationship in the organization. On the contrary, less agreeable people are more self-centered and give preference to their individual needs.

Conscientiousness: Individuals who are very conscientious are generally very responsible and achievement-oriented in nature. They set specific goals and dedicate themselves to the achievement of that goal. In organizations too, such people perform their jobs better and strive toward achieving of organizational goals. Less conscientious people set a number of goals but fail to achieve any of them.

Emotional Stability: Emotionally stable people can endure stressful situations. They tend to feel emotionally secure. Such people can overcome tensions and perform their jobs effectively even under severe pressure.

Openness to experience: People who have a high level of openness tend to be more creative and also have a wide range of interests. Such individuals are open to learning and contribute constructively to the organization. People who have a low level of openness, on the other hand, usually have narrow interests and rigid mindsets.

Self-Concept: Self-Esteem and Self-Efficacy

According to many theorists, self-concept refers to the efforts taken by people to discover their personalities. Self-esteem and self-efficacy are closely related to

self-concept. Self-esteem is the way people perceive their competence in doing things. Behavioral scientists have conducted extensive research on the impact of self-esteem on the behavior of individuals in organizations. These studies revealed that people with high self-esteem consider themselves unique, competent, secure, and empowered. They have the ability to interact freely and confidently with others.

Self-efficacy is the self-perception of one's capacity to cope with diverse situations as and when they arise. While self-esteem is a generalized trait, i.e., present in all situations, self-efficacy is situation specific. Self-efficacy can be measured with the help of three dimensions, viz., level, strength, and generality. Level is the number of tasks an individual can perform effectively, whereas strength is the firm belief a person has with regard to his ability to perform the tasks effectively. Finally, generality is the extent to which the self-efficacy of an individual can be generalized. Studies have shown that there is a high correlation between the performance of employees and their self-efficacy.

Activity: Cultural differences can create a barrier in two-way communication process. Do you think cultural differences can also have an impact on the self-concept of individuals working in the same organization? If yes, how would it impact organizational behavior?

Answer:

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Person-Situation Interaction

People's responses to different situations may not be similar – that is, they may respond differently to different situations. Further, no two individuals respond in the same way to a similar situation. Thus, understanding people's responses to different situations might help in interpreting their work behavior.

Check Your Progress-1

1. Agreeableness is a personality trait that refers to
 - a. The degree to which a person is responsible and achievement oriented
 - b. The degree to which a person is sociable, talkative, and friendly
 - c. The degree to which a person subjugates his interests for the sake of the group
 - d. The degree to which a person is responsible, dependable, and persistent
2. Extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience are all traits of
 - a. Psychology
 - b. Attitudes
 - c. Sociology
 - d. Personality
3. Which of the following statements are **true** about highly conscientious people?
 - i. They are responsible and achievement-oriented.
 - ii. They limit the number of goals they set for themselves, devote their time and energy to those goals, and often succeed in achieving their goals.
 - iii. They set too many goals for themselves and often fail to achieve any of them.
 - iv. They exhibit mediocre performance in their jobs.
 - a. Only i and ii
 - b. Only i and iii
 - c. Only iii
 - d. Only iv
4. The attempt made by people to understand themselves is known as _____.
 - a. Self-concept
 - b. Self-image

- c. Self-awareness
 - d. Self-efficiency
5. Which of the following is measured along the three dimensions of level, strength, and generality?
- a. Self-esteem
 - b. Self-image
 - c. Self-efficacy
 - d. Self-concept
6. What is the individual's degree of like or dislike of oneself known as?
- a. Self-monitoring
 - b. Self-esteem
 - c. Self-concept
 - d. Self-efficacy

Personality Determinants

As discussed in the previous paras, personality is determined partly by heredity and partly by environment. Apart from these two, 'situation' also plays a vital role in shaping the personality of an individual.

Heredity

The heredity approach to personality says that genetic factors influence the personality of people. The studies conducted by three team's further added strength to this concept. The first team's study was based on children. It showed that characteristics such as shyness, fear, etc. were inherited. The team concluded that some of the personality traits were inherited along with physical characteristics like hair color. The second team's research was based on hundred identical twins brought up at different places. This study revealed that though the twins were brought up separately they exhibited certain similar personality traits. The third team's research was based on people's job satisfaction. It showed that people's level of satisfaction with their work was relatively stable during their lifetime, even though they changed a number of jobs. Thus, it indicated the role of heredity in influencing the job satisfaction of people.

However, studies have shown that people are capable of changing over a period of time. Therefore, heredity is just one of the factors that influence personality.

Environment

According to the environmental approach, environmental factors such as the culture prevailing in society and the norms set by parents, teachers, and social

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groups influence the personality of individuals. The environmental factors remain consistent over a period of time and are also passed on from generation to generation. For instance, in India, the culture encourages group efforts and co-operation, and this might be reflected in the work behavior of individuals.

Situation

Individuals react differently to different situations. Observing such variations might reveal different aspects of people's personality. However, people's personality cannot be judged based upon their behavior with respect to a particular situation.

9.4. Personality Attributes that Influence Organizational Behavior

Locus of Control

Locus of control refers to the degree of control a person believes he/she has over his/her fate. People who believe that they are the masters of their own fate are known as internals while those who believe that fate is controlled by luck, chance, or external forces are called externals. Research has shown that the following traits are found in internals and externals:

Internals: Internals are committed to work, are highly satisfied with their jobs, and show a low rate of absenteeism. They take credit for success or the responsibility for failure, as they attribute their performance to their internal abilities. Internals are highly achievement oriented and can contribute constructively to the success of organizations.

Externals: Externals show little commitment to work, are dissatisfied with their work, and show a high rate of absenteeism. Accordingly, externals believe that they have minimum control over the organizational outcomes and tend to show little interest in improving the outcome. They depend on the directions given by the management and are reluctant to take the initiative. The way that organizations can benefit from externals is by assigning structured and routine tasks to them.

Activity: Identify the internals and externals based on the statements given below:

- I believe that being present in the right place at the right moment is essential for success ()
- Hard work has a lot to do with success ()
- Intelligence is an inherent quality ()
- A person's IQ can be enhanced through training ()

Contd.

- You can overcome the most difficult of situations, if luck is on your side
()
- I have tasted some bitter failures in my life, because of certain mistakes that I committed ()
- I do not believe that my single vote can change the future of the nation
()
- Every individual must vote and believe that they can make a difference
()
- Lazy workers cannot be motivated ()
- A skillful manager can transform a lazy worker into an efficient employee
()

Machiavellianism

This quality refers to the extent to which a person is pragmatic in maintaining an emotional distance from others. Such a person believes that the ends justify the means. Researchers have observed that people with this quality are manipulative and go to any extent to accomplish a task.

Self-Esteem

Self-esteem is the degree of liking people have for themselves. This attribute determines the level of confidence people have in themselves. People with high self-esteem are generally very confident. They believe that they have the capability to achieve success and hence take up unconventional and challenging tasks. It has also been observed that individuals with high self-esteem derive high satisfaction from their work.

Self-monitoring

Self-monitoring is the degree of flexibility people exhibit in adapting themselves to the changing situations. High self-monitors adapt very easily to the requirements of the situation. They can adapt their behavior to the demands of the situation. Self-monitors also make successful managers. On the other hand, low self-monitors cannot hide their true emotions and are less flexible in adapting to changing situations. It has been observed that high self-monitors are more successful in their careers than low self-monitors.

Risk Taking

This refers to the extent to which people are prepared to take risks. People who are high risk-takers make decisions and do not collect much information on which to base their decisions. Risk-averse people are meticulous and gather a lot of information before making a decision. However, research has shown that

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the accuracy of taking a decision in both the cases is almost the same. In organizations, the suitability of a person's risk-taking or risk-averse behavior is dependent on the duties and responsibilities of the job taken up by the person.

Type A Personality

Individuals who give extreme importance to time and to completing work on time are said to have 'Type A' personality. Such people are highly ambitious and attempt to achieve a lot of tasks within a short time period. They are usually quick in everything they do. Also, the speed at which things generally occur upsets them. People with Type A personalities also find it difficult to cope with leisure time. They keep themselves busy and do not enjoy leisure. They emphasize numbers and quantity and measure their success in quantitative terms (e.g. amount of output produced, number of products sold, etc.)

Exhibit 9.1 analyses the personality traits of Mukesh Ambani, Chairman of Reliance Industries Limited.

Exhibit 9.1: Personality and attitudes

Mukesh Ambani, an Indian business magnate, is the chairman and the managing director of Reliance Industries Limited (RIL). Reliance is an Indian multinational conglomerate company, headquartered in Mumbai, India. Mukesh is a Philanthropist - donates money, time, skills and experience to build a better world. He is a utopian, and expects to build an ideal society where everyone coordinates well and are happy. He is a person who is interested in promoting human welfare and realizes happiness and satisfaction by giving. He is concerned about the society and is compassionate about the state of the world.

Mukesh Ambani is a true egalitarian, who focuses always on the larger cause and tries to overlook the small details. He always struggles for the cause and greater accomplishments. He is honest and very openly accepts the failures or deficiencies.

Source: <https://www.celebrities-galore.com/celebrities/mukesh-ambani/home/> Sept 2021

On the contrary, people with Type B personalities are not obsessed with achieving a number of tasks within a short period. They maintain a low profile and do not discuss their achievements unless the situation demands it. Individuals with Type A personalities are more suitable in jobs where a lot is required to be achieved within a limited time period. For instance, jobs like those of salespersons, business development executives, etc. are suitable for Type A personalities. Type B personalities can do more justice to routine jobs such as clerical positions in banks.

Check Your Progress-2

7. Which of the following determines personality?
 - a. Heredity
 - b. Environment
 - c. Situation
 - d. All of the above
8. What is the degree to which people believe that they are masters of their own fate called?
 - a. Self-esteem
 - b. Locus of control
 - c. Self-monitoring
 - d. Machiavellianism
9. People who attribute their failure to their own actions, and consequently attempt to learn new skills and improve their position at the workplace (or society) are considered to have a/an _____ locus of control.
 - a. Internal
 - b. External
 - c. Balanced
 - d. Positive
10. _____ refers to the degree to which an individual is pragmatic, maintains emotional distance, and believes that the ends justify the means.
 - a. Machiavellianism
 - b. Locus of control
 - c. Personality
 - d. Emotional stability
11. The ability of an individual to adapt his behavior to the demands of the situation is known as _____.
 - a. Self-esteem
 - b. Self-monitoring
 - c. Machiavellianism
 - d. Locus of control
12. Which of the following are the characteristics of people with Type A personality?
 - i. They try to be fast in all their activities.
 - ii. They try to make the best use of their leisure time and relax without any feeling of guilt.

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- iii. They emphasize numbers and quantity, and measure their success in quantitative terms (e.g., amount of output produced, number of products sold, etc.)
 - iv. They do not consider it necessary to reveal or discuss their achievements unless the situation demands it.
- a. Only i and ii
 - b. Only i and iii
 - c. Only i and iv
 - d. Only ii and iii

9.5. The Development of Personality and Socialization

Personality theorists agree that the development of personality occurs at various physiological and psychological stages. Despite this, they argue that the exact stages and type of development at each stage cannot be decided upon. Further, many of the theorists believe that personality development is an ongoing process and as such, it cannot be classified into clear-cut stages. Theories proposed by Levinson, Hall, and Argyris, who believed in the concept of stages in personality development, help in understanding organizational behavior.

Levinson's Theory of Adult Life Stages

Daniel Levinson proposed a theory which held that the development of personality progressed with age. Initially, he believed that the progress took place throughout the adult years. Later, he said that the years of uniform progress were punctuated by four periods of stability during which no development took place.

The four periods of stability occur between the following ages:

1. twenty-two to twenty-eight (during which an individual steps into the adult stage)
2. thirty-three to forty (during which an individual is in the process of settling down)
3. forty-five to fifty (during which an individual enters middle adulthood)
4. fifty-five to sixty (a stage where middle adulthood terminates and an individual approaches old age)

The four transitional periods of the theory are:

1. age-thirty transition (takes place between twenty-eight and thirty-three years)
2. mid-life transition (takes place between forty and forty-five years)
3. age-fifty transition (takes place between fifty and fifty-five years)
4. late adult transition (takes place between sixty and sixty-five years)

Levinson also theorized that the maximum development of a person's personality take place during mid-life transition. However, his theory failed to explain the differences in personalities of individuals in the same age group. Therefore, he redefined the stages as 'eras' – early adult, mid-life, and late adult. Each of these included a transition-in period, a period of stability, and a transition-out period.

Hall's Career Stage Model

Hall combined Levinson's theory along with other adult stage theories and developed a career stage model. According to him, employees undergo the following four stages in their careers:

Exploration: In this stage, the employees try to discover themselves and identify their personality. They try out a variety of jobs to identify the one that best suits their personality. Their productivity in this stage is very low.

Establishment: In the establishment stage, the individual tries to settle down in a job. He tends to develop good relationships with co-workers. His productivity increases during this stage.

Maintenance: The productivity of the employees reaches the maximum in this stage. While some employees strive to improve their productivity, for others it reaches maturation and remains stagnant. In this stage, an employee develops a desire to contribute something to the organization.

Decline: The productivity of the employee declines in this stage. Individuals analyze their life and career. They tend to conclude that they made the right decisions in their life.

Argyris' Immaturity to Maturity Theory

According to Argyris, the development of individuals takes place in the same way as human beings develop from an infant to an adult. He proposed seven dimensions of personality with the help of a continuum that extended from immaturity to maturity. According to him, development of personality takes place along the continuum extending from immaturity to maturity. He also said

The Argyris Immaturity-Maturity Continuum

Immaturity	→	Maturity
Passive	.....	Active
Dependence	.....	Independence
Behave in few ways	.....	Capable of behaving in many ways
Erratic shallow interests	.....	Deeper and stronger interests
Short time perspective	.....	Long time perspective (past and future)
Subordinate position	Equal or superordinate position
Lack of awareness of self	Awareness and control over self

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that it was not necessary that all individuals exhibited the seven dimensions on reaching maturity.

Argyris studied organizational behavior with the help of this model. According to him, the employees in an organization have their personalities positioned at the mature end of the continuum. However, the management ignored this aspect and continued to assign passive roles to them. As the employees were not given any autonomy, they felt that their abilities were being suppressed. This situation could lead to frustration and be the cause of the employees opposing rules and regulations. Hence, conflicts arose between management and employees. According to him, the underlying reason behind conflict was the clash existing between the needs of a mature personality and the nature of formal organization.

The Socialization Process

People's personality may also be influenced by their interaction with other individuals, groups, and society at large. Such a development process is known as the socialization process. The socialization process is not confined to any one stage in a human being's life. In fact, it is a continuous and ongoing process. The process of socialization is significant in the study of OB as employees undergo a personality development process with the interaction between the members of the organization.

Edgar Schien proposed that organizations contributed to the development of an individual's personality. Hence, it was necessary to analyze and control the forces that facilitated organizational socialization. Every organization followed different techniques of organizational socialization that helped in reducing conflict and increasing job satisfaction of employees.

Organizational socialization of employees has certain characteristics.

- It brings about changes in the values, attitudes, and behavior of employees so that they are aligned with the values of the organization
- It continues for a period of time
- It helps the employees in adjusting to the new job and work environment.
- Through this, the employees and managers of the organization influence each other.
- Its early stages are very vital as it is these stages that mold the employee to fit into the organization.

The socialization of new employees can be facilitated with the help of induction programs, mentors, reward systems, etc.

Organizational socialization can be made effective by:

- assigning challenging and interesting jobs to the employees

- giving appropriate training and development to the employees
- giving them unbiased and timely feedback
- appointing an experienced supervisor to conduct the socialization process
- drafting an effective induction program
- assigning the new employees to those teams in which members are highly satisfied with their jobs.

Check Your Progress - 3

13. According to Levinson's theory, the development of an individual is not uniform. There are four periods of transition and four periods of stability in the life of an individual. Which of the following is **not** a period of transition in the life of an individual?
 - a. Age-thirty transition
 - b. Mid-life transition
 - c. Age-forty transition
 - d. Late adult transition
14. Which of the following theories forms the basis for the synthesis of the career stage model?
 - a. Cognitive dissonance theory
 - b. Adult life stages theory
 - c. Socialization process
 - d. Continuum from immaturity to maturity
15. Hall's career stage model suggests that an individual goes through four stages during his career. Which of the following is **not** a stage in Hall's career stage model?
 - a. Exploration
 - b. Establishment
 - c. Growth
 - d. Decline
16. According to Argyris' immaturity to maturity theory, human personality development takes place in the form of a continuum and not in stages. Which of the following statements is **not** proposed by this theory?
 - a. The development of an individual's personality can be explained in terms of seven dimensions.
 - b. Every individual displays these seven dimensions in his personality to indicate maturity.

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- c. The personality of an individual depends on factors such as his perception, self-concept, and his ability to adapt and adjust.
 - d. Argyris' theory of personality development can only describe the personality of an individual but cannot predict his/her specific behavior.
17. Which of the following theories relate to the stages in personality development?
- i. Immaturity to maturity theory
 - ii. Cognitive dissonance theory
 - iii. The adult life stages theory
 - iv. The career stage model
- a. Only i, ii, and iii
 - b. Only i, ii, and iv
 - c. Only i, iii, and iv
 - d. Only ii, iii, and iv

9.6. Matching Personalities with Jobs

The personality-job fit theory proposed by John Holland (Holland) established a relationship between personality characteristics, requirements of the job, and the performance of the job. (Refer Fig. 7.2). According to him, the possibility of an employee quitting his job was related to the extent to which his personality matched the requirements of the job and the work environment. Individuals, whose personalities matched the requirements of the job, generally did not quit their jobs voluntarily. Holland further proposed six different personality types in this context. The different types of personalities were an outcome of research conducted with the help of Vocational Preference Inventory questionnaire consisting of 160 different job titles.

1. Values, Beliefs and Attitudes

Values, beliefs and attitudes play an important role in personality development. Most of these were formulated early in the life cycle of individuals. Values keep changing and new values are emerging from time to time. The values held by managers play a vital role in retaining and motivating employees so that they contribute their best efforts for the growth and success of the enterprise. It is to be noted here business values include financial as well as human and societal values.

1.1 Concept of Values

Values contain a judgmental element that tells the individual what is right or what is wrong; what is good or what is bad; and what is desirable or what is

undesirable. They are prescriptions to human beings for knowing the dos and don'ts. Values what we hold, are essentially established from our early years from the behavioral patterns of our parents, teachers peer groups and society. Values differ from individual to individual, organization to organization and society to society. But there are certain core values on which there is near unanimity. For example, honesty, integrity, equality and the like are never disputed, though there are problems in implementation of these values either by individuals or organizations or societies.

Coming to peripheral values, there is no unanimity. For example, democracy is accepted by some countries and not by some. Similarly, some groups hold 'swadeshi' as their value and some others value globalization. Some individuals value merit as the criteria for promotion and some others value seniority as the criteria. Different individuals and groups in the organization have different peripheral values. For some it is equality, justice, scientific temperament, collective responsibility and for some others it is spirituality, renunciation, charity and filial duties. We have several groups of people with distinctive culture within the same society. Each group has set its own, beliefs, values, customs and practices. However, our OD practitioners' aim is to change our values from particularism to universalism, from ascription to achievement and from self-orientation to collective orientation. The real problem is most of us know what our values are but how many of us are internalizing those values and how many of us are able to convince the youth to internalize those values? It implies that personality development cannot take place to the exclusion of values. Exhibit 9.2 illustrates the importance of values to organizations.

Exhibit 9.2: Value Creating Companies

Value-creating companies create more jobs. According to McKinsey insights, while examining employment, they found that the US and European companies, which created the most shareholder value in the past 15 years, have shown stronger employment growth.

Source: <https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-value-of-value-creation> June 2020

Sources of Values

- Basically, the sources of values are: 1. Family, 2. Friends and Peers, 3. School, 4. Religious Norms, 5. Community/Society, 6. Media 7. Culture and 8. Life experiences
- The values we hold are essentially established in our early years, in which our parents, teachers, friends, society played a significant role.
- As we grow and are exposed to wider world, we establish values from the organizations we learn and work.
- But every organization frames its values which are manifested in its vision and mission statements.

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- People working in the organizations have to internalize those values framed by the founding fathers to transform them into great individuals.

Exhibit 9.3 gives the values of Apple Computer

Exhibit 9.3: Values of Apple Computer

“We believe that we are on the face of the earth to make great products and that's not changing. We are constantly focusing on innovating. We believe in the simple not the complex. We believe that we need to own and control the primary technologies behind the products that we make, and participate only in markets where we can make a significant contribution. We believe in saying no to thousands of projects, so that we can really focus on the few that are truly important and meaningful to us. We believe in deep collaboration and cross-pollination of our groups, which allow us to innovate in a way that others cannot. And frankly, we don't settle for anything less than excellence in every group in the company, and we have the self-honesty to admit when we're wrong and the courage to change. And I think regardless of who is in what job those values are so embedded in this company that Apple will do extremely well.”- Tim Cook, CEO of Apple Computer (*Quoted on CNN Money.com*)

Exhibit 9.4 explains the values of TATA

Exhibit 9.4: Core values of TATA

Tata has always been a values-driven organization. These values continue to direct the growth and business of Tata companies.

“The five core Tata values, underpinning the way we do business are:

Integrity

We will be fair, honest, transparent, and ethical in our conduct; everything we do must stand the test of public scrutiny.

Responsibility

We will integrate environmental and social principles in our businesses, ensuring that what comes from the people goes back to the people many times over.

Excellence

We will be passionate about achieving the highest standards of quality, always promoting meritocracy.

Pioneering

We will be bold and agile, courageously taking on challenges, using deep customer insight, to develop innovative solutions.

Unity

We will invest in our people and partners, enable continuous learning, and build caring and collaborative relationships, based on trust and mutual respect.”

Source: <https://www.tata.com/about-us/tata-values-purpose>, 1 st October 2021

7.2 Concept of Beliefs:

A belief is - a proposition about how the world works that the individual accepts as true; - a cognitive fact for the person. Beliefs are basically assumptions that we make about the world, our values stem from those beliefs. Beliefs are the convictions that we generally hold to be true, usually without actual proof or evidence

Values stem from our beliefs, are things that we deem important and are about how we think, things ought to be or people ought to behave. Exhibit 9.5 explains how beliefs impact organizational growth.

Exhibit 9.5 Building on belief

India's largest IT services firm, Tata Consultancy Services (TCS), in March 2021, unveiled a new brand statement, 'Building on Belief', to articulate its mission and relationship with customers, as its next decade of transformation-led growth. The Company's earlier brand statement was 'Experience Certainty'. Every innovation and every transformational journey begins with

the belief that it will make the world better," said Rajesh Gopinathan, MD & CEO, TCS. "We are partnering with our customers in realizing that belief as well as their purpose. It is who we are as an organization and reflects our bold ambition, as we embark on our next decade of growth. Building on Belief conveys that 'TCS is a community of developers who work with clients, in a collaborative and active way, and the world Belief encapsulates four pillars- world belief, customers' belief, TCS belief, and individual belief.' All impact each other.

Source: https://www.business-standard.com/article/companies/tcs-rebrands-as-building-on-belief-for-target-of-next-decade-of-growth-121033000460_1.html March 31, 2021

Belief is the psychological state in which an individual holds a conjecture or premise to be true. Psychologists study belief formation and the relationship between beliefs and actions. Beliefs form in a variety of ways:

- We tend to internalize the beliefs of the people around us during childhood. Albert Einstein is often quoted as having said that "Common sense is the collection of prejudices acquired by age eighteen." Political beliefs depend most strongly on the political beliefs most common in the community where we live (*Gelman, Andrew* 2008) Most individuals believe the religion they were taught in childhood (*Argyle, Michael* (1997).
- People may adopt the beliefs of a charismatic leader, even if those beliefs fly in the face of all previous beliefs, and produce actions that are clearly not in their own self-interest. (*Hoffer, Eric* 2002) Is belief voluntary? Rational individuals need to reconcile their direct reality with any said belief; therefore, if belief is not present or possible, it reflects the fact that contradictions were necessarily overcome using cognitive dissonance.

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- Advertising can form or change beliefs through repetition, shock, and association with images of sex, love, beauty, and other strong positive emotions. *Kilbourne, Jane; Pipher, Mary (2000)*
- Physical trauma, especially to the head, can radically alter a person's beliefs.

Exhibit 9.6 describes the beliefs held by Watson Jr of IBM which led to corporate success to a great extent.

Exhibit 9. 6 Adherence of Beliefs lead to Corporate Success

Watson Jr. of IBM, in his book '*A Business and Its Beliefs*', wrote "I firmly believe that any organization, in order to survive and achieve success, must have a sound set of beliefs, on which it premises all its policies and actions." While talking about the book, he said, "Next, I believe that the most important single factor in corporate success is faithful adherence to those beliefs. And finally, I believe that if an organization is to meet the challenges of a changing world, it must be prepared to change everything about itself except those beliefs, as it moves through corporate life."

Source: <https://www.ibm.com/ibm/history/ibm100/us/en/icons/bizbeliefs1st> October 2021

9.7. Concept of Attitudes

Personality describes the whole person and attitude determines the personality. Attitude is the way people form an opinion, their thoughts or feelings toward a certain object, people, or events. Attitude has certain characteristics.

- It generally remains the same for a long period unless influenced by external forces
- It can be negative or positive
- It is the feelings or beliefs held by an individual toward an object, person, or event.

Sources of Attitudes

People acquire their attitudes from parents, teachers, co-workers, friends, etc. In general, individuals tend to get influenced by the people whom they admire the most, fear, have respect for, etc. The attitudes of people are not as rigid as the values they hold. Hence, attitudes can be easily influenced or altered. This can be done by providing new information, resolving differences, by coercion or threat, etc. Very often employees develop a hostile attitude toward changes in the organization. In such cases, the management should make the employees understand the benefits of such a change so as to gain their co-operation. The attitudes of employees can also be changed by providing the right feedback to them.

Types of Attitudes

The following three types of attitude are worth a study from the organizational behavior point of view:

Job Satisfaction: Job satisfaction is one of the most important and widely studied concepts in the field of OB. Job satisfaction is the general attitude of a person toward his or her job. Job satisfaction has three important dimensions.

- It is an emotional response to a job. This response cannot be seen, it can only be inferred.
- It is dependent upon the extent to which outcomes meet the expectations from the job an employee has.
- It reflects other attitudes of employees.

According to P.C. Smith, L.M. Kendall, and C.L. Hulin, the following six dimensions of job influence attitude:

The work itself, pay, promotion opportunities, supervision, co-workers, and working conditions.

Outcomes of Job Satisfaction: Management practitioners have analyzed the outcomes of job satisfaction by studying the relationships between job satisfaction and various other factors. These relationships are:

- Satisfaction and productivity: Researches have shown that job satisfaction does not necessarily lead to productivity. However, while it may not bring about considerable improvement in individual performance, it does have an overall positive impact on the performance of organization.
- Satisfaction and turnover: High job satisfaction only helps in reducing employee turnover; it does not eliminate it. Employees who are dissatisfied with their jobs immediately leave the organization when they get a better opportunity. However, employees who have job satisfaction might consider various aspects before taking a decision to quit the organization. Apart from job satisfaction, job tenure, individual commitment to organization, and the economic scenario in the country also influence employee turnover in an organization.
- Satisfaction and absenteeism: Studies have revealed that job satisfaction and absenteeism share an inversely proportionate relationship. Thus, employees who are highly satisfied with their jobs might show low absenteeism. Similarly, those who are not satisfied with their jobs might show high absenteeism. However, other factors such as the importance people assign to their jobs, etc. also determine the level of absenteeism.
- Other effects of job satisfaction: Employees who are satisfied with their jobs have low stress levels, fewer on-the-job accidents, fewer grievances, etc. It has also been observed that highly satisfied employees are

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enthusiastic about learning job-related tasks, have high employee morale, help co-workers and customers, etc.

Job Involvement: Job involvement is the extent to which an employee relates psychologically to his job, shows interest in participating in the job, and considers that his/her performance in the job contributes to his/her self-worth. Research has shown that employees experiencing high levels of job involvement exhibit low absenteeism.

Organizational Commitment: Organizational commitment refers to the level of satisfaction an employee has in a certain organization and its goals. Employees who have high organizational commitment are strong supporters of the organization and its goals. They also strive to achieve the goals of the organization. Organizational commitment is influenced by various personal, organizational, and non-organizational factors.

John P. Mayer and Natalie J. Allen developed the following three components of organizational commitment:

- **Affective commitment**, which is related to a person's emotional attachment to his/her job
- **Continuance commitment**, which is related to the costs that the employee might incur if he/she quits the organization
- **Normative commitment**, which is related to the extent to which the employee feels obliged to continue in the organization.

Functions of Attitudes

According to D. Katz, attitude serves the following functions:

The adjustment function: In organizations, individuals modify their attitudes to adjust themselves to the work environment prevailing in the organizations. For instance, if a company gives fair and equal treatment to all its employees, they tend to have a positive attitude towards the organization. The attitudes of the employees also form the basis for their future organizational behavior.

The ego-defensive function: Employees also develop attitudes to defend their self-image. For instance, when a subordinate points out mistakes committed by a superior, the superior might develop a negative attitude toward the subordinate.

The value expressive function: Attitudes also help people in expressing their values to others. For instance, a superior who wants his/her subordinate to work harder might inform the employee that the people of the organization have a tradition of working hard and also advise him/her to work accordingly.

The knowledge function: Attitudes developed in the past as a result of certain consequences might be used as a reference by the employees to understand and explain the work environment.

9.8. Attitudes and Consistency

In general, people attempt to align their attitudes with their actions. It has also been observed that sometimes people change their attitudes to match their actions. Also, in order to appear rational and consistent, individuals have been seen to constantly align their attitudes and behavior. In this process, they might either change their attitudes or behavior to avoid the variances.

9.9. Cognitive Dissonance Theory

The cognitive dissonance theory was first proposed by Leon Festinger in the late 1950s. This theory refers to the incompatibility that an individual may perceive between two or more of his attitudes, or between his behavior and attitudes. Such a discrepancy causes psychological discomfort to people. They therefore make an attempt to reduce this discomfort. However, nobody can completely eliminate the discomfort or dissonance. It has also been observed that higher the dissonance, higher the pressure experienced by individuals to reduce the dissonance. Individuals may attempt to reduce the dissonance either by changing their attitudes or behavior.

Check Your Progress-4

18. Which of the following theories tries to establish a relationship between the occupational environment and personality characteristics?
 - a. Adult life stages theory
 - b. Theory Z
 - c. Cognitive dissonance theory
 - d. Personality-job fit theory
19. What is the persistent tendency to feel and behave in a particular way towards some object known as?
 - a. Machiavellianism
 - b. Attitude
 - c. Personality
 - d. Locus of control
20. Which of the following describes the extent to which a person identifies psychologically with his/her job?
 - a. Organizational commitment
 - b. Job involvement
 - c. Job satisfaction
 - d. Job enrichment

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21. John P. Meyer and Natalie J. Allen developed a three-component model to understand the multidimensional nature of organizational commitment. Match the three 'components' of organizational commitment with their respective 'descriptions'.

Components

- i. Affective commitment
- ii. Continuance commitment
- iii. Normative commitment

Descriptions

- p. It refers to the extent to which an employee feels obligated to continue in the organization.
 - q. It is concerned with the employee's emotional attachment and involvement with the organization.
 - r. It is influenced by the costs that could accrue to the employee if he/she leaves the organization.
- a. i/p, ii/q, iii/r
 - b. i/q, ii/r, iii/p
 - c. i/r, ii/p, iii/q
 - d. i/p, ii/r, iii/q
22. Attitudes serve four important functions. Which of the following are the four functions?
- i. Adjustment
 - ii. Ego-defensive
 - iii. Affective commitment
 - iv. Value-expressive
 - v. Knowledge
 - vi. Continuance commitment
- a. i, ii, iii, and v
 - b. i, ii, iii, and vi
 - c. i, ii, iv, and v
 - d. i, iii, iv, and vi

9.10. Summary

- Personality is a psychological behavior that influences the organizational behavior of individuals.

- Personality traits such as extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience, form the basis of the personality of individuals. Apart from the personality traits, self-esteem, and self-efficacy also are major contributors to the personality of an individual. Person-situation interaction also influences the personality of human beings.
- Heredity, environment, and situation determine the personality of people.
- Other attributes such as locus of control, Machiavellianism, self-esteem, self-monitoring, and risk-taking also influence personality.
- According to Levinson, the development of an individual's personality passes through four transitional periods during the adult years. There are also four periods of stability during which no transformation takes place. He later suggested that every stage of an individual's lifecycle is characterized by interplay of mobility and stability.
- Another popular personality theorist Hall suggested that an individual undergoes four stages of personality development during his career. They are exploration, establishment, maintenance, and decline.
- According to Argyris, the development of an individual is a continuous process. According to him, the development takes place along a continuum extending from immaturity to maturity. He said employees of organizations are at the mature end of the continuum and have to be treated accordingly.
- In the socialization process, an individual is influenced by certain people, groups, and the society at large.
- John Holland's personality-job fit theory established a relationship between personality of individuals, the requirements of the jobs, and the job performance.
- Attitude is the state of mind a person has toward a particular object, people, or events. It may be derived from parents, teachers, and peer groups. Attitudes can be changed and influenced.
- The various types of work related attitudes are job satisfaction, job involvement, and organizational commitment.
- Attitudes serve the following functions – adjusting to work environment, expressing values, providing a standard reference to understand and explain environment and people.
- People try to align their behavior and attitudes in order to look rational and consistent.

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- Cognitive dissonance is the psychological discomfort caused due to the inconsistencies in the attitude and behavior of an individual.

9.11. Glossary

Autonomy – The degree to which the job provides substantial freedom and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

Beliefs- The convictions that we generally hold to be true, usually without actual proof or evidence

Cognitive dissonance – Any incompatibility between two or more attitudes or between behavior and attitudes.

Democratic values- Values that look at all people equally

Extroversion – A personality dimension describing someone who is sociable, talkative, and assertive.

Humanistic values- Values that look at people as human beings rather than as resources

Internals – Individuals who believe that they control what happens to them.

Locus of control – The degree to which people believe that they are the masters of their own fate.

Machiavellianism – Degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means.

Optimistic values- Values that look at people as good and positive

Self-efficacy – The individual's belief that he or she is capable of performing a task.

Values- Beliefs about being good and bad

9.12. Self-Assessment Test

1. Define personality. What are the various factors that determine the personality of an individual?
2. Explain the process of development of an individual's personality with the help of Argyris' immaturity to maturity theory. How does socialization affect the personality of individuals?
3. What is attitude? What are the various types of attitudes that help in the study of OB?

9.13. Suggested Reading / Reference Material

1. Aswathappa, K, International Business, 9th Edition Paperback, McGraw Hill, 2020
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4. Harold Koontz, Heinz Weihrich, Mark V. Cannice , Essentials of Management - An International, Innovation and Leadership Perspective ,11th Edition, Paperback, McGraw Hill 2020
5. Stephen. P., Robbins, Judge, Timothy. A. & Vohra, N. Organizational Behavior 18th edition, Pearson Education Inc.2019
6. Stephen P. Robbins, Mary Coulter, Management, 15 th Edition, Hoboken, NJ : Pearson, 2020
7. Udai Pareek & Sushama Khanna, Understanding Organizational Behaviour, 4th edition, Paperback, Oxford University Press, 2018

9.14. Answers to check your progress questions

1. **(c) The degree to which a person subjugates his interests for the sake of the group**
Agreeableness refers to the extent to which a person subjugates his interests for the sake of the group. People who are very agreeable give importance to maintaining harmony and do not insist that others agree with what they say or follow their suggestions. Agreeable people are good natured, cooperative and trusting.
2. **(d) Personality**
Extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience are all traits of personality.
3. **(a) Only i and ii**
Highly conscientious people are responsible and achievement-oriented. Unlike their less conscientious counterparts, they limit the number of goals they set for themselves, devote time and energy to those goals, and often succeed in achieving them.

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4. (a) Self-concept

The attempt made by people to understand themselves is known as self-concept.

5. (c) Self-efficacy

Self-efficacy of an individual can be measured along three dimensions, namely, level, strength, and generality.

6. (b) Self-esteem

An individual's degree of like or dislike of oneself is known as self-esteem. Self-monitoring refers to the ability of an individual to adapt his behavior in accordance to the demands of the situation. Self-concept refers to the efforts made by an individual to understand one's own self. Finally, self-efficacy refers to an individual's perception of his/her ability to cope with different situations as and when they arise.

7. (d) All of the above

The determinants of personality are heredity, environment, and situation.

8. (b) Locus of control

The degree to which people believe that they are masters of their own fate is called the locus of control. Self-esteem refers to the self-perceived capabilities and self-image of an individual. Self-monitoring refers to the capability of an individual to adapt his behavior according to situational demands. On the other hand, machiavellianism is the degree to which an individual has a practical approach, keeps emotional distance from others, and believes that the ends justify the means.

9. (a) Internal

People who attribute their failure to themselves and attempt to learn new skills and improve their position at the workplace (or society) are considered to have an internal locus of control. On the other hand, people who believe that their fate is controlled by luck, chance, or external forces are said to have an external locus of control.

10. (a) Machiavellianism

Machiavellianism refers to the degree to which an individual is pragmatic, maintains emotional distance, and believes that ends justify means. On the other hand, the locus of control can be defined as the degree to which people believe that they can control their fate or any situation. Personality refers to the traits exhibited by a person during his interactions with people. Finally, emotional stability determines the ability of an individual to withstand stress.

11. (b) Self-monitoring

The ability of an individual to adapt his behavior to the demands of the situation is known as self-monitoring. Machiavellianism refers to the degree to which an individual is practical in approach, maintains emotional distance and believes that ends justify means. On the other hand, the locus of control refers to the degree to which people believe that they can control any situation or their fate. Finally, self-esteem refers to the self-perceived competence and self-image of people.

12. (b) Only i and iii

People with a Type A personality try to be fast in all their activities and emphasize numbers and quantity, and measure their success in quantitative terms (e.g., amount of output produced, number of products sold, etc.). On the other hand, Type B people try to make the best use of their leisure time and relax without any feeling of guilt and secondly, they do not consider it necessary to reveal or discuss their achievements unless the situation demands it.

13. (c) Age-forty transition

According to Levinson, the four periods of transition in the lifetime of an individual are age-thirty transition, mid-life transition, age-fifty transition, and late adult transition.

14. (b) Adult life stages theory

Adult life stages theory forms the basis for the synthesis of the career stage model.

15. (c) Growth

The four stages that an individual experiences during his career are exploration, establishment, maintenance, and decline.

16. (b) Every individual displays these seven dimensions in his personality to indicate maturity.

According to Argyris' immaturity to maturity theory, the development of an individual's personality can be explained in terms of seven dimensions. Factors such as perception, self-concept, and ability to adapt and adjust also influence personality. This theory can only describe the personality of an individual but cannot predict specific

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behavior. According to the theorist, it is not essential that all individuals exhibit all the seven personality dimensions to indicate maturity.

17. (c) Only i, iii, and iv

The immaturity to maturity theory, the adult life stages theory, and the career stage model are theories that support the concept of stages in personality development. Cognitive dissonance refers to the incompatibility that may be perceived by an individual between two or more of his/her attitudes, or between behavior and attitudes.

18. (d) Personality-job fit theory

The personality-job fit theory was proposed by John Holland in which he established a relationship between personality characteristics, the requirements of a job, and job performance. The cognitive dissonance theory tried to explain the relationship between attitudes and behavior. According to the adult life stages theory, development of an individual's personality progresses with age. Theory Z was propounded by William Ouchi as an integrative method combining the American and Japanese management practices.

19. (b) Attitude

The persistent tendency to feel and behave in a particular way towards some object is called attitude. Machiavellianism refers to the degree to which an individual is practical, maintains emotional distance, and believes that the ends justify the means. Personality refers to the traits exhibited by a person during his interactions with people. Locus of control can be defined as an individual's perception of what controls his/her fate.

20. (b) Job involvement

Job involvement refers to the extent to which a person identifies psychologically with his/her job. Job satisfaction refers to an individual's general attitude towards his/her job. Organizational commitment indicates an employee's satisfaction with a particular organization and its goals. Job enrichment is defined as the process of improving work processes and environments to satisfy employees.

21. (b) i/q, ii/r, iii/p

Organizational commitment refers to an employee's satisfaction with a particular organization and its goals. The three components (or dimensions) of organizational commitment according to John P. Meyer and Natalie J. Allen are: affective commitment which is concerned with the employee's emotional attachment and involvement with the

organization; continuance commitment which is influenced by the costs that could accrue to the employee if he/she leaves the organization; and normative commitment which refers to the extent to which an employee feels obligated to continue in the organization.

22. (c) i, ii, iv, and v

The four important functions performed by attitudes are the adjustment function, the ego-defensive function, the value-expressive function, and the knowledge function.

23. (a) Theory of Cognitive dissonance

The cognitive dissonance theory was first proposed by Leon Festinger in the late 1950s. This theory refers to the incompatibility that an individual may perceive between two or more of his attitudes, or between his behavior and attitudes. Such a discrepancy causes psychological discomfort to people. They therefore make an attempt to reduce this discomfort. On the other hand, the immaturity to maturity theory, the adult life stages theory, and the career stage model are theories that support the concept of stages in personality development.

Unit 10

Motivation

Structure

- 10.1. Introduction
- 10.2. Objectives
- 10.3. Definitions of Motivation
- 10.4. Classification of Motives
- 10.5. The Content theories of work motivation
- 10.6. The Process theories of work motivation
- 10.7. The Contemporary theories of work motivation
- 10.8. Summary
- 10.9. Glossary
- 10.10. Self-Assessment Test
- 10.11. Suggested Reading / Reference Material
- 10.12. Answers to check your progress questions

10.1. Introduction

The previous unit was about personality and attitudes, which discussed issues like personality traits, personality determinants and attributes that influence organizational behavior. This unit is about Motivation.

Motivation is a psychological phenomenon and is regarded as the cause of behavior. Motivation along with perception, learning, personality, and attitudes helps in analyzing human behavior. In an organizational set-up, managers need to motivate employees to ensure greater commitment on the part of employees. Motivation is constituted by elements such as needs, drives, and incentives. Knowledge about these elements helps in understanding motivation.

This unit discusses the various motives of individuals and the theories of motivation.

10.2. Objectives

By the end of this unit, students should be able to:

- Define Motivation
- Classify Motives
- Compare and contrast the motivation theories

10.3. Definitions of Motivation

Different theorists and practitioners of management have defined motivation in different ways. The term motivation is derived from the Latin word ‘movere’ which means ‘to move.’

According to Stephen P. Robbins, motivation is “the willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need.”

Motivation is a condition which causes a certain behavior in an individual to achieve certain goals, and is initiated by physiological or psychological deficiency or need in an individual.

Needs, drives, and incentives are the elements of motivation. Needs are the basis for drives, which in turn, form the basis for achieving incentives.

Needs

Need is created by a physiological or psychological imbalance. Psychological needs may arise sometimes without any deficiency or imbalance. For instance, people who have a strong need to progress may strive continuously to achieve more even when there are considered to be fairly successful by others.

Drives

Drives, also called motives, push individuals to satisfy their needs or to reach their goals. Hence, we can consider drives as an important element of motivation. Existing needs push individuals to achieve goals by transforming themselves into drives. For example, the need to achieve forms the basis for the achievement drive.

Incentives

Incentives lessen the strength of drives and alleviate needs. Physiological or psychological balance is brought back by incentives. For example, eating reduces the hunger need. Here, food acts as the incentive.

Check Your Progress-1

1. Motivation consists of three independent and interacting elements. Identify the **incorrect** element in this context.
 - a. Needs
 - b. Drives
 - c. Incentives
 - d. Stimulus

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2. Anything that can satisfy a need and decrease the intensity of a drive is referred to as _____.
 - a. Primary motives
 - b. Incentive
 - c. General motives
 - d. Either (a) or (c)

10.4. Classification of Motives

Psychologists have classified motives into primary, general, and secondary motives.

Primary Motives

A motive which is physiologically based and not learned can be termed as a primary motive. As all human beings have the same basic physiological make-up, they all have the same primary needs. Some of the common primary motives are thirst, hunger, sleep, sex, avoidance of pain, maternal concern, etc. Although primary motives are considered to be more important than other motives, there are some theories of motivation in which secondary motives dominate primary motives in certain situations. For example, fasting for religious causes is an example where secondary motives are stronger than the primary motives.

General Motives

General motives are motives which are neither based on physiological needs nor learned over time. They cannot be classified as purely primary or purely secondary motives. General motives are also called 'stimulus motives' as they generate tension in individuals. Understanding general motives such as motives of curiosity, manipulation, motive to remain active, and motive to display affection help in understanding human behavior at work.

The curiosity, manipulation, and activity motives: Experiments conducted by psychologists on animals have found that the animals had a drive to explore new things and to manipulate objects or just be active. These drives were observed when monkeys were put in unfamiliar and novel situations. Psychologists later generalized the findings of these experiments to human beings. These motives are beneficial to human beings in encouraging innovation and avoiding stagnation. In an organization, if employees are not given the freedom to give expression to their curiosity, manipulation, and activity motives, their morale may be adversely affected.

The affection motive: The affection motive is placed in all the three categories of motives — Primary, general, and secondary. The nature of affection or love is a complex one to understand as it resembles primary motives in some ways and secondary motives in other ways. So, behavioral theorists treat the affection

motive as a general motive as well as a primary or secondary motive in different contexts.

Secondary Motives

Secondary motives are the motives learned or acquired over time. They are significant in the study of organizational behavior as they help to understand motivation better. Secondary motives such as motives for power (nPow), achievement (nAch), affiliation (nAff), security, and motive for status help in the study of organizational behavior.

The power motive: Alfred Adler, a behavioral scientist and a close associate of Sigmund Freud, believed greatly in the strength of the power motive. He opposed the views of Freud, which emphasized the past and gave importance to the unconscious. Adler's theory placed more importance on the future and the drive in people to gain power and be superior to others. The concepts of 'competition' and 'inferiority complex' were used by Adler to explain the power motive. Adler believed that every child experienced a feeling of inferiority along with carrying an inherent need for superiority. The power motive is reflected in persons like politicians, businessmen, and others who use power and have a strong drive for power. It provides an explanation for different aspects of organizational behavior like leadership and political aspects.

The achievement motive: The achievement motive was identified much later than the power motive but substantial research has been carried out on the subject. The Thematic Apperception Test (TAT) is used to determine the achievement drive. As part of the test, people are shown a picture and asked to tell a story about what they see in it. Different people give different interpretations of the same picture and this helps in determining their motivational level. Research conducted by David C. McClelland, a Harvard psychologist, showed that the 'achievement motive is a person's desire to perform excellently or to handle complex or competitive situations successfully.' According to McClelland, persons with a low need for achievement take low risks or high risks whereas persons with a high need for achievement take moderate risks which challenge their abilities. Based on his research, McClelland said high achievers also had a need for prompt and precise feedback. Typically, they preferred to take up jobs related to sales or managerial posts, which gave immediate feedback on performance, and they tried to avoid taking up research-oriented jobs where feedback was inexact or given after a long time. They derived satisfaction with accomplishments rather than with material rewards. They were totally dedicated to their tasks and this was often reflected in their behavior, so much so that they were sometimes even considered unfriendly and reserved, which created an unfavorable impression about them. High achievers set realistic targets for themselves and tried to

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achieve them on their own. The sales profession would suit these people more than managerial jobs.

The affiliation motive: People with a high affiliation motive are concerned about social relationships. For instance, employees working at the lower levels of the organization hierarchy tend to have a strong desire to be accepted by other employees or the group. Managers who are concerned about affiliation tend to maintain a congenial work environment. However, managers with an excessive affiliation motive may sometimes even compromise on the quality of work as they do not want to offend people working with them.

The security motive: Security is a prime concern, specifically in technologically advanced societies. There is growing insecurity among people over maintaining relationships with family and friends, meeting loan repayment obligations, job security, etc. The security motive is oriented more toward avoiding fear than achieving security. It influences individuals to protect themselves from unfavorable developments that may prevent them from achieving their goals. There is also an unconscious and more complicated security motive, which differs from person to person. Employers mainly address the simple and conscious security motive of their employees by means of insurance policies, savings plans, and other benefits. It is considered that a greater understanding of the unconscious security motive is required to utilize the talents of people in an organization effectively. Exhibit 10.1 provides strategies to motivate remote workforce.

Exhibit 10.1: Well-crafted strategies to motivate remote workforce

To keep employees motivated, remote or office-based, organizations should develop operational strategies. Organizations can stay competitive and innovative only when their employees are motivated and engaged, have a sense of belongingness, and inspired by work. Strategies should be well framed and designed to suit the intricacies of working from remote and with any time return to office-based work. Some of the well-crafted strategies that can be planned to keep employees engaged and motivated are stated below:

Set Clear goals: Any changes in organizational goals that resulted in redesigning or redefining employee day-to-day goals need to be clearly intimated. Employee goals should also be redefined or reset in terms of what is expected from them and by what time.

Recognise achievements: Leaders/managers should practice celebrating small achievements or mini-milestones, as it keeps their employee motivated. Let it be a small thanks, or monetary rewards, recognizing and rewarding is important.

Offer Feedback: Giving constructive feedback on a timely and continuous basis is crucial for the development and growth of employees, especially in remote sense, as there are no in-person interactions.

Contd.

Permit personal development: Managers/leaders should ensure time and space for personal development of employees. Organizations should offer career development opportunities for employees and inspire self-directed learning by creating continuous learning practices.

Foster Connection and Purpose: As employees are feeling socially isolated and disconnected with remote working, managers should emphasize on developing sense of belongingness and shared purpose by instituting practices like open communication, encourage a cross-functional methodology to problem solving, implementing technology to connect, arrange informal social activities etc.

Create Clear Boundaries: Work should not be extended outside office hours. Meetings should not be scheduled or conducted beyond a time limit, unless it is very urgent.

Experiment and personalise: Reward people differently as they have different motivators. Some may like taking up a challenging project, some may be interested in setting a process, etc. Likewise, some may like personal thanks and some may like public praise and some may like monetary benefits.

Source: <https://www.forbes.com/sites/rebeccaskilbeck/2021/03/23/7-strategies-for-maintaining-employee-motivation-when-remote/?sh=31d0c68113da>

The status motive: Status is ‘the rank a person holds relative to others within a group, organization, or society.’ The status hierarchy surfaces when people are grouped together. In fact, these days, people are more concerned about material things like clothes, accessories, vehicles, cell phones, etc., which are associated with status. Status is influenced by the cultural values and the importance of different roles in a society. For instance, older people will have higher status in certain societies

Check Your Progress-2

3. All of the following are among the common primary motives **except**
 - a. Maternal concern
 - b. Sleep
 - c. Avoidance of pain
 - d. Manipulation
4. What aspect of an individual is analyzed by the Thematic Apperception Test?
 - a. Achievement motive
 - b. Power Motive
 - c. Affiliation motive
 - d. Security motive
5. According to David C. McClelland, which among the following is the profile of a typical high achiever?
 - i. Need for prompt and precise feedback
 - ii. High degree of risk taking

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- iii. Total dedication towards the task
 - iv. Satisfaction with material rewards
 - a. Only i, ii, and iii
 - b. Only i and iii
 - c. Only i, iii, and iv
 - d. Only ii, iii, and iv
6. High achievers are individuals who usually prefer jobs related to
- a. Sales
 - b. Teaching
 - c. Research
 - d. Manufacturing
7. In today's society, the right clothes, the latest accessories, sleek cell phones, luxurious vehicles are all associated with
- a. Status
 - b. Security
 - c. Affiliation
 - d. All of the above

Activity: Stalin started working as a sales assistant in a departmental store to support his family. He observed that the store he was working for was transporting goods from a far-off place as there were no local suppliers for those products. He contacted the manufacturers and started supplying those products as per the requirements of the store. Soon, he became a successful supplier to the departmental store. What do you think are the different motives driving Stalin throughout the process? Explain why and how they influenced him.

Answer:

10.5. The Content Theories of Work Motivation

The content theories of motivation deal with identifying and prioritizing the needs and drives of people which motivate them at work. These theories have limitations in explaining motivation and behavior at work successfully. They,

however, deal with different approaches for motivating people. Frederick W. Taylor, Frank Gilberth, and Henry L. Gantt were pioneers of the content theories and proposed the scientific management theory. This theory considered money as the only incentive. Subsequent content theories considered factors like working conditions and work security as incentives. The theories by Maslow, Hertzberg, and Alderfer, propounded later, studied the possibility of satisfying ‘higher level’ needs as incentives. Exhibit 10.2 discusses important ways to motivate employees.

Exhibit 10.2: Motivation drives Success

Motivation results in innovation and innovation creates differentiation for the companies. Motivated employees are the ones who deliver long-term success to the company and hence developing an environment that nurtures motivation is like sowing the seeds to cultivate innovation. Trying to understand what is motivation and what motivates employees can help organizations to climb the success ladder.

Motivation is basically the purpose that lets you do what you do. It is referred to the internal process that is related to emotions and is crucial for learning and productivity. The main ingredients for the recipe of motivation is to keep the confidence that one can truly achieve the task given, trust that task would deliver valuable outcome and finally a belief that the value derived is worth the efforts invested.

There are five important ways to keep employees motivated. Leaders should follow these five steps to motivate their employees and thereby utilize their optimal potential.

- 1. Give clarity on the value.** Leaders should ensure that each staff member knows what they are doing is valuable and important to the company and customer.
- 2. Recognize the hurdles.** Allow staff members to identify the hurdles involved in the tasks allocated to them and look for solutions.
- 3. Analyse and present past successes.** Recall the past experiences of employees where they were successful to build confidence for performing the present task.
- 4. Break the large goals/tasks.** Divide the complete or whole task in to bit-sized chunks that can be manageable for the staff. This process results in improving confidence as and when they complete each task.
- 5. Focus on self-care.** Promote self-care among staff. Allow for small vacations to take short breaks from the work. This gives a psychological feeling that they are being cared.

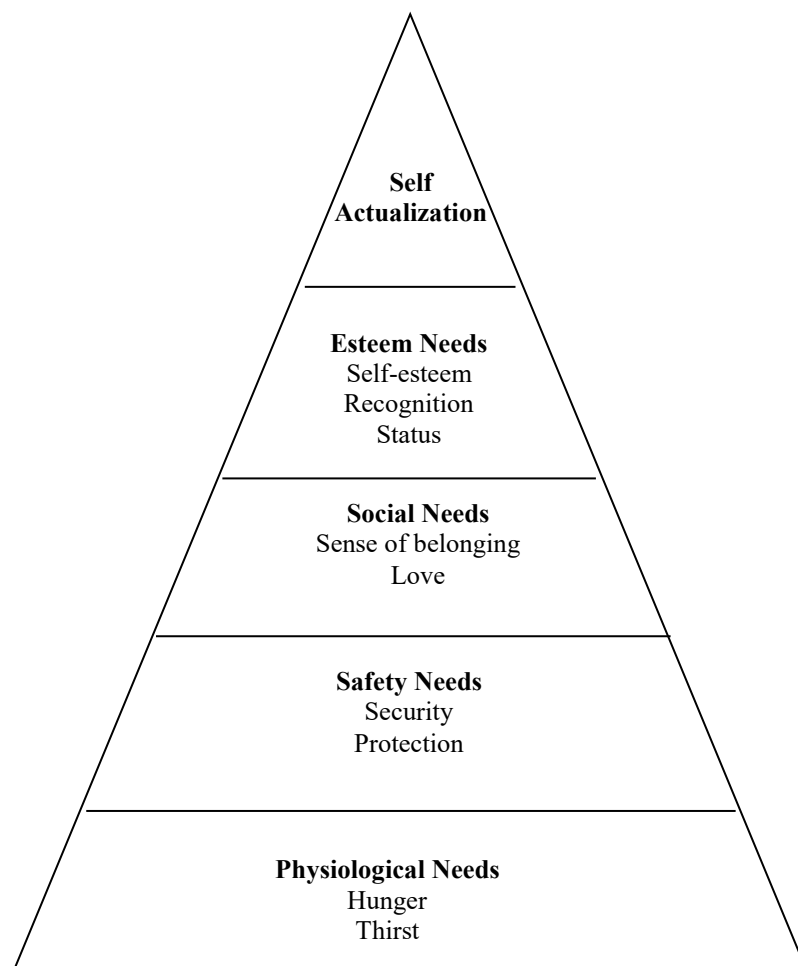
Source: <https://www.forbes.com/sites/forbescommunicationscouncil/2021/03/18/the-motivation-formula-five-keys-to-promoting-focus-attention-and-action/?sh=6ae1feda7e10>

Maslow's Hierarchy of Needs

Abraham Maslow proposed a theory of motivation based on his clinical experience. According to this theory, people had a hierarchy of needs and once the needs at a particular level were satisfied, they no longer acted as motivators. The hierarchy of needs proposed by Maslow consisted of physiological, safety, social or love needs, esteem needs, and self-actualization needs. Refer figure 10.1. A content model was developed by organizing needs in a hierarchy.

Physiological Needs: Physiological needs are similar to primary needs. These are the needs that are not learned. Needs like thirst, hunger, sleep, and sex are

Figure 10.1: Maslow's Hierarchy of Needs



Source: Icfai Research Centre

considered to be physiological needs. Once these needs are fulfilled, they cease to be motivators. For example, when a person is hungry, he searches for food. Once he has eaten, hunger ceases to be a motivator.

Safety Needs: An individual has a need for safety in life. The safety needs have both physical and emotional dimensions. They can be job security, safety regulations, and benefits like life insurance, etc.

Social Needs: People's need for belonging or love comes under social needs. These are similar to affiliation needs. After they are satisfied, these needs also cease to be motivators.

Esteem Needs: Esteem needs include need for power, achievement, and status. Developing self-esteem and obtaining respect from others are referred to as esteem needs.

Self-actualization Needs: These are at the highest level in the hierarchy of needs as given by Maslow. When people realize their full potential and fulfill it, they attain self-actualization.

Maslow's hierarchy of needs theory is accepted by many researchers and practitioners as relevant to motivation in the organizational setting. However, empirical study on theory is inadequate and Maslow himself modified his theory later. Stressing that human behavior is determined by many factors; Maslow later said that satisfying the self-actualization need may cause it to increase rather than decrease.

Activity: Suggest the appropriate level for the following needs in the Maslow's hierarchy of needs.

- Aldi wants to be recognized in the society as a successful lawyer.
- Nancy tries to behave cordially with her colleagues so as to become popular among them.
- Tom has taken up research in bio-genetics as he wants to put his knowledge to best use.
- Adonica is working as a part-time tutor as she needs money to continue her studies.
- Well-care Company has taken group-insurance policy for all its employees.

Answer:

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Herzberg's Two-factor Theory of Motivation

Frederick Herzberg developed the two-factor theory, which was an extension of Maslow's theory. Herzberg grouped the factors which influence work into hygiene factors and motivators. He then used the critical incident method to assess the job satisfaction or dissatisfaction of employees. He interviewed around 200 accountants and engineers employed by firms in and around Pittsburgh. Their attitude toward their jobs was determined through questions on incidents which had made them feel satisfied or dissatisfied with their jobs. Herzberg concluded that job satisfiers were associated with job content while job dissatisfiers were more related to job context. The important hygiene factors considered by Herzberg were administrative policies of the organization, presence of able supervisors, fair pay, good interpersonal relations, and encouraging working conditions. The significant motivators were the work itself, clear achievable goals, appreciation for good work, giving adequate responsibility to employees, and career growth. The hygiene factors are similar to the low-level needs in the hierarchy of needs proposed by Maslow, while the motivators are related to the higher-level needs of the hierarchy theory. However, Herzberg's two-factor theory described only certain aspects of work and failed to explain diverse factors of motivation at work.

Alderfer's ERG Theory

Clayton Alderfer developed a theory on work motivation based on some empirical evidence. It was an extension to the theories proposed by Maslow and Herzberg. According to Alderfer, the three basic groups of needs are:

Existence Needs: Needs associated with the survival and physiological well-being of an individual are termed existence needs.

Relatedness Needs: These are the needs which emphasize social and interpersonal relationships.

Growth Needs: Needs related to a person's inner desire for personal growth and development are viewed as growth needs.

Based on these needs, Alderfer proposed the ERG theory. This theory disagreed with both Maslow's and Herzberg's theories that only fulfillment of lower level needs was responsible for triggering needs at a higher level. Alderfer proposed that the background and cultural environment of a person caused an increase in the degree of relatedness needs over existence needs. It was also possible that the intensity of growth needs would increase with an increase in the degree to which they were satisfied. The ERG theory includes points from other content theories proposed by Maslow and Herzberg but has fewer limitations than those theories. Many contemporary analysts support the ERG theory rather than other

content theories. However, content theories in general do not give an explanation for the complexities involved in the process of motivation.

Check Your Progress-3

8. According to Maslow, needs such as hunger, thirst, sleep, and sex are
 - a. Physiological needs
 - b. Safety needs
 - c. Esteem needs
 - d. Self-actualization needs
 9. The two-factor theory of motivation, which was an extension of the motivation theory proposed by Abraham Maslow, was developed by _____.
 - a. Frederick Herzberg
 - b. Douglas McGregor
 - c. David C. McClelland
 - d. Clayton Alderfer
 10. In the two-factor theory of motivation, the two factors are
 - i. Motivators
 - ii. Hygiene factors
 - iii. Disturbance handlers
 - iv. Demographic factors
 - a. Only i and ii
 - b. Only i and iii
 - c. Only ii and iv
 - d. Only iii and iv
 11. In the two-factor theory of motivation, job satisfiers were associated with the
 - a. Job content
 - b. Job context
 - c. Hygiene factors
 - d. Motivators
 12. According to the ERG theory, the needs which focus on social and interpersonal relationships are referred to as
 - a. Growth needs
 - b. Relatedness needs
 - c. Existence needs
 - d. None of the above
-

10.6. The Process Theories of Work Motivation

The content theories concentrate on 'what' motivates people at work. The process theories, on the other hand, deal with 'how' to motivate people at work. The process theories like Vroom's Expectancy Theory and the Porter-Lawler model deal with the influence of a person's background on motivation.

Vroom's Expectancy Theory of Motivation

Victor Vroom proposed a theory for work motivation. The theory was based on the cognitive concepts proposed by psychologists like Kurt Lewin and Edward Tolman, and the utility concepts and choice behavior from the classical economic theory. Vroom wanted to provide an explanation for the complex process of work, which content theories could not provide. The theory depended on three variables -- valence, instrumentality, and expectancy.

Valence represents the strength of an individual's preference for a particular outcome. The valence is said to be positive if a person prefers attaining a particular outcome over not attaining it; it is said to be zero if the person is not interested in the outcome; and negative if the person prefers not attaining the outcome to attaining it.

Instrumentality is the degree to which a first-level outcome helps to attain the desired second-level outcome. Instrumentality is an input for valence.

The third variable, expectancy, is the probability that performing a specific action would produce a particular first-level outcome or effort. It ranges from zero to one. Although the concepts of instrumentality and expectancy seem to be very similar, they are, in reality, quite different. Expectancy relates a person's efforts to the first-level outcome, while instrumentality relates first-level outcomes to second-level outcomes.

The strength of the motivation to perform a certain act depends on the algebraic sum of the products of valence and instrumentality times the expectancy. Vroom's expectancy theory focuses on the relationship between an employee's efforts, performance, rewards and personal goals. Three types of relationships identified in this theory are those between effort-performance, performance-reward, and rewards-personal goals. Though Vroom's Expectancy theory helps in understanding organizational behavior, it does not contribute directly to the techniques of motivating people at work.

The Porter-Lawler Model

Many earlier researchers in human resources believed that an employee's satisfaction has a direct impact on his/her performance. Later, many studies found that the relationship between levels of satisfaction and productivity was remote. Porter-Lawler model developed by Lyman W. Porter and Edward E.

Lawler III is an extension of Vroom's theory to explain the complex relationship between motivation, satisfaction, and performance. The important variables in the Porter-Lawler model are effort, performance, rewards, and satisfaction.

Effort is the amount of energy individuals use to perform a particular task. The effort put in by employees is related to the attractiveness of the reward and their perception about the probability of their getting the reward. Motivation drives individuals to put in an effort to perform a task.

The *performance* of employees depends not only on their effort but also on their abilities, skills, and their perception about their role in completing a task. For example, if employees put in extra effort in the job without possessing the required abilities and skills it may not get them a promotion.

Rewards are given to employees based on performance as per the Porter-Lawler model. Rewards can be intrinsic or extrinsic in nature. Intrinsic rewards are rewards in the form of happiness or satisfaction on completing a task. They are self-rewarded i.e., they are self-derived. Extrinsic rewards are given by the organization to employees in recognition of their work.

Satisfaction, according to Porter and Lawler, was the result of the individuals' actual reward over perceived rewards. Dissatisfaction often results when the actual rewards fall short of the employees' expectations. Using these variables, Porter and Lawler tried to explain the complex nature of motivation at work.

Check Your Progress-4

13. Identify the variables on which Victor Vroom's expectancy theory of work motivation was based?
 - a. Valence, Instrumentality, and Expectancy
 - b. Existence, Relatedness, and Growth
 - c. Motivators and Hygiene factors
 - d. Physiological, Safety, and Self-actualization needs
14. Valence (V), according to Vroom's theory of motivation denotes _____.
 - a. The strength of an individual's preference for a particular outcome.
 - b. The degree to which a first-level outcome would help in attaining the desired second-level outcome.
 - c. The probability (ranging from 0 to 1) that performing a specific action would produce a particular first-level outcome or effort.
 - d. The algebraic sum of the products of the expectancy and instrumentality.

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15. As per Victor Vroom's expectancy theory, _____ refers to the degree to which a first-level outcome would help in attaining the desired second-level outcome.
- Valence
 - Force
 - Instrumentality
 - Expectancy
16. Identify the statements that hold **true** with respect to the theory of motivation proposed by Victor Vroom.
- The concepts of instrumentality and expectancy are quite different.
 - Valence is said to be negative when the person is not interested in a particular outcome.
 - Expectancy relates first-level outcomes to second-level outcomes.
 - Vroom's theory focuses on the relationship between an employee's efforts, performance, rewards, and personal goals.
- Only i and ii
 - Only i and iv
 - Only ii and iii
 - Only iii and iv
17. _____ are among the four variables in the Porter-Lawler model.
- Effort
 - Performance
 - Instrumentality
 - Expectancy
- Only i and ii
 - Only i, ii, and iv
 - Only i and iii
 - Only ii and iv
18. According to Porter-Lawler model,
- Satisfaction results when the perceived rewards exceed the actual rewards
 - An employee is rewarded based on performance
 - Motivation causes an individual to take some level of efforts to accomplish a certain task

- iv. The effort put in by an individual depends on how attractive the reward is and his perception of the probability that his efforts will lead to the reward
- a. Only i, ii, and iii
- b. Only i, ii, and iv
- c. Only ii, iii, and iv
- d. Only iii

10.7. The Contemporary Theories of Work Motivation

Equity Theory

The equity theory of work motivation was proposed by J. Stacy Adams. According to this theory, the performance and satisfaction of employees is influenced by the degree of equity or inequity the employees perceive with reference to their work situation. Employees compare the inputs with the outputs. Inputs can be a person's experience, training, qualifications, personal characteristics, etc. Outcomes could be of various types like pay, fringe benefits, recognition, promotion, etc. A state of equity or inequity results based on the output-input ratio perceived by the employees.

Equity is represented schematically as follows:

Person's outcomes / Person's inputs = Other's outcomes / Other's inputs

Inequity is represented as follows:

Person's outcomes / Person's inputs < Other's outcomes / Other's inputs (or)

Person's outcomes / Person's inputs > Other's outcomes / Other's inputs.

The equity theory uses the referent variable chosen by the employees. A referent variable is an object or individual with whom an employee compares himself/herself. Various referent comparisons are self-inside, self-outside, other-inside and other-outside.

Self-inside: An employee holding a position in an organization compares his/her experiences with other employees holding a similar position in the same organization. For example, a salesperson in a company compares himself/herself with another salesperson of the same company.

Self-outside: An employee compares his/her experiences with employees holding a similar position in a different organization. For example, a HR manager of an organization compares his/her job position with the HR manager of another organization.

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Other-inside: An employee compares himself/herself with other employees working in different job positions in the same organization. For example, an accounts assistant compares his/her position with the commercial head of the organization.

Other-outside: An employee compares his/her experiences with that of an individual or group of individuals working for another organization in different positions. For example, a sales assistant of a company compares himself/herself with the HR manager of another company.

Objects of reference or the referents could be friends, peers, or neighbors in the same organization as the employee or colleagues in an organization where the employee worked previously. The employee's choice of referent depends on variables like gender of the employee, length of tenure in the organization, level at which the employee has been working in the organization, and his/her level of education or professional qualifications.

According to the equity theory, employees who perceive inequity in their position when compared with their referents are likely to make certain choices. These can be change in inputs, change in outcomes, distorted perceptions of self, distorted perceptions of others, choosing a different referent, and/or leaving the field.

The **equity theory** states that employees try to relate their rewards with rewards of others apart from relating them to the efforts they have put in. Employees try to overcome perceived inequity by the following methods:

- When payments are on an hourly basis, employees who perceive that their rewards exceed their inputs, experience inequity and try to restore equity by producing more than equitably paid employees.
- If payment is on a piece-rate basis, over-rewarded employees tend to increase output in either qualitative or quantitative terms. However, increasing quantity would further increase inequity and the employee would try to restore equity by producing fewer units of high quality.
- In an hourly basis payment system, under-rewarded employees try to restore equity by reducing their efforts either in quantitative or qualitative terms.
- When payment is based on the number of units produced, under-rewarded employees try to bring about equity by producing more units but of a lower quality.

Attribution Theory

The attribution theory identifies the acknowledgements made by people as the basis for their motivation. Different attribution theories have some common traits. They try to provide a logical explanation to all that is happening, attribute actions of individuals to internal or external causes, and propose that individuals follow a fairly logical approach in making attributions. The attribution theory tries to explain the relationship between personal perception and interpersonal behavior apart from explaining individual motivation.

The attribution theory tries to answer the ‘why’ aspect of motivation and behavior. As stated by a famous social psychologist, Harold H. Kelley, the attribution theory deals with cognitive processes, which help to interpret individuals’ behavior as caused by aspects of the relevant environment.

Activity: Assume that you are a sales manager of Vibrant Inc., a pharma marketing company, and you need to motivate your subordinates to achieve sales targets. How would you use the contemporary theories of motivation to get the best results from your sales force?

Answer:

Many cognitive theorists contributed to the development of attribution theory, but the credit for initiating it goes to Fritz Heider. According to him, internal forces such as ability, effort, and fatigue along with external forces like rules, weather, etc. determine the behavior of individuals. He stressed that the behavior of people when they perceive the internal attributes of an individual differs from their behavior when they perceive the external attributes. This differential attribution has an impact on work motivation.

Many researchers have studied employee behavior using the ‘locus of control’ model of attribution theory. Locus of control refers to the chief source of factors that creates a result or gives rise to an outcome in the employee’s perception. Employees who believe in the internal locus of control feel that by means of ability, skills, and efforts they have the power to change or influence outcome. Contrary to this, employees who believe in external locus of control feel that they are in no position to control outcomes. Some studies have found that managers with internal locus of control are better performers, considerate

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toward their subordinates, are not over-stressed and follow a strategic approach in comparison with managers with an external locus of control. Some other studies have found that managers with an external locus of control take more initiative and are more considerate than managers with an internal locus of control. Over all, the attribution theory helps in explaining goal-setting, leadership, and employee performance along with giving suggestions for managerial behavior and performance.

Other Emerging Theories

Theories such as control theory and agency theory have also become popular along with theories based on cognitive psychology. Two versions of control theory exist. One version states that control is a cognitive phenomenon and people with personal control can handle unpleasant events with poise and that perceived control enhances job satisfaction while reducing absenteeism. The other version focuses on the control function which is an integral part of the management process. Recent research has emphasized that strategic control of human resources is important while traditional theorists consider control of inputs and outputs of organizations as important.

The agency theory, developed on the basis of some concepts in financial economics, is applicable to various areas of organizational behavior. It helps in understanding how principals (owners, board of directors, or top management) can reduce conflicts between their interests and those of agents (subordinates, middle management, or shop floor employees) by giving rewards or incentives to agents for achieving the desired results. Research indicates that the agency theory is applicable to various areas of OB like compensation contracts, foreign subsidiary compensation strategies, and variable pay compensation strategies.

Check Your Progress-5

19. An important variable in the equity theory is the referent chosen by the employee. A referent is:
 - a. A person who has advanced decision-making capabilities
 - b. A person who performs involuntary actions without considering the consequences
 - c. An individual with whom the employee compares himself/herself
 - d. A manager who interacts with individuals or groups inside or outside the organization
20. The comparison of the experience of an employee holding a certain position in an organization with those holding a similar position in the same organization is referred to as

- a. Self-outside
 - b. Self-inside
 - c. Referent
 - d. Other-inside
21. Prakash is a software developer at SS Software. He compares himself with his project manager Mr. Kumar, who is much senior to him. This comparison made by Prakash with someone who is holding a different position but working in the same company is referred to as
- a. Referent
 - b. Self-inside
 - c. Self-outside
 - d. Other-inside
22. There are various referent comparisons used by an employee, as per the equity theory of work motivation. In other-outside comparison, the employee compares his/her experiences in the present position with _____.
- a. The experiences of those holding a similar position in the same organization.
 - b. The experiences of another individual or group of individuals holding a different position but belonging to the same organization.
 - c. The experiences of those holding a similar position in another organization.
 - d. The experiences of another individual or group of individuals holding a different position and belonging to a different organization.
23. In general, managers with an internal locus of control are
- i. Better performers
 - ii. Considerate towards their subordinates
 - iii. Over-stressed
 - iv. Followers of strategic approach
- a. Only i, ii, and iv
 - b. Only i, iii, and iv
 - c. Only ii, iii, and iv
 - d. i, ii, iii, and iv
-

10.8. Summary

- Motivation is defined as a process which triggers a specific behavior or drive so as to achieve a goal or incentive that was initiated by a physiological or psychological deficiency or need. The elements of motivation such as needs, drives, and incentives are interacting and interdependent.
- The content theories of motivation like Maslow's hierarchy of needs, Herzberg's two-factor theory, and Alderfer's ERG theory concentrates on *what* factors motivate people at work.
- The process theories of motivation like the Vroom's expectancy theory and Porter-Lawler model suggests *how* employees can be motivated to work.
- Contemporary theories of work motivation are equity and attribution theories. These theories of motivation try to explain *why* people are motivated to work and have implications for managerial behavior and performance.
- Other emerging theories for motivation at work are control theory and the agency theory.

10.9. Glossary

Affiliation need – The desire for friendly and close interpersonal relationships.

Attribution theory – A theory that is concerned mainly with cognitive processes by which an individual interprets behavior as caused by certain parts of the relevant environment.

Equity theory – Individuals compare their job inputs and outcomes with those of others and then respond so as to eliminate any inequities.

ERG theory – Content theory that identifies existence, relatedness, and growth as need categories, and acknowledges multiple needs may be operating at one time without being hierarchically determined.

Expectancy theory – The strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

Hygiene factors – Those factors that prevent dissatisfaction.

Innovation – The new idea applied to initiating or improving a product, process or service.

Self-actualization – The drive to become what one is capable of becoming.

Valence – Strength of a person's preference for receiving a reward.

10.10. Self- Assessment Test

1. Define motivation and explain the classification of motives.
2. Explain the content theories of motivation.
3. Discuss about the process, contemporary, and other emerging theories of motivation.

10.11. Suggested Reading/ Reference Material

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10.12. Answers to check your progress questions

1. (d) Stimulus

The three independent and interacting elements of motivation are needs, drives, and incentives.

2. (b) Incentive

Anything that can satisfy a need and decrease the intensity of a drive is referred to as incentive. On the other hand, drives or motives propel individuals to attain their goals or satisfy their needs. Primary motives and general motives are the two different types of motives.

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3. (d) Manipulation

Motives which are not learned but have a physiological basis are considered primary motives. The most common among these are hunger, thirst, and sleep. General motives, on the other hand, are neither learned nor based on physiological needs. Manipulation is a general motive.

4. (a) Achievement motive

Thematic Apperception Test analyzes the achievement motive in an individual.

5. (b) Only i and iii

David C. McClelland drew up a profile of a typical high achiever which includes characteristics like need for prompt and precise feedback, moderate degree of risk taking, total dedication towards the task and satisfaction with accomplishments rather than with material rewards.

6. (a) Sales

High achievers usually prefer jobs related to sales because they get immediate feedback about their work. On the other hand, they avoid teaching and research-oriented jobs because feedback on performance in such jobs is usually vague, inexact, and given after a long time. They are also generally not inclined to take up manufacturing jobs.

7. (a) Status

In today's society, the status motive is very important as people tend to be very concerned with material possessions associated with status like right clothes, the latest accessories, sleek cell phones, luxurious vehicles, etc. Security, an intense motive, is desired in all types of societies – technologically advanced as well as developing societies. People nowadays suffer from insecurity due to a number of reasons like severe competition for higher studies, good jobs, etc. On the other hand, employees, especially those at the lower levels of the organizational hierarchy, have a keen desire to belong to and be accepted by other employees in the group. This is called the affiliation motive.

8. (a) Physiological needs

According to Maslow, hunger, thirst, sleep, and sex are classified as physiological needs.

9. (a) Frederick Herzberg

The two-factor theory of motivation was developed by Frederick Herzberg as an extension of Maslow's work on the hierarchy of needs.

10. (a) Only i and ii

In Herzberg's two-factor theory of motivation, the two factors are motivators and hygiene factors.

11. (a) Job content

In Herzberg's two-factor theory of motivation, job satisfiers are associated with job content, whereas the job dissatisfiers are related to the job context. The satisfiers were termed motivators, while the dissatisfiers were called hygiene factors.

12. (b) Relatedness needs

According to the ERG theory proposed by Clayton Alderfer, the needs that focus on the significance of social and interpersonal relationships are called relatedness needs. On the other hand, the needs that are associated with survival and the physiological well-being of an individual are referred to as existence needs. Finally, growth needs are related to a person's inner desire for personal growth and development.

13. (a) Valence, Instrumentality, and Expectancy

Victor Vroom's expectancy theory was based on three variables, valence, instrumentality, and expectancy. On the other hand, the needs which formed the basis of the ERG theory proposed by Clayton Alderfer were existence needs, relatedness needs, and growth needs. In Frederick Herzberg's two-factor theory of motivation, the two factors were motivators and hygiene factors. Finally, in Abraham Maslow's needs hierarchy, the five levels were physiological needs, safety needs, love needs, esteem needs, and self-actualization needs.

14. (a) The strength of an individual's preference for a particular outcome.

In Vroom's VIE theory, valence (V) denotes the strength of an individual's preference for a particular outcome; instrumentality (I) refers to the degree to which a first-level outcome would help in attaining the desired second-level outcome; and expectancy (E) is the probability (ranging from 0 to 1) that performing a specific action would produce a particular first-level outcome or effort. The strength of the motivation to perform a certain act depends on the algebraic sum of the

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products of the valence and instrumentality for the outcomes times the expectancy.

15. (c) Instrumentality

In Vroom's VIE theory, valence (V) denotes the strength of an individual's preference for a particular outcome; instrumentality (I) refers to the degree to which a first-level outcome would help in attaining the desired second-level outcome; and expectancy (E) is the probability (ranging from 0 to 1) that performing a specific action would produce a particular first-level outcome or effort. The strength of the motivation (or force) to perform a certain act depends on the algebraic sum of the products of the valence and instrumentality for the outcomes times the expectancy.

16. (b) Only i and iv

Valence is said to be zero when the person is not interested in the outcome while it is negative when the person prefers not attaining the outcome to attaining it. Expectancy relates a person's efforts to the first-level outcome, while instrumentality relates first-level outcomes to second-level outcomes. Thus, the concepts of instrumentality and expectancy are quite different. Three types of relationships identified in this theory are those between effort-performance, performance-reward, and rewards-personal goals.

17. (a) Only i and ii

In the Porter-Lawler model, the variables are effort, performance, and rewards. Instrumentality and expectancy are the variables of Vroom's expectancy theory of motivation.

18. (c) Only ii, iii, and iv

According to the Porter-Lawler model, satisfaction results when the actual reward exceeds the perceived reward. As an employee is rewarded based on his performance, motivation causes an individual to take some level of efforts to accomplish a certain task, and finally, the effort put in by an individual depends on how attractive the reward is and his/her perception of the probability that the efforts will lead to the reward.

19. (c) An individual with whom the employee compares himself/herself

An important variable in the equity theory is the referent chosen by the employee, which complicates the equity theory to some extent. A referent is an object of reference or individual with whom the employee compares himself/herself. The various referent comparisons used by an employee are self-inside, self-outside, other-inside, and other-outside.

20. (b) Self-inside

Comparing the experience of an employee holding a certain position in an organization with those holding a similar position in the same organization is referred to as self-inside. On the other hand, a comparison of the experience of an employee holding a certain position in an organization with those holding a similar position in another organization is referred to as self-outside. A referent is an object of reference or individual with whom the employee compares himself. Finally, the comparison of the experience of an employee holding a certain position with the experience of another individual or group of individuals holding a different position but belonging to the same organization is referred to as other-inside.

21. (d) Other-inside

The comparison of the experience of an employee holding a certain position with the experience of another individual or group of individuals holding a different position but belonging to the same organization is referred to as other-inside. Here, Prakash compares himself with Mr. Kumar, who holds a different position in the same company. Therefore, it is an example of other-inside. On the other hand, a referent is an object of reference or individual with whom the employee compares himself. Comparing the experience of an employee holding a certain position in an organization with those holding a similar position in the same organization is referred to as self-inside. The comparison of the experience of an employee holding a certain position in an organization with those holding a similar position in another organization is referred to as self-outside.

22. (d) The experiences of another individual or group of individuals holding a different position and belonging to a different organization.

In other-outside comparison, the employee compares his/her experiences in the present position with that of another individual or group of individuals holding a different position and belonging to a

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different organization. For example, a software developer in an information technology company may compare his/her experiences with those of a professor in a business school.

23. (a) Only i, ii, and iv

Managers with an internal locus of control are, in general, better performers, considerate towards their subordinates, not over-stressed, and prefer following a strategic approach.

Unit 11

Perception

Structure

- 11.1. Introduction
- 11.2. Objectives
- 11.3. Meaning and Significance of Perception
- 11.4. Sub-processes of Perception
- 11.5. Perceptual Selectivity
- 11.6. Factors influencing Perception
- 11.7. Perceptual Organization
- 11.8. Social Perception
- 11.9. Impression Management
- 11.10. Summary
- 11.11. Glossary
- 11.12. Self-Assessment Test
- 11.13. Suggested Readings/Reference Material
- 11.14. Answers to check your questions

11.1. Introduction

The previous unit was on motivation in which we discussed the various motives of an individual and the theories of motivation. This unit is about perception.

Employees working in an organization differ from each other in many ways such as in their height, complexion, cultural backgrounds, educational qualifications, etc. People also differ in their thought processes and the way they look at things. Every individual has his or her own perception of different situations. Further, two individuals may not have the same perception about a similar situation. People also tend to believe what they perceive to be true irrespective of the objective truth. Perception thus is a major driving force in shaping the behavior of a person. Therefore, perception forms an important part of the study of organizational behavior.

In this unit the significance of perception and perceptual selectivity is discussed. The unit also explains factors influencing perception, perceptual organization and impression management.

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11.2. Objectives

By the end of this unit, students should be able to:

- Analyze the importance of perception
- Illustrate the sub-processes of perception
- Explain Perceptual Selectivity
- Discuss factors influencing perception
- Explain Perceptual Organization
- Discuss Social Perception
- Explain Impression Management

11.3. Meaning and Significance of Perception

Perception is a cognitive process wherein an individual collects, organizes, and interprets data from the environment to obtain a meaning from it. In fact, perception differs from person to person for the same situation. Each person interprets the data in their own way and may come up with different meanings. For instance, when the boss comes to each employee's desk, one employee might think that he/she is trying to be friendly with the employees; another might think that the boss is keeping an eye on the employees.

It is also possible that people's perception of events or situations is nowhere close to reality. People react to situations based upon their perception of reality

Activity: Cadbury-Schweppes is a leading confectionary and beverages company in the world. The company's social responsibility goal is: "To be admired as a great company to work for and one that is socially responsible to its communities and consumers across the globe." When the company was mired in a controversy in India, when a shopkeeper who stocked the company's product 'Dairy Milk' found worms in the product. Later the company introduced improved 'purity-sealed' packaging for the product. In addition, the company also roped in Amitabh Bachchan, a popular and veteran Indian movie star, to endorse 'Dairy Milk.' How do you perceive the actions taken by the company in relation to the controversy? Discuss the incident with your friends. Is their perception of the incident similar to yours or different?

Answer:

rather than the reality itself. Therefore, understanding the variations in the perceptions of individuals will help in understanding their organizational behavior better. Similarly, the perception of members in one organization differs from that of people in another organization. It is these differences in perception that make some organizations employ strict control over employees (as they believe that a disciplinarian environment will ensure success in business), while others encourage team culture and co-operation to enhance the performance of the organization.

Sensation vs. Perception

Often confusion arises over the relationship between sensation and perception. Behavioral theorists believe that individuals interpret situations based upon their senses and stimulation and that this was how they gained knowledge of the world. Individuals use their sensory organs to sense -- for instance, eyes to see, ears to hear, skin to feel, nose to smell, and tongue to taste. Therefore, sensation is the basic behavior of individuals caused by their physiological functions.

Perception, on the other hand, involves people's assimilation of raw data through their senses, after which they organize and modify the data with the help of cognitive thinking to form a coherent picture of the situation.

11.4. Sub-processes of Perception

The perceptual process of individuals passes through several sub-processes. They are stimulus or situation, registration, interpretation, feedback, behavior, and consequence.

Stimulus or situation: This is the first sub-process in the process of perception. Here people are confronted with an external or internal stimulus. As a result, they might experience an immediate sensual stimulation or the confrontation may take place with the entire physical and socio-cultural environment.

Registration: As the second sub-process, in this, the individuals record in their minds the stimulus they have received from the environment. Physiological mechanisms such as listening, hearing, etc. play an active role in the perception of individuals.

Interpretation: This is the next sub-process. During this process, people analyze the stimulus they have received. It is a cognitive process that is influenced by learning, motivation, and personality.

Feedback: Feedback is the response individuals receive from the stimulus i.e. environmental situations. Feedback has an impact on the perception of individuals. For instance, if employees receive appreciation (feedback) from the manager for their work, then they perceive that the manager is satisfied with their performance. Registration, interpretation, and feedback occur within a

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person and are in response to a given stimulus from the external environment. These sub-processes lead to a certain behavior by the individual, which again leads to a certain consequence.

The sub-processes of registration, interpretation and feedback that occur within a person in response to a stimulus (from external environmental situation), result in a certain behavior on the part of the individual and finally lead to a certain consequence.

Example: Sub-processes of Perception

A two-year-old boy comes into contact with a hot object and burns his fingers (stimulus). The little boy might record the fact that touching that particular object caused him pain and anguish (interpretation). He might also record in his mind the object that caused the pain (registration). This experience makes him learn not to touch hot objects in future (feedback).

Check Your Progress-1

1. _____ is a cognitive process wherein an individual collects, organizes, and interprets data from the environment to obtain a meaning from it.
 - a. Conception
 - b. Perception
 - c. Cognition
 - d. Confrontation
2. Which of the following embodies the first sub-process of perception?
 - a. Registration
 - b. Interpretation
 - c. Stimulus
 - d. Feedback
3. In which of the following processes do individuals take note of the stimulus received from the environment or record it mentally?
 - a. Stimulus
 - b. Registration
 - c. Interpretation
 - d. Feedback
4. Which of the following represents the **correct** sequence of the sub processes in the perceptual process?

- a. Stimulus - behavior - registration - feedback - interpretation - consequence
- b. Stimulus - registration - interpretation - feedback - behavior - consequence
- c. Behavior - registration - feedback - stimulus - interpretation - consequence
- d. Behavior - consequence - registration - stimulus - interpretation - feedback

11.5. Perceptual Selectivity

People are constantly exposed to various stimuli. However, sometimes the stimuli may be so understated that they may not even be aware of it. This is called subliminal perception. Individuals are prone to select only a few stimuli at a given time. The study of the principles of perceptual selectivity helps us understand the process of selection and the reasons for such selection. For instance, while reading the newspaper, individuals who are interested in movies might read only the supplementary containing movie news. Perceptual selectivity is further dependent on factors such as external attention factors and internal set factors.

External Attention Factors

The external attention factors are:

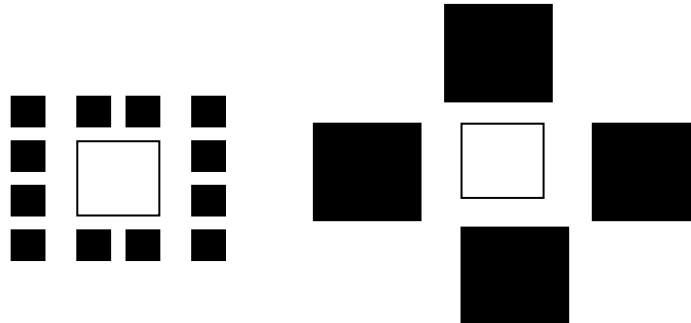
Intensity: According to this principle, the intensity of the external stimulus decides the probability of its being perceived. For instance, a bright light is more likely to be noticed than a dim one.

Size: According to this principle, a large object is more likely to be noticed than a smaller one. For instance, a big super market is more easily noticed than a small grocery store.

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Contrast: According to the principle of contrast, the stimuli that contradict most with the background or the expectations of people, receive maximum attention.

**Figure 11.1: The Contrast Principle of Perception:
Which White Square is Smaller?**



For instance, employees working at airports get so used to the noise that they may not notice the sounds made during the take off and landing of planes. However, if on any day there is some reduction in air traffic, they will notice the reduction in noise level. Figure 11.1 represents the contrast principle.

Repetition: According to this principle, a stimulus is more likely to be noticed if it is repeated several times.

Motion: This principle states that individuals notice objects that are in motion more than those that are stationary.

Novelty and Familiarity: According to this principle, new objects in a familiar situation and familiar objects in a new situation attract people's attention more.

Internal Set Factors

The internal set factors are:

Learning and Perception: The process of learning creates some expectations in individuals. As a result, they tend to perceive things in a particular way. What people see and hear is influenced by their expectations.

Activity: Try to quote one example from your daily life for each of the external attention factors. For instance, in Indian movies during the 'song and dance' sequences, the protagonists are made to wear bright and attractive colored costumes when compared to the artists in the background (contrast principle).

Answer:

Perceptual set in the workplace: Employees working in an organization for a certain period tend to interpret situations and events in a similar way. They might use certain phrases that are unique to their department or organization to symbolize certain things.

However, in general, learning leads to substantial individual differences. Every employee interprets a particular situation based upon his/her perception. For example, it has been observed that in general, the perceptions of the trade union and the management regarding the prevailing working conditions in an organization differ.

Motivation and Perception: Perceptual selectivity is also influenced by motivation. Primary motives such as hunger and thirst have an impact on the perception of individuals. For instance, while walking on the road a person who is very thirsty might pay more attention to a store selling soft drinks.

Secondary motives such as the need for power, affiliation, and achievement also have a major influence on perceptual selectivity. For instance, employees who feel that they have the need to attain power, affiliation, and achievement might be more attentive to the different situations in the organizations, as they are constantly on the look-out for opportunities. Perception may also have an influence on motivation. For instance, some employees who are dedicated to their work might not mind attending office even when sick as they perceive the work to be more important than their health.

Personality and Perception: Differences in the personality of individuals due to variances in age, gender, experience, etc. also might influence the perception of individuals. For instance, young managers might complain that senior managers are resistant to change in technology, management practices, etc. Similarly senior managers might complain that young managers take hasty decisions and implement unnecessary changes.

Check Your Progress-2

5. Which of the following concepts of perception seeks to explain how and why people opt to perceive only a few stimuli out of the many stimuli they keep encountering at any given time?
 - a. Perceptual selectivity
 - b. Perceptual constancy
 - c. Perceptual context
 - d. Perceptual defense
6. Perceptual selectivity depends on external attention factors and internal set factors. Which of the following are among the external set factors?
 - a. Intensity, contrast, and motion

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- b. Size, familiarity, and learning
 - c. Learning, motivation, and personality
 - d. Learning, repetition, and motivation
7. Sometimes stimuli may be so subtle that an individual may not be conscious that he/she is exposed to it. This phenomenon is called _____ perception.
- a. Subliminal
 - b. Intuitive
 - c. Involuntary
 - d. Submerged
-

11.6. Factors Influencing Perception

The factors that help in shaping perception are the perceiver, the target which is being perceived, and the situation in which perception occurs. Although these factors help in shaping the perception of individuals, they also sometimes distort their perceptions. Exhibit 11.1 describes an example of a perceptual orientation.

Exhibit 11.1: Attrition or Attraction – A Perceptual Orientation

Quite a big number of employees were quitting their jobs during the pandemic and employers were at a loss to understand the reason. In a hurry to quick fix the problem/issue, companies were planning for pay hikes, financial perks, or trying to give “thank you” bonuses. This has further aggravated the situation when employees felt that companies were not understanding their real requirements and trying to build transactional relationship.

In practical, employees are expecting their organizations to concentrate on human aspects of work and expecting their work to get refresh with a new sense of purpose. In remote working situation, they were missing their colleagues and managers and they wanted to interact and connect with them and feel the shared identity. Pay benefits, though important, have become secondary to them, and being valued by their employers counted first.

A new research done by McKinsey reveals that attrition would continue and it depends on the organization’s capacity to understand the reasons behind. The article says that if organizations can realize and comprehend the reasons, attrition can be turned in to attraction. By grasping the situation right, organizations can attract and retain the talent required by them and build a prospering post pandemic organization. Leaders also have a role in it. Leaders should not only understand the employees’ requirements but also be empathetic, considerate and determined to act and change as per the requirement. Thus attrition can be turned in to attraction.

Source: <https://www.mckinsey.com/business-functions/mckinsey-accelerate/our-insights/building-a-learning-culture-that-drives-business-forward> April 2021

The Perceiver

People's personal characteristics play an important role in the way they perceive situations, events, objects, people, etc. The various personal characteristics can be a person's motives, attitudes, past experiences, interests, and expectations.

Those who have a positive attitude toward a particular thing or situation might view it in a completely different way from people having a negative attitude toward it. Studies conducted in the field of OB have also shown that people's perception is greatly influenced by their unfulfilled goals and needs.

It has been observed that people who are engrossed by their personal problems might not be able to concentrate on their work properly. This shows that personal interests of individuals also have an impact on perceptions.

People's perceptions might also be influenced by their past experiences. For instance, an employee who has been reprimanded in the past by his/her superior for a minor mistake might perceive that superior to be a strict official.

Expectation is another characteristic that has a major impact on the perception of individuals. For instance, people generally perceive the products sold by reputed companies to be of good quality. However, expectations might also lead to distortion of perception. For instance, policemen are perceived as fearless and authoritative, which might not be true in all cases.

Activity: Assume you and some of your classmates go for an interview for openings in a leading multinational organization. In the interview, the interviewer shows a particular portrait of a girl and a boy sitting in a park and discussing something seriously. Ask your classmates to interpret this picture and observe whether their views differ from yours or not. Also discuss whether the personal characteristics of individuals have an influence on how they perceive situations.

Answer:

The Target

The attributes of the target (stimulus) such as motion, sound, size, etc. also affect perception. For instance, people who are very tall get more attention in a

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crowd. Sometimes people might not perceive the target in isolation but associate it with some other aspects or events similar to it. In doing so, they might group unrelated objects. This grouping is largely done on the basis of physical proximity of the objects in consideration. It has also been observed that the tendency to group objects or events is more if individuals notice a greater proximity between them.

The Situation

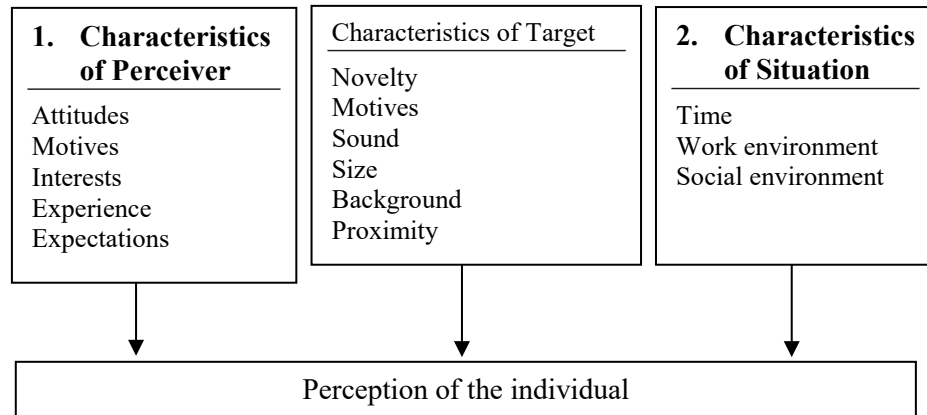
Situational factors in the environment such as time, location, climate, a person's state of mind, and other factors play a vital role in shaping the perception of individuals. The factors influencing perceptions are summarized in Figure 11.2.

Check Your Progress-3

8. According to the _____, among the external attention factors, the stimuli that contradict most with the background or the expectations of people, receive maximum attention.
 - a. Principle of contrast
 - b. Principle of intensity
 - c. Principle of motion
 - d. Principle of repetition
9. Workers generally pay more attention to objects that move past them on a conveyor belt, than those on a stationary machine operating beside them. This is referred to as the:
 - a. Principle of repetition
 - b. Principle of size
 - c. Principle of motion
 - d. Principle of novelty and familiarity
10. Which of the following is an internal set factor on which perceptual selectivity is dependent on?
 - a. Motivation
 - b. Learning
 - c. Personality
 - d. All of the above
11. Which of the following situational factors influence the perception of an individual?
 - a. Time, work environment, and interests
 - b. Work environment, social environment, and motives
 - c. Time, social environment, and interests

- d. Time, work environment, and social environment

Figure 11.2: Factors that Influence Perception



11.7. Perceptual Organization

Perceptual organization emphasizes the activities that take place in the perceptual process subsequent to the stimulus being received.

Figure-Ground

Figure-ground is a type of perceptual organization. In this form of perception, perceived objects are separated from the general background by the perceivers. They tend to give more emphasis to the object in the figure than to the other objects in the background.

Perceptual Grouping

Under perceptual grouping, individuals attempt to group various stimuli together into an identifiable pattern. This type of perceptual organization may be based on closure, continuity, proximity, or similarity.

Closure

According to this principle, a person may sometimes perceive a whole where it does not exist and at times may not be able to perceive a whole although one exists.

Continuity

Continuity, unlike closure where the individual fills the missing stimulus, refers to the process wherein the individual perceives the extension of a missing stimulus. However, this is limited to obvious, continuous lines or patterns.

Proximity

According to this principle, people perceive stimuli that are physically close to each other as belonging to one group.

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Similarity

According to this principle, stimuli that are similar are grouped together by the individual.

Perceptual Constancy

Perceptual constancy is one of the advanced forms of perceptual organization. According to this principle, individuals' perception of certain elements in objects like size, shape, color, brightness, and location is constant and does not change from person to person. For instance, even though the picture of an apple is printed in black and white, we still perceive the color of the fruit as red. Perceptual constancy is enhanced by learning. Learning helps individuals perceive certain patterns of cues in a similar way and this leads to perceptual constancy.

Perceptual Context

The context of the situation also plays a major role in shaping the perception of individuals. Different contexts convey different meanings to people. For example, if a manager pats his two-year-old son, it is considered a sign of love and affection. However, if he gives an employee a pat on the back, it is considered a sign of appreciation for the work done by the employee. Exhibit 11.2 illustrates the perceptions of people on best ranking countries.

Exhibit 11.2: Perceptions on Canada's Ranking

Canada earned the top spot on the U.S. News & World Report Best Countries rankings for 2021. Canada also placed high on several sub-rankings that include quality of life, social purpose, agility, entrepreneurship, and an "open for business" climate. Canada is also perceived to have good job market, with no corruption, and committed to social justice and human rights. The results which were impacted by the coronavirus pandemic and widespread civil unrest, that influenced perceptions of how each country is handling crisis. The perceptions of people globally gave best ranking to Canada.

Source: <https://knowledge.wharton.upenn.edu/article/canada-took-top-spot-on-this-years-best-countries-list/> Apr 20, 2021

Perceptual Defense

When a particular stimulus clashes with the values or culture of individuals, or is threatening in nature to them, then they develop a defense mechanism against such a stimulus. Perceptual defense helps in understanding relationships that exist between union and management, superior and subordinate, etc.

Various researches and studies have also supported the existence of the perceptual defense mechanism. The following are the results from some of the relevant studies related to perceptual defense:

- People refuse to perceive information which they believe will disturb their emotions.

- People substitute the original perception caused by disturbing stimuli and information with favorable perceptions to cope with the situation.
- Although some information may actually arouse emotions in an individual, he/she may purposely distort and direct the emotion elsewhere.

Check Your Progress-4

12. Perceived objects are separated from their general background by the perceiver. What kind of perceptual organization is this?
 - a. Figure-ground
 - b. Closure
 - c. Continuity
 - d. Proximity
13. Closure, continuity, and proximity form the basis for which form of perceptual organization?
 - a. Figure ground
 - b. Perceptual grouping
 - c. Perceptual context
 - d. Perceptual constancy
14. According to the principle of _____, people perceive stimuli that are physically close to each other as belonging to one group.
 - a. Perceptual grouping
 - b. Perceptual organization
 - c. Perceptual proximity
 - d. Perceptual similarity
15. Which of the following is **true** with regard to the principle of constancy?
 - a. A group of stimuli that are physically close to each other are always perceived as a set of parts belonging together.
 - b. All similar stimuli are perceived as part of a common group.
 - c. The perception of elements like size, shape, color, brightness, and location of an object remains constant, and does not change from one individual to another.
 - d. A person may sometimes perceive a whole, where it does not exist, and may sometimes, not be able to perceive a whole when it is present.
16. According to the principle of _____, different contexts convey different meanings to people.
 - a. Perceptual defense
 - b. Perceptual context
 - c. Perceptual constancy
 - d. Perceptual grouping

11.8. Social Perception

Social perception is a cognitive process through which other individuals are perceived by the perceiver. Social perception also involves the study of how an individual gets to know other individuals. Research has indicated that social perception is influenced by the characteristics of both the perceiver and the perceived. Social perception is influenced by the:

- personality of the perceiver
- personal characteristics of the perceiver
- self-esteem of the perceiver
- fact that an individual perceives others depending upon many skills and not just one skill

The characteristics of the person being perceived that influence social perception:

- Status of the individual (of person being perceived)
- Role played by an individual in the organization.

The following factors help in understanding the social perceptual process in organizations better:

Attribution

Attribution is the way in which people explain the causes for their own or others' behavior. With the help of attribution, individuals try to understand the reasons behind the behavior of one another and also draw conclusions about the factors that influenced that behavior. There are two types of attributions. They are:

Dispositional attribution: In this type of attribution, people's behavior is explained with the help of internal factors such as their personality traits, their motivation, ability, etc.

Situational attribution: In situational attribution, people's behavior is attributed to the external factors in the environment. These could be the social influences they are subject to, equipment being handled, etc.

Stereotyping

Stereotyping refers to the generalization of the characteristics of all members belonging to a certain group. People judge others based on the perception they have about the group to which these individuals belong and do not consider the unique characteristics of the person in question. For instance, politicians are considered to be manipulative and corrupt. However, judging a person based upon the characteristics of a group is unfair because every individual is unique

and different from others. In the organizational context, stereotyping often takes place based upon gender, race, ethnicity, etc.

Activity: The term ‘glass ceiling’ was coined by Carol Hymowitz and Timothy Schellhardt in 1986. Glass ceiling is a phenomenon where employees are unjustly prevented from attaining prominent and high positions in the organizations. Often, it is women and minorities that are subject to the glass ceiling in organizations. Glass ceiling is also referred to as the invisible or unofficial barrier in the career ladder of those individuals who are subject to such injustice. Can we attribute stereotyping as one of the possible reasons for the glass ceiling? Comment.

Answer:

The Halo Effect

In the halo effect, the perceiver tends to judge a person depending upon a dominant trait which can be either positive or negative. The various traits could be intelligence, sociability, aggressiveness, etc. The halo effect is generally found in performance appraisal. Often appraisers rate the performance of employees based on one particular trait rather than by taking all aspects into consideration.

Halo effect

- is a common error made in performance appraisals
- has two components viz. true and illusory
- emphasizes only a particular trait of an employee and does not take into account the overall picture.
- has negative consequences which have to be avoided.

Conditions under which halo effect might occur:

- when the perceiver is not familiar with certain traits or does not frequently encounter them.
- when the traits are ambiguous and cannot be clearly expressed in behavioral terms.
- when the traits have moral implications.

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Activity: Siddhant, a middle-level manager in the quality department of Cider Foods Ltd., was given the task of promoting an employee as Assistant Manager in his department. Siddhant decided to promote Raj to the post. His decision was based upon the fact that Raj had recently completed a course in Hotel Management from a prestigious university. Was Siddhant right in his decision? Do you think he was subject to the halo effect while taking the decision?

Answer:

Check Your Progress-5

17. _____ is the way in which people explain the causes for their own or others' behavior.
 - a. Attribution
 - b. Assignment
 - c. Ascription
 - d. Feedback
18. A person's behavior can be attributed to internal factors such as personality traits, motivation, or ability. What is this kind of attribution known as?
 - a. Halo effect
 - b. Situational
 - c. Dispositional
 - d. None of the above
19. In _____ attribution, a person's behavior is attributed to external factors.
 - a. Situational
 - b. Dispositional
 - c. Figure-ground
 - d. None of the above

20. In some cases, people generalize the characteristics of all members of a group. What is this perceptual error known as?
- Stereotyping
 - Impression management
 - Halo effect
 - Attribution
21. In case of _____, the perceiver tends to judge a person depending upon a dominant trait which can be either positive or negative.
- Halo effect
 - Stereotyping
 - Attribution
 - None of the above

11.9. Impression Management

Impression management is also referred to as 'self-presentation.' It is a process by which people try to manage or control the perceptions formed by others about themselves. Individuals might adopt various management techniques to make an impact on others.

The Process of Impression Management

Earlier researchers attempted to study the relationship of impression management with respect to aggression, attitude change, attributions, social facilitation, and so on. However, in recent times, behavioral theorists have identified two components of impression management. They are impression motivation and impression construction.

Impression motivation: Impression motivation is usually applicable in organizations where employees try to control the perception of managers or superiors about themselves. Impression motivation is affected by the following factors:

- relevance that the impression has to the employees in attaining their goals.
- value of these goals to the employees.
- discrepancy between the desired image and the image which individuals believe others already have about them in their minds.

Impression construction: Impression construction refers to the methods and techniques adopted by the individual in order to create the desired image in the minds of other individuals. Studies conducted in this field have identified the following five factors which are considered to be relevant to the type of impression people want to create:

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- the self-concept
- desired and undesired identity images
- role constraints
- value of the target
- current social image of the individual.

Impression Management Strategies Used by Employees

The following are some of the impression management strategies used by employees in organizations:

Demotion-Preventive Strategy: Employees use this strategy to reduce their responsibilities for a negative outcome or to stay out of trouble. The characteristics of this strategy are:

Accounts: The employees try to explain a negative outcome by giving excuses.

Apologies: The employees might seek to apologize to the superior for the negative outcome.

Disassociation: When employees are not directly responsible for a negative outcome, they may try to disassociate themselves from those who were responsible for the outcome and thus from the responsibility for the problem.

Promotion-Enhancing Strategy

Employees use this strategy to increase their responsibility for a positive outcome and try to communicate it to their superiors.

The characteristics of this strategy are:

Entitlements: If the employees feel that they have not been given due credit for a particular outcome then they might communicate this to their superior through a formal or informal channel.

Enhancements: It is also possible that sometimes the employees feel that their contribution has led to a positive outcome that is much higher than the expectations of the management. Although the employees are rewarded for such an outcome they might still find the need for better recognition of their efforts. Thus, they might convey this to the management.

Obstacle disclosure: Sometimes employees might convey to their superiors the unavoidable obstacles (personal or organizational) that they had to overcome in order to achieve the outcome.

Association: Employees might make a deliberate attempt to be seen with the right people and in the right time in order to give an impression that they are associated with successful projects.

Check Your Progress-6

22. What is the process by which people try to manage or control the perceptions that other people have about them?
 - a. Self-presentation
 - b. Halo effect
 - c. Impression management
 - d. Both (a) and (c)
23. Demotion-preventative strategy is associated with
 - a. Impression management
 - b. Stereotyping
 - c. Halo effect
 - d. Both (a) and (b)
24. Which of the following is a characteristic of demotion-preventative strategies?
 - a. Entitlements
 - b. Enhancements
 - c. Obstacle disclosures
 - d. Disassociation
25. Entitlements, enhancements, obstacle disclosures, and association are all characteristics of
 - a. Self-presentation
 - b. Demotion-preventative strategy
 - c. Promotion-enhancing strategy
 - d. Personalization

11.10. Summary

- Perception is a process wherein an individual selects, organizes, and interprets the data from the environment to form a coherent picture.
- The process of perception includes various sub-processes. They are stimulus or situation, registration, interpretation, feedback, behavior, and consequence.
- Perceptual selectivity is a psychological process by which individuals select only a few stimuli out of the several stimuli to which they are exposed. Perceptual selectivity is influenced by external attention factors and internal set factors.

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- The personal characteristics of the perceiver such as attitudes, motives, interests, past experiences, and expectations also influence perception to a large extent.
- The characteristics of the target or stimulus such as size, motion, sound, etc. play a vital role in shaping the perception of the individual.
- Perceptual organization emphasizes the subsequent activities that take place in the perceptual process after the stimulus is received.
- Perceptual organization can take place in the various ways. They are figure-ground, perceptual grouping, perceptual constancy, and perceptual context.
- Social perception is the way an individual perceives other individuals. It can be in the form of attribution, stereotyping, and the halo effect.
- Impression management is the process by which people attempt to manage or control the perceptions formed by other people about themselves.

11.11. Glossary

Employee involvement – A participative process that uses the entire capacity of employees and is designed to encourage increased commitment to the organization's success.

Feedback – A message that tells the original sender how clearly his or her message was understood and what effect it has had on the receiver.

Halo effect – Drawing a general impression about an individual based on a single characteristic.

Impression management – The process by which individuals attempt to control the impression others form of them.

Stereotyping – Judging someone on the basis of one's perception of the group to which that person belongs.

11.12. Self-Assessment Test

1. What is perceptual selectivity? List out the various factors that influence perceptual selectivity.
2. How does perceptual organization take place? Discuss the concepts of perceptual grouping, stereotyping, and the halo effect. Do you find any similarities between these concepts?
3. How important is 'impression management' in modern day organizational cultures? Do you think it is ethical for employees to resort to impression management to thrive in organizations?

11.13. Suggested Readings / Reference Material

1. Aswathappa, K, International Business, 9th Edition Paperback, McGraw Hill, 2020
2. Dwivedi, R.S. Management – An Integrated Approach, National Publishing House. 2016
3. Fred Luthans, International Management: Culture, Strategy, and Behavior, McGraw Hill, 2017
4. Harold Koontz, Heinz Weihrich, Mark V. Cannice , Essentials of Management - An International, Innovation and Leadership Perspective ,11th Edition, Paperback, McGraw Hill 2020
5. Stephen. P., Robbins, Judge, Timothy. A. & Vohra, N. Organizational Behavior 18th edition, Pearson Education Inc.2019
6. Stephen P. Robbins, Mary Coulter, Management, 15 th Edition, Hoboken, NJ : Pearson, 2020
7. Udai Pareek & Sushama Khanna, Understanding Organizational Behaviour, 4th edition, Paperback, Oxford University Press, 2018

11.14. Answers to check your progress questions

1. (b) Perception

Perception is a cognitive process wherein an individual collects, organizes, and interprets data from the environment to obtain a meaning from it.

2. (c) Stimulus

The first sub-process of perception is stimulus. The second, third, and fourth sub-processes are registration, interpretation, and feedback, respectively.

3. (b) Registration

Registration involves individuals taking note of the stimulus received from the environment and recording it mentally. Stimulus refers to an individual's confrontation with an internal or external event. Interpretation is affected by the psychological processes of an individual. Feedback refers to the comment(s) given to an individual on his/her work.

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4. (b) Stimulus – registration – interpretation – feedback – behavior - consequence

Stimulus, registration, interpretation, feedback, behavior and consequence represent the sub processes of perception in sequence.

5. (a) Perceptual selectivity

Perceptual selectivity seeks to explain how and why people opt for only a few stimuli out of the many stimuli they keep encountering at any time. Perceptual selectivity depends on internal set factors like learning, motivation, and personality. On the other hand, intensity, size, repetition, and familiarity are external attention factors which influence the perceptual selectivity of individuals.

6. (a) Intensity, contrast, and motion

Perceptual selectivity depends on internal set factors like learning, motivation, and personality. Intensity, size, contrast, repetition, motion, novelty, and familiarity of objects and situations are external attention factors that influence the perceptual selectivity of individuals.

7. (a) Subliminal

When stimuli are so subtle that an individual may not even be conscious that he/she is exposed to them, it is referred to as subliminal perception.

8. (a) Principle of contrast

According to the principle of contrast, any stimulus that stands out against the background, or which is not what people expected, receives maximum attention. According to the principle of intensity, the intensity of an external stimulus determines its chances of being perceived. In contrast, the principle of repetition states that, greater the number of times a stimulus is repeated, the greater is the probability of it being noticed. Finally, the principle of motion states that people pay more attention to moving objects than to stationary ones.

9. (c) Principle of motion

According to the principle of motion, people give more attention to moving objects than to stationary objects. In the given situation, workers pay more attention to objects moving past them on a conveyor belt than to a stationary machine operating beside them. This is an example to the principle of motion.

10. (d) All of the above

Motivation, learning, and personality are internal set factors which play an important role in determining perceptual selectivity.

11. (d) Time, work environment, and social environment

Time, work environment, and social environment are the situational factors that influence an individual's perception. On the other hand, motives and interests are characteristics of the perceiver which influence the perception of an individual.

12. (a) Figure-ground

Figure-ground refers to the perceptual organization where perceived objects are separated from their general background by the perceiver. The grouping principle of perceptual organization states that individuals have the tendency to group several stimuli together into a recognizable pattern based on closure, continuity, proximity, or similarity.

13. (b) Perceptual grouping

Closure, continuity, and proximity form the basis for perceptual grouping.

14. (c) Perceptual proximity

Perceptual organization focuses on the subsequent activities that take place in the perceptual process after stimulus is received. According to the grouping principle of perceptual organization, an individual has the tendency to group several stimuli together into a recognizable pattern based on proximity, similarity, closure, or continuity. According to this principle, people perceive stimuli that are physically close to each other as belonging to one group. On the other hand, the principle of similarity states that, the greater the similarity of the stimuli, the more the chance of them being perceived as a common group.

15. (c) The perception of elements like size, shape, color, brightness, and location of an object remains constant, and does not change from one individual to another.

According to the principle of constancy, the perception of elements like size, shape, color, brightness and location of an object remains constant and does not change from one individual to another. On the other hand,

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according to the proximity principle, a group of stimuli that are physically close to each other are always perceived as a set of parts belonging together. According to the principle of closure, a person may sometimes perceive a whole, where it does not exist, and may sometimes, not be able to perceive a whole when it is present. Finally, according to the principle of similarity, the greater the similarity of the stimuli, the more is the probability of them being perceived as a common group.

16. (b) Perceptual context

According to the principle of perceptual context, different contexts convey different meanings to people. When a particular stimulus clashes with the values or culture of individuals, or is threatening in nature to them, then they develop a defense mechanism against such a stimulus, referred to as perceptual defense. According to the principle of perceptual constancy, the perception of elements like size, shape, color, brightness, and location of an object remains constant and does not change from one individual to another. Finally, the perceptual grouping principle states that, an individual tends to group several stimuli together into a identifiable pattern.

17. (a) Attribution

Attribution is the way in which people explain the causes for their own or others' behavior. With the help of attribution, individuals try to understand the reasons behind the behavior of one another and also draw conclusions about the factors that influenced that behavior.

18. (c) Dispositional

If a person's behavior is attributed to internal factors that characterize the person such as personality traits, motivation, or ability, it is called dispositional attribution. On the other hand, if a person's behavior is attributed to external factors such as the equipment that he/she may be handling, or social influence that he may possess, it is referred to as situational attribution. Again, when people arrive at a general impression about an individual based on a single characteristic of that individual, it is known as halo effect.

19. (a) Situational

In situational attribution, a person's behavior is attributed to external factors, whereas in dispositional attribution, it is attributed to internal

factors. Figure-ground is a form of perceptual organization. In this form of perception, the perceiver separates the perceived objects from their general background.

20. (a) Stereotyping

Stereotyping is referred to as the tendency of generalizing the characteristics of all the members of a group. Conversely, in the halo effect, the perceiver tends to judge a person depending upon a dominant trait which can be either positive or negative. Attribution is defined as the way in which people try to explain the cause for their own or others' behavior, and finally, impression management is defined as the process by which people try to control the perceptions formed by other people about themselves.

21. (a) Halo effect

In the halo effect, the perceiver tends to judge a person depending upon a dominant trait which can be either positive or negative. The various traits could be intelligence, sociability, aggressiveness, etc. On the other hand, stereotyping is defined as the tendency of generalizing the characteristics of all the members of a group. Attribution is defined as the way in which people try to explain the cause for their own or others' behavior.

22. (d) Both (a) and (c)

The process by which people try to manage or control perceptions that other people have about them is known as impression management or self-presentation. In the halo effect, the perceiver tends to judge a person depending upon a dominant trait which can be either positive or negative.

23. (a) Impression management

Demotion-preventative strategy is associated with impression management. This strategy is used when employees want to minimize their accountability for a negative outcome or to remain out of trouble. On the other hand, halo effect and stereotyping are problems associated with social perception.

24. (d) Disassociation

Disassociation is a characteristic of demotion-preventative strategies. Alternatively, entitlements, enhancements, and obstacle disclosures are characteristics of promotion-enhancing strategies.

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25. (c) Promotion-enhancing strategy

Employees use promotion-enhancing strategies to increase their responsibility for a positive outcome and try to communicate it to their superiors. Entitlements, enhancements, obstacle disclosures, and association are all characteristics of this strategy.

Unit 12

Learning

Structure

- 12.1. Introduction
- 12.2. Objectives
- 12.3. Significance of Learning
- 12.4. Theoretical process of Learning
- 12.5. Principles of Learning
- 12.6. Behavioral Management
- 12.7. Summary
- 12.8. Glossary
- 12.9. Self-Assessment Test
- 12.10. Suggested Reading / Reference Material
- 12.11. Answers to check your questions

12.1. Introduction

The previous unit was about perception, in which we discussed the meaning and significance of perception, and sub-processes of perception and impression management. This unit is about Learning.

Learning is defined as ‘the acquisition of knowledge or skills through study, practice, or experience.’ Learning brings about a permanent change in the behavior of a person. It is of high significance in the study of organizational behavior as most of the behaviors exhibited by people in organizations are learned. Understanding ways in which people learn helps to predict and explain the behavior of organizations. In fact, organizations, like individuals, must learn new skills and acquire knowledge about emerging theories and techniques so as to survive and compete effectively in the dynamic business environment.

This unit explains the different theories of learning and suggests how behavior can be managed.

12.2. Objectives

By the end of this unit, students should be able to:

- Explain the significance of Learning

- Discuss Behavioristic, cognitive, and social learning theories
- Explain the principles of learning
- List and illustrate the steps in OB MOD process

12.3. Significance of Learning

The concept of learning is significant in understanding, developing, and managing human resources in an organization. Scholars and practitioners of behavioral science agree that analyzing learning helps in managing the human resources of an organization effectively as all the behaviors of people are learnt either directly or indirectly. For example, the skills of a worker, attitude of a manager, style of dressing by an accountant, are all learned behaviors. Hence, the process and principles of learning can be utilized by organizations to mold the behavior of employees and enhance their performance. Exhibit 12.1 describes a new path to learning.

Exhibit 12.1: Personalized Goal-setting – A New Path to Learning

“Being employee-centric focus will be the key for our HR strategy. In addition to our employees’ day-to-day work, we want to ensure that they also grow together with the company. This means that our employees’ professional growth is one of our biggest priorities, as helping each individual to further their career or learning journey will also allow us to stay relevant, innovative and competitive together as a team, which is why these two awards are true testaments to how we are as a company.

“When our employees have the necessary support for professional growth, they are not only able to further their careers, but they also become the driving force in keeping the organisation relevant, innovative, and competitive.” “In order to provide our employees with the most effective support, we must first identify their unique needs and match them up with possible areas of improvement. This is addressed through our focus of conducting comprehensive employee assessments, which we accomplish in two ways: an annual employee survey and regular one-on-one reviews.”

These are the statements given by the Head of Human Resources, Christine Koh, Cigna Singapore, one of the largest international medical insurance companies in the world. It was in response to an interview question raised on the occasion of Cigna, Singapore bagging the bronze awards for Best In-House Learning Academy, at the Employee Experience Awards 2021, Singapore. The question was basically to know the ideas or principles of their award-winning employee experience strategy that matched with the workforce needs and the proper execution of such strategy.

Source: <https://www.mckinsey.com/business-functions/mckinsey-accelerate/our-insights/building-a-learning-culture-that-drives-business-forward> April 2021

12.4. The Theoretical Process of Learning

A perfect theory of learning would be one which can be applied across different situations and different sections of people. Behavioral scientists are still making efforts to develop such a theory. The existing theoretical approaches to learning are the behavioristic, cognitive, and social learning theories. These theories help to understand the behavior of people in the workplace.

Behavioristic Theories

Classical behaviorists like Ivan Pavlov and John B. Watson associated learning with stimulus and response (S-R connection). But BF Skinner, an operant behaviorist, proposed that learning followed as a consequence of response. The theories of the operant behaviorists are based on the connection between response and stimulus (R-S connection) and so, are also called connectionist theories. The S-R connection deals with classical or respondent conditioning while the R-S connection deals with instrumental or operant conditioning and these connectionist theories help to understand how people acquire patterns of behavior.

Classical conditioning: It is defined as a process in which an existing neutral stimulus, when paired with an unconditioned stimulus, becomes a conditioned stimulus that elicits a conditioned response. Classical conditioning involves learning a conditioned response by associating a conditioned stimulus with an unconditioned stimulus.

Operant conditioning: The operant conditioning theory or reinforcement theory proved that the consequences determine the behavior that results in learning. According to this theory, behavior is strengthened and is likely to be repeated if it is reinforced. Skinner believed that specific forms of behavior could be increased if they were followed by pleasant consequences. He held that the effectiveness of the rewards is more if they are given immediately after the desired behavior whereas behavior which is not rewarded or is punished is less likely to be repeated.

To understand the learned behavior in animals, B.F. Skinner conducted some experiments. He designed an apparatus called an 'operant chamber' or 'Skinner box' and used rats and pigeons for his experiments. The Skinner box had a lever. If the lever was pressed a small amount of food dropped down into the box. Skinner found that a hungry rat, which was placed in the operant chamber, started exploring for food. It pressed the lever and got a bit of food. Later, the rat learned to associate the pressing of the lever with getting food. The food was a reward for the rat when it acted in the desired manner. This form of learning which is based on trial and error is called operant conditioning.

Cognitive Theories

The cognitive approach has been applied to many theories of OB, particularly to the theories of motivation. Edward Tolman (Tolman), a theorist of cognitive psychology, stated that cognitive learning consisted of a relationship between cognitive environmental cues and expectation. To test this theory, Tolman conducted controlled experiments on white rats. As a part of the experiment, the rats were made to run through a complicated maze in search of food. When the rats came across food placed at certain points in the maze they started associating the presence of food with certain cognitive cues. As a result, learning took place. Based on his research, Tolman concluded that rats and other animals developed ‘cognitive maps’ of their environment. He, therefore, considered learning as developing a pattern of behavior from bits of knowledge or cognition of the environment. This learning of the association between the cue and expectation is termed S-S (Stimulus-Stimulus) learning. The cognitive theory influenced many industrial training programs which aimed to strengthen the relationship between the cognitive cues like supervisory, organizational, and job procedures and the expectations of employees for rewards.

Social Learning Theory

The social learning theory assumes that learning can take place through vicarious or modeling processes and self-control processes apart from stimulus and responses.

Modeling processes: Observational learning is the essential component of *vicarious* or *modeling* processes. NE Miller and JC Dollard opined that *learning* need not always result from S-R or R-S connections and emphasized on observational learning. To examine the process of learning, Albert Bandura (Bandura) carried out research on modeling processes. He stated that people learnt from others by observing and enacting. He added that modeling included sub-processes like attention, retention, reproduction, and reinforcement, all of which were interrelated.

Self-efficacy: Self-efficacy was defined by Bandura as ‘the self-perceptions of how well a person can cope with situations as they arise.’ According to the research conducted by Bandura, there is a fair relation between self-efficacy and work related performance. People who think that they can perform a task well are people with high self-efficacy and they perform the task better than those with low self-efficacy, i.e., people who think they cannot perform a task or think they will fail.

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Activity: Do you rate yourself as a person with high or low level of self-efficacy? Narrate an instance where your perception on self-efficacy influenced your performance for a success or failure in your life.

Answer:

Check Your Progress-1

1. Which of the following theories of learning are also known as connectionist theories?
 - a. Cognitive theories
 - b. Operant behavioristic theories
 - c. Social learning theories
 - d. Tolman's theories
2. The classical conditioning process is also referred to as
 - a. Respondent conditioning
 - b. Instrumental conditioning
 - c. Operant conditioning
 - d. Both (b) and (c)
3. In order to understand learned behavior in animals, Skinner made use of _____ and _____ in his experiments.
 - i. Rats
 - ii. Parrots
 - iii. Pigeons
 - iv. Squirrels
 - a. Only i and iii
 - b. Only i and iv
 - c. Only ii and iii
 - d. Only ii and iv
4. The form of learning based on trial and error is referred to as
 - i. Operant conditioning
 - ii. Classical conditioning
 - iii. Respondent conditioning

- iv. Instrumental conditioning
 - a. Only i and iii
 - b. Only i and iv
 - c. Only ii and iii
 - d. Only ii and iv
- 5. The learning of the association between the cue and expectation is referred to as _____.
 - a. S-S learning
 - b. R-S connection
 - c. S-R connection
 - d. Social learning theory
- 6. Which among the following forms an essential component of the modeling process as per the social learning theory?
 - a. Observational learning
 - b. Operant conditioning
 - c. Classical conditioning
 - d. Instrumental conditioning

12.5. Principles of Learning

Reinforcement and punishment are important principles of learning. In general, reinforcement is considered to be a better approach to make people learn desirable behavior. Reinforcement refers to ‘a stimulus which strengthens the probability of a particular response being repeated.’ In organizations, reinforcement can be in the form of appreciating the good work done by an employee or giving a hike in salaries and/or position. Reinforcement can be either positive or negative. Positive reinforcement motivates repeated behavior as it results in desirable consequences. Reinforcement can also be negative where an individual repeats behavior so as to avoid a negative consequence. Apart from reinforcement, behavior can be managed using punishments. Punishment is defined as an action that weakens a particular behavior and reduces the frequency of that behavior. Punishment usually involves applying an undesirable consequence or withdrawing a desirable one.

Edward L. Thorndike proposed the *Law of effect* which helps to understand the principle of reinforcement.

Block-3: Individual Behavior in Organizations

Law of Effect

The law of effect was given by Thorndike in 1920. He stressed that learning involved forming of bonds between stimuli and responses. The law of effect states that repetition of responses is more likely to happen if followed by pleasant consequences compared to responses followed by unpleasant consequences. The law has been proved in controlled learning experiments as well as in real life. However, it has some exceptions. For instance, employees may not learn from failures related to their jobs if they have strong self-efficacy and believe that what they are doing is right. So they may not obey the instructions of the manager to change their behavior. In spite of this drawback, many behavioral scientists have accepted the law of effect.

Meaning of Reinforcement

Reinforcement is in general explained as anything a person finds rewarding. But this definition uses reinforcement and reward interchangeably. A clearer explanation is given in the law of effect. The law of effect states that repetition of responses is more likely to happen if followed by pleasant consequences than if it is followed by unpleasant consequences. Reinforcement is anything which increases the intensity of response by encouraging a person to repeat the behavior.

Positive and negative reinforcement and punishment

Positive reinforcement strengthens and increases the repetition of a behavior which causes a desirable consequence. Negative reinforcement and punishment are common forms of negative control of behavior. Negative reinforcement also strengthens and increases the probability of a particular behavior being repeated, but by withdrawing an undesirable consequence. Punishment weakens and decreases the probability of occurrence of a particular behavior. Figure 12.1 shows the difference between positive and negative reinforcements and punishments.

Figure 12.1: Difference between Positive and Negative Reinforcement and Punishment

	Behavior Encouraged	Behavior Suppressed
Stimulus Presented	POSITIVE REINFORCEMENT Example: good performance rating	PUNISHMENT Example: suspension of the employee
Stimulus Removed or Withheld	NEGATIVE REINFORCEMENT Example: calling off strike and resuming work to avoid being dismissed	PUNISHMENT Example: no access to recreation facilities or e-mailing system for a week

Check Your Progress-3

7. The two most important principles of learning are
 - i. Punishment
 - ii. Self-efficacy
 - iii. Modeling process
 - iv. Reinforcement
 - a. Only i and iii
 - b. Only i and iv
 - c. Only ii and iii
 - d. Only ii and iv
8. In explaining the principle of reinforcement, the _____ states that responses followed by pleasant consequences are more likely to be repeated, while responses followed by unpleasant consequences are less likely to be repeated.
 - a. Cognitive theory
 - b. O. B. Mod process
 - c. Law of Effect
 - d. Social learning theory
9. According to the Law of Effect, _____ can be defined as anything that tends to increase the intensity of a response and also induces the person to repeat the behavior which was followed.
 - a. Stimulus
 - b. Equity
 - c. Reinforcement
 - d. Punishment
10. Ravi is an employee of a consultancy firm. He never comes late to office. His manager, recognizing this, praised him generously. This instance of praising an employee is an example of
 - a. Positive reinforcement
 - b. Learning
 - c. Empowerment
 - d. All of the above

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11. An employee comes late to office continuously for several days and is warned of a two-month suspension followed by a pay-cut. This is an example of
 - a. Negative reinforcement
 - b. Positive reinforcement
 - c. Stimulus
 - d. Instincts
12. Kiran is an employee working with an advertising firm. She is very creative and sincere in her work. Her superior praised her work and gave her the Best Employee award. This instance of appreciating an employee is an example of
 - a. Negative reinforcement
 - b. Positive reinforcement
 - c. Punishment
 - d. Both (a) and (c)

12.6. Behavioral Management

“Companies will have to unlearn their past and forget it! The future will not be an extrapolation of the past (Prahalad,).

Behavioral management is positively influencing the performance of employees using the reinforcement theory or operant conditioning. Robert Kreitner and Fred Luthans termed behavioral management as ‘Organizational Behavior Modification’ or ‘OB Mod.’ The O. B. Mod process focuses on the following aspects: the influence of the environment on employee behavior; the antecedent cues or conditions that precede a behavior; the consequence of a particular behavior; and the impact of the behavior on performance effectiveness. This process can help increase the frequency of desirable behaviors in employees; reduce absenteeism, improve productivity, decrease costs, reduce defective output and improve safety.

Steps in the OB Mod Process

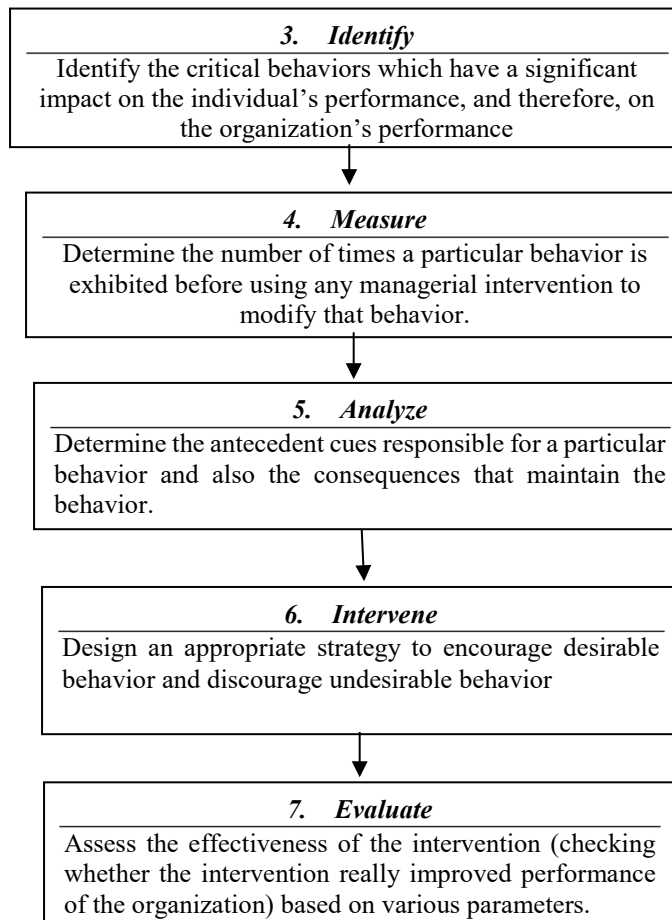
To encourage desirable behavior in employees, managers follow the following steps in the OB Mod process:

- Identify critical performance behaviors: The objective of this step is to identify those critical 5 or 10 percent of the behavior which accounts for around 70 to 80 percent of the performance of the individual.
- Measure the critical performance behaviors: A base-line measure is obtained by determining the number of times a particular behavior is exhibited before any managerial intervention is used to modify that behavior. A comparison of the base-line measure with the measured behavior after managerial intervention provides an indication of the efficacy of an intervention strategy.
- Carry out a functional analysis of the behaviors: A functional analysis uses the A-B-C model, which has antecedent (A), behavior (B) and consequence (C) as components. An antecedent is a stimulus or circumstance which elicits a particular behavior from an individual. Behavior is a person's response to the antecedent. Consequence results from a particular behavior. The main purpose of functional analysis is to identify the antecedents and consequences of a specific behavior.
- Develop an effective intervention strategy: This is the most important step in the O. B. Mod process. The most important intervention strategies for achieving the objectives of the O.B. Mod process are positive reinforcement and punishment-positive reinforcement.
- Evaluate the intervention strategy to ensure performance improvement: There are four levels of evaluation. The first level (reaction) refers to the response of the people on whom the intervention is being carried out. The second level (learning) seeks to discover whether people using the O.B. Mod process understand the reasons, the background, and the underlying assumptions behind each of the steps in the process. The third level (behavioral change) examines whether there has been any change in the behavior of the users of this process. In the fourth level (performance improvement) the effectiveness of the O.B. Mod process is measured on the basis of the data obtained on parameters such as quality and quantity, turnover, absenteeism, customer complaints, employee grievances, number of clients served, and rate of return on investment.

These steps are represented in the Figure 12.2.

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Figure 12.2: Flowchart of Steps in the OB Mod Process



Source: ICFAI Research Centre

Activity: Rajni, an executive for people development in Zeurix Inc., noticed that employees of the organization were taking very frequent informal tea-breaks. This was affecting the flow of work due to which production levels had come down drastically in the last few months. What steps she should take to modify the behavior of employees in the organization and improve their performance levels?

Answer:

Check Your Progress-4

13. The O. B. Mod process lays emphasis on
 - a. The influence of the environment on employee behavior
 - b. The antecedent cues or conditions that precede a behavior
 - c. The impact of the behavior on performance effectiveness
 - d. All of the above
14. Following are the steps in the Organizational Behavior Modification (O.B. Mod) process. Arrange them in the **correct** sequence.
 - i. Carrying out a functional analysis of the behaviors
 - ii. Developing an effective intervention strategy
 - iii. Measuring the critical performance behaviors
 - iv. Identifying critical performance behaviors
 - v. Evaluating the intervention strategy to ensure performance improvement
 - a. i-ii-v-iv-iii
 - b. iv-iii-i-ii-v
 - c. ii-iv-iii-v-i
 - d. iv-i-v-iii-ii
15. In the O.B. mod process, a/an _____ represents the condition or cue which precedes a set of behavior alternatives.
 - a. Consequence
 - b. Instinct
 - c. Cognition
 - d. Antecedent
16. In the O.B Mod process, the most important intervention strategies are
 - i. Positive reinforcement
 - ii. Punishment-positive reinforcement
 - iii. Negative reinforcement
 - iv. Positive-negative reinforcement
 - a. Only i and ii
 - b. Only i and iv
 - c. Only ii and iii
 - d. Only ii and iv

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17. Among the four levels of evaluation in the O.B. Mod process, the _____ level examines whether there has been any change in the behavior of the users of this process.
- First level
 - Second level
 - Third level
 - Fourth level
18. The effectiveness of the O.B. Mod process is evaluated based on data obtained on parameters like
- Customer complaints and number of clients served
 - Employee grievances
 - Absenteeism and turnover
 - All of the above

12.7. Summary

- All types of behaviors in organizations are learned either directly or indirectly. The theories to study learning are classified as behavioristic, cognitive, and social learning theories.
- Behavioristic theories associated learning with stimulus(S) and response(R). The S-R and R-S connections were used respectively to describe learning through classical conditioning and operant conditioning.
- Cognitive theories related learning to knowledge of environment.
- Social learning theories explained learning through modeling processes and self-efficacy.
- Reinforcement and punishment are the principles of learning which investigate repeated behaviors.
- Behavioral management helps in managing the behavior of employees in organizations to bring about effective performance. Organizational Behavior Modification is carried out in steps such as identifying the factors which influence performance, and measuring, analyzing, and intervening with them to bring about performance improvement.

12.8. Glossary

Classical conditioning – A type of conditioning where an individual responds to some stimulus that could not invariably produce such a response.

Reinforcement – Anything that both increases the strength of response and tends to induce repetitions of the behavior that preceded the reinforcement.

12.9. Self-Assessment Test

1. Explain the significance of learning in the organizational context.
2. How does behavioral management or the OB Mod process help in performance improvement of organizations?

12.10. Suggested Readings/Reference Material

1. Aswathappa, K, International Business, 9th Edition Paperback, McGraw Hill, 2020
2. Dwivedi, R.S. Management – An Integrated Approach, National Publishing House. 2016
3. Fred Luthans, International Management: Culture, Strategy, and Behavior, McGraw Hill, 2017
4. Harold Koontz, Heinz Weihrich, Mark V. Cannice , Essentials of Management - An International, Innovation and Leadership Perspective ,11th Edition, Paperback, McGraw Hill 2020
5. Stephen. P., Robbins, Judge, Timothy. A. & Vohra, N. Organizational Behavior 18th edition, Pearson Education Inc.2019
6. Stephen P. Robbins, Mary Coulter, Management, 15 th Edition, Hoboken, NJ : Pearson, 2020
7. Udai Pareek & Sushama Khanna, Understanding Organizational Behaviour, 4th edition, Paperback, Oxford University Press, 2018

12.11. Model Answers

1. (b) Operant behavioristic theories

The theories of the operant behaviorists are based on the connection between response and stimulus (R-S connection) and so, are also called connectionist theories.

2. (a) Respondent conditioning

The classical conditioning process is also referred to as respondent conditioning. Instrumental conditioning is also known as operant conditioning.

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3. (a) Only i and iii

In order to understand learned behavior in animals, Skinner made use of rats and pigeons in his experiments.

4. (b) Only i and iv

The form of learning that is based on trial and error is called operant or instrumental learning. On the other hand, classical or respondent conditioning focuses on reflexive or unconditioned behavior.

5. (a) S-S learning

The learning of the association between the cue and expectation is referred to as S-S learning. Classical behaviorists considered learning as the association of stimulus and response (S-R) connection, whereas operant behaviorists based their theories on the response and stimulus (R-S) connection. The social learning theory states that there is more to learning than just the antecedent stimulus and dependent consequences.

6. (a) Observational learning

Observational learning is an essential component of the modeling process. According to N. E. Miller and J. C. Dollard, learning need not always result from S-R (classical) or R-S (instrumental or operant) connections. It can also occur through imitation of the behavior and action of others.

7. (b) Only i and iv

The two most important principles of learning are punishment and reinforcement. According to the social learning theory, learning can take place through self-efficacy and modeling processes.

8. (c) Law of Effect

The Law of Effect was proposed by Edward L. Thorndike. It states that responses followed by pleasant consequences are more likely to be repeated, while those followed by unpleasant consequences are less likely to be repeated.

9. (c) Reinforcement

According to the Law of Effect, reinforcement is defined as anything that tends to increase the intensity of a response and also induces the person to repeat the behavior which was followed by reinforcement.

10. (a) Positive reinforcement

Positive reinforcement increases the likelihood of a particular behavior being repeated because of its desirable consequence. In this case, the manager praised Ravi for coming to office on time. This will motivate Ravi and make him come on time everyday. Learning is defined as the acquisition of knowledge or skills through study, practice, or experience. The term empowerment refers to the increased involvement of employees in organizational processes and decision making.

11. (a) Negative reinforcement

An employee coming late to office continuously for several days, warned of a two-month suspension, followed by a pay-cut, is an example of negative reinforcement. It reduces the probability of repeating a particular behavior. On the other hand, an event that might increase the probability of repeating a particular type of behavior is called positive reinforcement.

12. (b) Positive reinforcement

Reinforcements can be either positive or negative. Positive reinforcement increases the chances that a particular behavior would be repeated because it results in a desirable consequence. Negative reinforcement also increases a particular behavior being repeated, but it does so in different ways. In negative reinforcement, the individual repeats a behavior not because he wants to but because he wants to avoid a negative consequence. A punishment can be defined as a action that weakens a particular behavior and reduces its frequency. It usually involves withdrawing a desirable consequence or applying an undesirable one.

13. (d) All of the above

The O. B. Mod process focuses on the influence of the environment on employee behavior, the antecedent cues or conditions that precede a behavior and its impact on performance effectiveness.

14. (b) iv-iii-i-ii-v

The steps in the O. B. Mod process are: identifying the critical performance behaviors, measuring the critical performance behaviors, carrying out a functional analysis of the behaviors, developing an effective intervention strategy, and evaluating the intervention strategy to ensure performance measurement.

15. (d) Antecedent

An antecedent represents the condition or cue which precedes a set of behavior alternatives. The ringing of an alarm clock is an example of an antecedent condition.

16. (a) Only i and ii

In the O.B Mod process, the most important intervention strategies are positive reinforcement and punishment-positive reinforcement.

17. (c) Third level

The first level (reaction) refers to the response of the people on whom the intervention is being carried out. The second level (learning) seeks to discover whether people using the O.B. Mod process understand the reasons, the background, and the underlying assumptions behind each of the steps in the process. The third level (behavioral change) examines whether there has been any change in the behavior of the users of this

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process. In the fourth level (performance improvement) the effectiveness of the O.B. Mod process is measured on the basis of the data obtained on certain parameters.

18. (d) All of the above

The effectiveness of the O.B. Mod process is evaluated based on data obtained for parameters like customer complaints, number of clients served, employee grievances, absenteeism, and turnover.

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