

Organisational Behaviour and Business Ethics

Finally, Herzberg has two-dimensionalised the needs, instead of five as was done by Maslow.

All things considered, it may be stated that Herzberg's theory has been widely read and few managers are unfamiliar with his recommendations. The increased popularity since the mid-1960s of vertically expanding jobs to allow workers greater responsibility in planning and controlling their work can be largely attributed to Herzberg's findings and recommendations.

Equity Theory: The equity theory is another process theory. The theory owes its origin to several prominent theorists like Festinger, Heider, Romans, Jacques, Patchen, Weick and Adams. However, it is Adam's formulation of the equity theory which is a highly developed and researched statement on the topics. Therefore, Adam's formulation is considered here.

Like any other theory, the equity theory is also alternatively known as the "social comparison" theory and "inequity" theory. True to its name, the equity theory is based on the assumption that individuals are motivated by their desire to be equitably treated in their work relationships. When employees work for an organization, they basically exchange their services for pay and other benefits. The equity theory proposes that individuals attempt to reduce any inequity they may feel as a result of this exchange relationship. For example, if employees feel that they are either overpaid or underpaid, the equity theory posits that they will be motivated to restore equity.

Four terms are important in the theory :

- *Person:* The individual for whom equity or inequity exists.
- *Comparison other:* Any group or individual used by a person as a referent regarding inputs and outcomes. Comparison other is also called relevant other.
- *Inputs:* Characteristics which individuals bring with them to the job : education, skills, experience and the like. These are subjectively perceived by a person. (See Table 3.5)
- *Outcomes:* Pay, promotion and fringe benefits received from a job. These are also subjectively perceived by a person. (See Table 3.5)

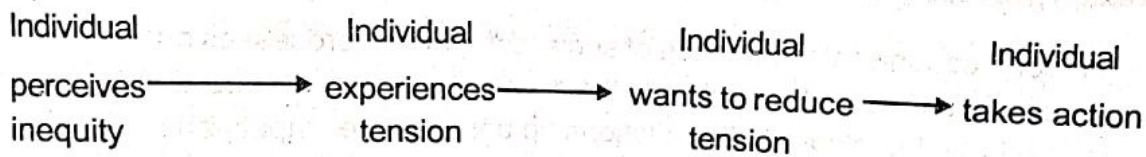
The theory proposes that the motivation to act develops after the person compares inputs/outcomes with the identical ratio of the relevant other. Inequity is defined as the perception that person's job inputs/outcomes ratio is not equal to the inputs/outcomes ratio of the comparison other.

The basic equity proposal assumes that, upon feeling inequity, the person is motivated to reduce it. Further, the greater the felt inequity, the greater the motivation to reduce it. Thus, inequity as motivation force will act as follows:

TABLE: 3.5 EXAMPLES OF INPUTS AND OUTCOMES IN ORGANIZATIONS

Inputs	Outcomes
Age	Challenging job assignment
Attendance	Fringe benefits
Interpersonal skills	Job perquisites (parking space or office location)
Communication skills	Job security
Job effort (long hours)	Monotony
Level of education	Promotion
Past experience	Recognition
Performance	Responsibility
Personal appearance	Salary
Seniority	Seniority benefits
Social status	Status symbols
Technical skills	Working conditions
Training	

(Source: Don Hellriegel, et al., op. cit, p. 152)



When attempting to reduce inequity, the person may try a number of alternatives, some of which are :

- Altering his or her inputs.
- Altering his or her outcomes.
- Distorting his or her inputs and outcomes cognitively.
- Leaving the field.
- Trying to alter or cognitively distort input and outcomes of the comparison other, or force him or her to leave the field.
- Changing the comparison other.

Fig. 3.15 contains three different equity relationships : equity, negative inequity and positive inequity. Assume the two people of the equity relationships in Fig. 3.15 have equivalent backgrounds and perform identical tasks. Only their hourly pay rates differ. Equity exists for an individual when his or her ratio of perceived outcomes to inputs is equal to that of the comparison other (See part A in Fig. 3.15). If the comparison other enjoys greater outcomes for similar inputs, negative inequity will be perceived (See part B in Fig. 3.15). On the other hand, a person will experience positive inequity when his or her outcome to input ratio is greater than that of the comparison other (See part C in Fig. 3.15).

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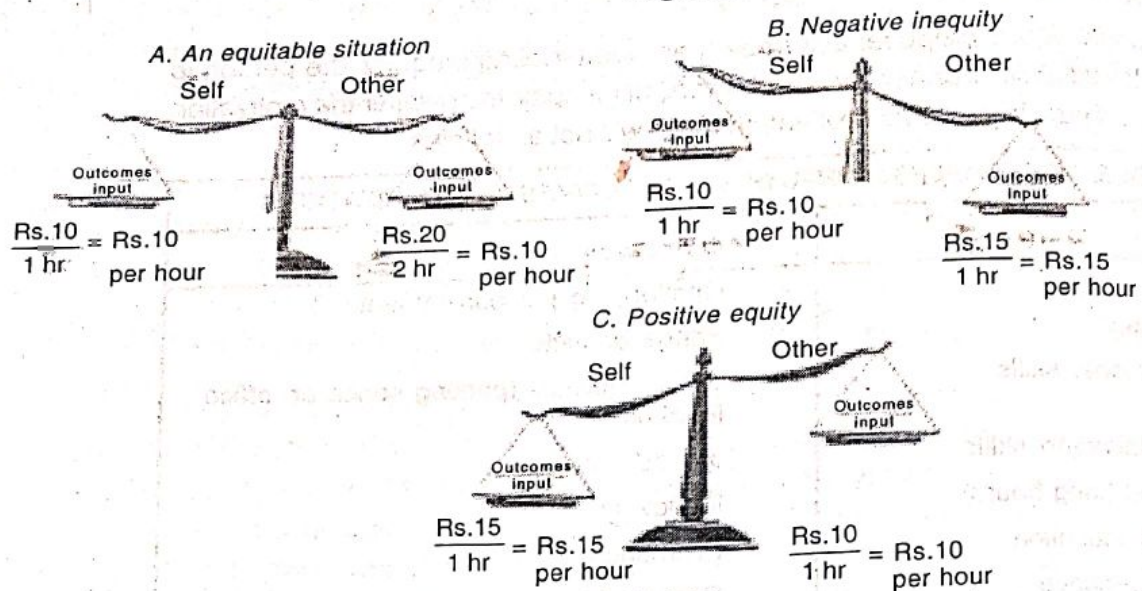


Fig. 3.15: Negative and Positive Equity

It is not that the person feeling inequity alone gets motivated to restore equity. The person with a feeling of equity also gets motivated but to maintain the current situation.

Evaluation of the Theory: Like any other theory of motivation, the equity theory has advantages and limitations. On the advantages it may be stated that the theory has generated extensive research, with many of the results being supportive.

Second, the theory recognises the influence of social comparison processes on motivation. Individuals are concerned not only with the absolute amounts of rewards they receive for their efforts, but also with the relationship between their inputs and outcomes and the inputs and outcomes of others. Any perceived injustice motivates them to restore equity.

Third, compared to the content theories the equity theory adopts a realistic approach to motivation. The equity theory posits that a major share of motivated behaviour is based on the perceived situation rather than on the actual set of circumstances. Where Maslow saw behaviour largely as a result of personality need variables, and where Herzberg saw behaviour as the result of objective job content and job context factors, the equity theory generally argues that it is the perceived equity of the situation that stimulates motivation and satisfaction. In other words, if an employee "thinks" he or she is paid less than his or her co-workers for the same quantity and quality of work, he or she would, according to the equity model, be dissatisfied and would move to reduce the inequity through various means. Such a hypothesis is particularly interesting in view of several findings which indicate that workers generally tend to overestimate the salaries or benefits of others.

The equity theory has its share of criticisms. The central theme of the model is the judgement of fair treatment. The difficulty is that not everyone equally appreciates the concept of fairness. Equity predictions, therefore, are more likely to apply to people who are morally mature that is, individuals guided by a normal system in which the fair distribution of rewards is a fundamental tenet.

The theory is not clear about the areas mentioned below:

- Is a given factor an input or an outcome? For example, "responsibility" is viewed by some as input and as output by others.
- How does a person choose (or change) the comparison other?
- Under what circumstances will each method of inequity resolution be used? The feeling of inequity may force one to quit the job, but may force a change of comparison other in another. Individual differences obviously influence this activity.
- What is the relationship between inputs and outcomes? If (as seems likely) they are perceived by employees to be interrelated (e.g., more outcomes cannot be attained without additional inputs), the prediction of employee behaviour is more difficult.
- Will the findings generated in laboratory experiments hold in actual organizations? One analyst of the equity theory has noted that most studies supporting it have been laboratory experiments with student subjects.

Regardless of these problems, the equity theory continues to offer us some important insights into employee motivation.

Managing the Equity Dynamic: Fig. 3.16 shows that the equity comparison actually intervenes between a manager's allocation of rewards and his / her impact on the work behaviour of subordinates. Managing the equity dynamic thus becomes quite central to the manager who strives to maintain healthy psychological contracts, that is, fairly balanced inducements and contributions among subordinates. Rewards that are received with feeling of equity can foster job satisfaction and performance and rewards received with feelings of negative inequity can damage these key work results. The burden lies with the manager to take control of the situation and make sure that any negative consequences of the equity comparison are avoided or at least minimised, when rewards are allocated.



Fig. 3.16: The Equity Comparison

Here are two tips to the practising managers for maintaining equity dynamic at their work :

- Recognise that an equity comparison is likely to be made by each subordinate whenever visible rewards such as pay, promotions and the like are allocated.
- Anticipate felt negative inequities. Carefully communicate to each individual your evaluation of the reward, an appraisal of the performance upon which it is based and the comparison points you consider to be appropriate.

Also remember, feelings of inequity are determined solely by the individual's interpretation of situation. Thus, the assumption that every employee in a work situation

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will perceive his/her annual pay raise as fair is incorrect. It is not how a manager feels about the allocation of rewards that matters; rather it is how the individuals receiving the rewards feel or perceive them that will determine the motivational outcomes of the equity dynamic.

Porter and Lawler's Model: Lyman Porter and Edward Lawler III, two OB researchers, developed an expectancy model of motivation that stretches beyond Vroom's work. This model attempted to —

- Identify the source of people's valences and expectancies, and
- Link effort with performance and job satisfaction. Fig. 3.17 illustrates the model.

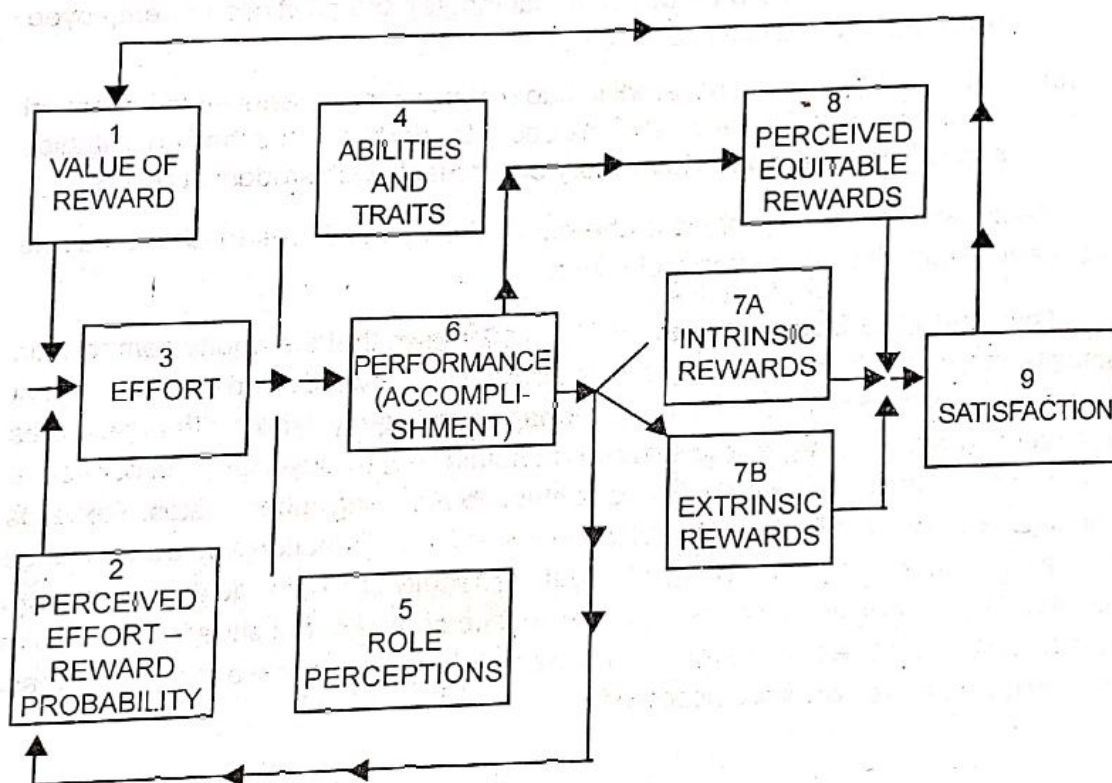


Fig. 3.17: Porter and Lawler's Expectancy Model

Predictors of Effort: Effort is perceived as a function of the perceived value of a reward (the reward's valence) and the perceived effort-reward probability (an expectancy). Employee should exhibit more effort when they believe they will receive valued rewards for task accomplishment.

Predictors of Performance: Performance is determined by more than effort. Fig. 3.17 indicates that the relationship between effort and performance is moderated by an employee's abilities and traits and role perceptions. That is, employees with higher abilities attain higher performance for a given level of effort than employees with lesser abilities. Similarly, effort results in higher performance when employees clearly understand and are comfortable with their roles. This occurs because effort is channeled into the most important tasks. For example, stage fright can render an otherwise well prepared actor or speaker ineffective.

Motivation and Leadership

Predictors of Satisfaction: Performance begets intrinsic and extrinsic rewards to employees. Intrinsic rewards are intangible outcomes such as achievements. Extrinsic rewards are tangible outcomes such as pay and recognition. Now, job satisfaction is determined by employees' perceptions of the equity of the rewards received. Fig. 3.17 further shows that job satisfaction affects employees' subsequent valence of rewards. Finally, employees' future effort → reward probabilities are influenced by past experience with performance and rewards.

1. Expectancy Theory of Motivation

Expectancy theory of motivation was developed by *Victor Vroom*.

Basically, Vroom's expectancy theory views motivation as a process of governing choices.

- The expectancy theory tries to explain how and why people choose a particular behaviour over an alternative.
- The theory suggests that motivation depends on two things : how much an individual desires a particular goal and how likely he thinks he can get it.

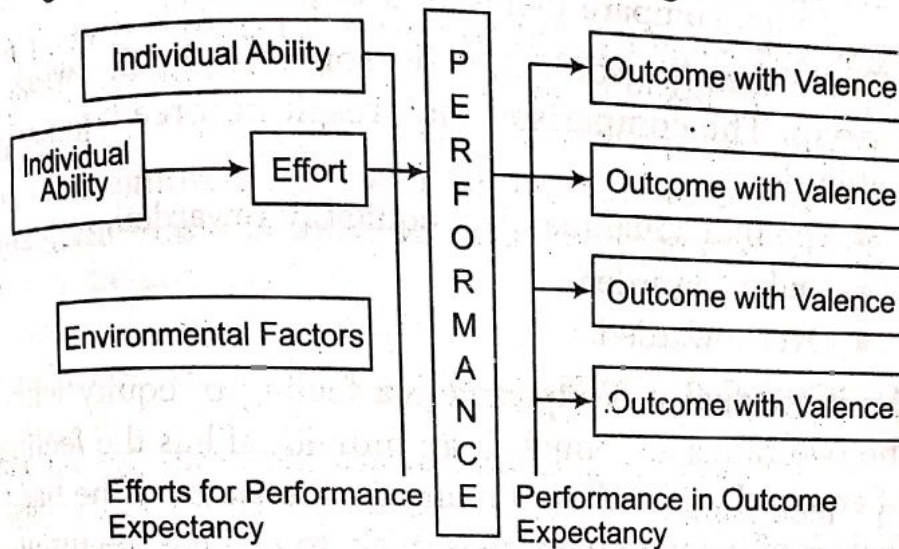


Fig. 4.4 Expectancy Model of Motivation

The expectancy theory rests on four assumptions

- The theory assumes that behaviour is determined by a combination of forces in the individual and in the environment.
- It assumes that people make decisions about their own behaviour in organisations.
- It assumes that different people have different types of needs, desires and goals.
- It assumes that people make choices from among alternative plans of behaviour based on their perceptions of the extent to which a given behaviour will lead to desired outcomes.

The above model suggests that motivation leads to efforts, when combined with individual ability and environmental factors, result in performance. It confirms that motivation, efforts, individual's ability, environmental factors all contribute towards performance.

Performance, leads to outcomes-each of which has an associated value called its valence. According to this model, individuals develop some sense of these expectations before they exhibit motivated non-motivated behaviour. Outcome valence further determines the level of motivation and outcome valence is measured against the expectations set by an individual.

Components of attitude

1. Informational or Cognitive Component:

The informational component consists of beliefs, ideas, values and other information a person has about the object. It makes no difference whether or not this information is empirically correct or real. For example, a person seeking a job may learn from his own sources that in a particular company, the promotion chances are very favorable. In reality, it may or may not be correct. Yet, the information that person is using

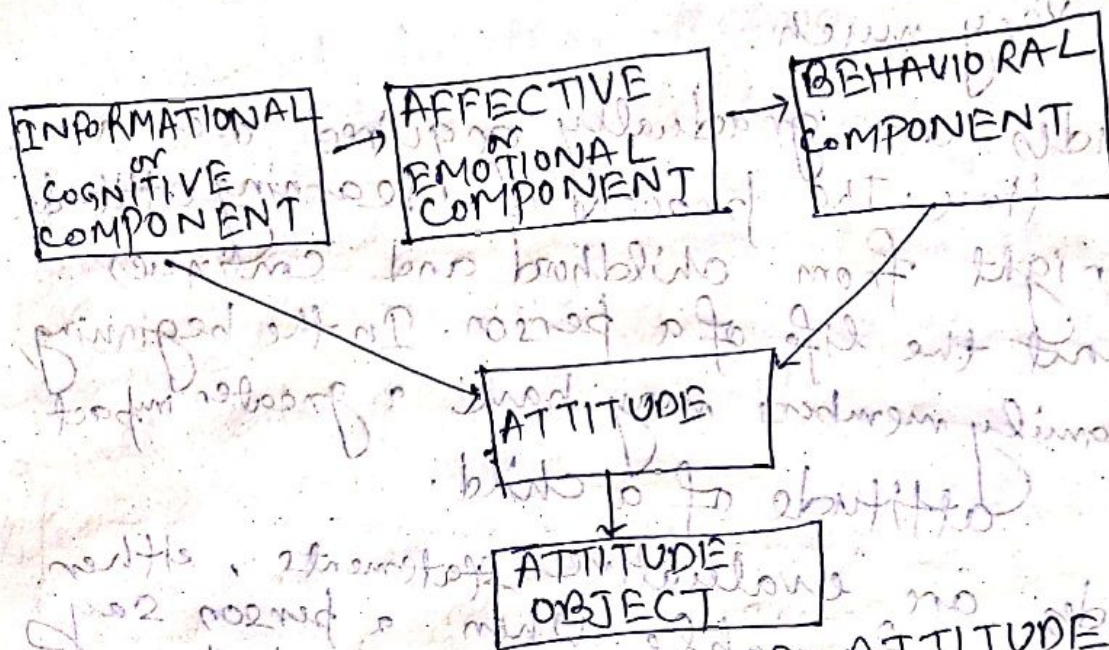
is the key to his attitude about that job and about that company.

2. Emotional or Affective Component:

The informational component sets the stage for the more critical part of an attitude, its affective component. The emotional components involve the person's feeling or affect - positive, neutral or negative about an object. This component can be explained by this statement, "I like this job because the future prospects in this company are very good."

3. Behavioral Component:

The behavior component consists of the tendency of a person to behave in a particular manner towards an object. For example, the concerned individual in the above case may decide to take up the job because of good future prospects. Out of the three components of attitudes, only the behavioral component can be directly observed. One can't see another person's beliefs (the informational component) and his feelings (the emotional component). These two components can only be inferred. But still understanding these two components is essential in the study of O.B or the behavioral component of attitudes. The components are illustrated in the following table:



COMPONENTS OF ATTITUDE

Following are the salient features which contribute to the meaning of attitudes.

1. Attitudes refer to feelings & beliefs of individuals or groups of individuals. For example: "He has a poor attitude", "I like her attitude".
2. The feelings & beliefs are directed towards other people, objects or ideas. When a person says, "I like my job". It shows that he has a positive attitude towards his job.
3. Attitudes often result in and affect the behavior or action of the people. Attitudes can lead to intended behavior if there are no external interventions.
4. Attitudes constitute a psychological phenomenon which can't be directly observed. However, an attitude can be observed indirectly by observing its consequences. For example, if a person is very regular in his job, we may infer that he likes

his job very much.

5. Attitudes are gradually acquired over a period of time. The process of learning attitude starts right from childhood and continues throughout the life of a person. In the beginning, the family members may have a greater impact on the attitude of a child.

6. Attitudes are evaluative statements, either favorable or unfavorable. When a person says he likes or dislikes something or somebody, an attitude is being expressed.

7. All people irrespective of their status and intelligence hold attitudes.

8. An attitude may be unconsciously held. Most of our attitudes may be about those which we are not clearly aware. Prejudice furnishes a good example.

Job attitude

Each person has a different kind of attitude about their job and that attitude can be rated, if you will, by how involved the individual is in his or her job.

Major job attitudes:

Take a second to imagine a farmer, a doctor, an insurance salesman and a cab driver. While these job types are extremely different, each person that holds one of these positions (or both, like a cab-driving doctor) has an attitude about the job as a whole. There are aspects they like, aspects they hate and some that they don't have an opinion on one way or the other. However, no matter what the job is, we all have attitudes about our job.

Primarily those attitudes are focused on the function of the job (having to plow a field at 4 AM or having to go door-to-door to sell insurance) but can also be focused on the people we work with and the culture of the company. Attitudes, as they relate to our jobs encompass the entire work environment, culture and job functions. They will impact not only how we view our jobs but how well or how poorly we do them.

Three types of General attitudes

We can discuss 3 basic types of general attitudes as they relate to work and the work environment. Those three are:

1) Job-lovers

Let's face it, we have people out there who love their jobs, and that is the basic definition of a job-lover. In many ways, this attitude is as much a result of the person as it is the company. Some people just fit in a company or don't let things bother them or get to them. This helps a great deal in developing a 'love' attitude with your job.

2) Job-Haters

On the other side of the coin, we have job-haters. No matter what, these individuals simply do not like their jobs and probably never will. Oddly enough, there are more reasons ~~to~~ for people to not like their jobs than to like them. For instance, we can look at the company overall, your boss, your co-workers as areas of discontent. For job-haters, they can have issues with doing a job they feel is beneath them or not being recognized enough, in their opinion, for the work they do. Thus, the scope of why people hate their jobs is usually much deeper & wider than those who like their jobs.

3) Job-Doers

They are the people in the middle. They show up, do their job and are somewhat neutral about their feelings toward it. There is nothing good or bad about those individuals - they simply believe a job is part of life and they just, well, do their job.

The Aspects of Job Attitude

While it can be said that some people can be classified by overall attitude ('John is always upbeat' or 'Mary is always in a bad mood'), there are aspects of jobs that can impact the attitude a person has about their position and company.

1) Job Satisfaction

How much satisfaction a person gets from doing their job can directly relate to their attitude about it. Job satisfaction is a very important aspect of work as satisfaction, in many ways, reflect how the person views not only how they do their job but also how the company views how they do their job & who they are as a person. There are several components that are associated with job satisfaction, and they are: recognition, equitable compensation, ability to grow in the position and responsibility commensurate with compensation.

2) Job involvement

This aspect of attitude relates to how engaged a person is with doing their job and the level of enthusiasm they have for doing it. We have all experienced individuals who did not seem to care about their jobs (like a waiter bring you your meal, it is cold, and they don't really care) and people that seemed to go above and beyond the call of duty. These are direct reflections of the level of job involvement a person has, and it reflects in their attitude towards doing their job.

10 Right attitudes towards work!

Having the right attitudes to work is essential on the road to success and even after success. Your attitude to work is your perceptions of beliefs about and attachment to your work. You can either have a positive or negative attitude towards work and for each kind, there are examples. A positive attitude towards work will yield good results and a negative attitude towards work will yield no results as opposed to bad results, as people might think. However, in work terms, no result is a bad result. Employee attitudes have numerous effects. On the part of the employer or enforcer, it is the duty of yours to provide an environment whereby positive attitudes can thrive and on the part of the employee, it is their job to produce results and grow, for which they are paid to do and the only way to achieve this

is by having a positive attitude to work. Attitude does determine your attitude because stakeholders and shareholders are on the receiving end of this attitude. The same theory applies to all types of businesses, small retail shops, schools, maintenance service providers, etc.

1. Diligence

Whatever knowledge, professionalism or skills a good employee may possess, it is diligence that affects the quality of his duties. Recently, an interesting trend has been observed in the labor market: It is challenging to find hardworking subordinates. Such a person sees the goals precisely, respects his work, strives to achieve high results. Professional activity for him is regarded as an essential part of life and a way of self-expression.

2. Professionalism

The ability to do the work well, as well as respect for your own and other people's work, is a primary positive mental attribute. There are few such people, so an employee with similar competencies is worth its weight.

in gold for the company.

3. Responsibility :

Not every employee takes responsibility for his decisions - it is easier for him to pass it on to a colleague or manager. This does not mean that the subordinate should solve everything on his own, but he can offer several solutions to the problem for approval by the management. It is for support, but not a solution. Avoiding responsibility is not one of the attributes of right attitude to work.

4. Ability to work in a team :

All work processes are closely interrelated even in the smallest company. Such qualities of a good employee as awareness of corporate goals, good will towards colleagues, mutual assistance are highly valued. The ability to be a link of the team, to understand its purpose, to work actively and in good faith in one 'chain', are the competencies that the leadership wants to see in its employees.

5. Self-improvement :

Regardless of age, if a person is committed to self-improvement, self-learning, development, he/she is useful to the company and will grow with it.

6. Development of professional qualities :

For fruitful work in an organization, without a doubt, a specialist must have high professionalism.

But this bar is continually growing and the employee must be ready for regular training.

7. Loyalty.

Management very much appreciates commitment to the goals of the company. The ability of a person to share the rules of the company, to follow its principles and ideas are fundamental competencies. Such employees deeply understand the values of the organization and perceive it as a reliable and long-term employer.

8. Ability to get on well with people.

If you are feeling free and comfortable to make new acquaintances, then it may seem that you are eager to work well and contribute to the organization you work for. Connectivity is also very appreciated by authorities of many companies as every chairman looks for an employee, who can maintain healthy environment within the staff members and business associates.

9. Working not for an idea, but for money.

Many employers believe that this is not the right attitude to work because in this way, you can't be exploited. But if you give yourself the installation that you work for money, you are less emotionally attached to work, which is an excellent prevention of depression and frustration.

10. Separation of your interests from the interests of the company:

To properly work, you must learn to separate your interests from the interests of the company. Sometimes under force in major circumstances, you can do something besides fixed responsibility. The main thing is that it does not develop into regular events.

Barriers to Changing Attitudes

There are a number of barriers which prevent people from changing their attitudes:

1. Prior Commitments:

One barrier to change of attitude is prior commitments. This occurs when people feel a commitment to a particular course of action and are unwilling to change. Theory and research have also supported escalation of commitment which means tendency of the decision-makers to persist with failing course of action.

For example, if the president of a company is on MBA from IIM, Ahmedabad and he himself appoints a marketing manager who is also from the same institute. Unfortunately, the things are not working out well and the marketing manager is not very good. However, as the president has himself hired this man, he is unwilling to admit the mistake. Using the ego-defensive function of attitudes, the president distorts all negative information received about the marketing manager and continues to believe that everything is going well and the right selection decision was made.

2. Strong Commitment:

If an employee is strongly committed, it becomes difficult to change his or her attitude.

In other words, we can say that the stronger the belief about the attitude, the harder it is to change it.

3. Publicly expressed Attitudes:

Attitudes that have been expressed publicly are more difficult to change. This is because of the fact, that it requires a lot of effort for one to admit his or her mistake.

4. Low credibility:

The term credibility implies trust, expertise and objectivity. Employees are least interested in responding to change the efforts made by someone who is not liked, has low rate of credibility and is not convincing. If people hate you, they are least interested in adopting your message.

5. Insufficient information:

Sometimes, people do not see any reason as to why they should change their attitudes. The boss may not like the negative attitude of the subordinate, but the subordinate may be quite pleased with his own behavior. Till the boss shows him that his negative attitude will hinder his career progress and his salary increase, he will continue to have the negative feelings. This is particularly true when the attitude is

a result of poor treatment by the management. The worker will use the negative attitude to serve an adjustment function "I can't respect a manager who treats us the way he does".

6. Degree of fear:

If there is a low level of fear, people often ignore it as the warnings are not strong enough to warrant attention. Similarly, if a very high degree of fear is used, people again reject the message and refuse to be persuaded as the warnings are too threatening and thus not believable. In both these cases situations, it is difficult to change the attitude of employees.

7. Balance and Consistency:

Another obstacle to a change of attitude is the attitude theory of balance and consistency. That is human beings prefer their attitudes about people and things to be in line with their behaviors towards each other and objects.

8. Lack of resources:

If plans become excessively ambitious, they can sometimes be obstructed by the lack of resources on the part of a company or organization.

So, in this case, if the organization wants to change the attitude of the employees towards the new plan, sometimes it becomes

for the lack of resources to achieve this.

The importance of emotional intelligence at the workplace:

Emotional Intelligence - or EQ - is becoming increasingly vital to human's success in work. the increasingly digital future of work.

Emotional intelligence (also known as "emotional quotient" or EQ) was ranked 6th in the World Economic Forum's list of the top 10 skills that employees will need to possess to thrive in the workplace of the future.

Broadly speaking, EQ refers to someone's ability to perceive, understand and manage their own feelings and emotions.

Psychologist Daniel Goleman says it has 5 core components:

1. Self-awareness:

The ability to recognize and understand your moods and emotions, and how they affect others.

2. Self-regulation:

The ability to control impulses and moods and to think before acting.

3. Internal (or intrinsic) Motivation:

Being driven to pursue goals for personal reasons, rather than for some kind of reward (the opposite is external motivation).

4. Empathy

The ability to recognize and understand others' motivations, which is essential for building and leading teams successfully.

5. Social Skills

The ability to manage relationships and build networks.

Emotionally intelligent workers go further in their careers.

EQ affects the everyday decisions employers make, such as promoting, hiring and firing employees.

Nearly three-quarters (71%) of hiring managers surveyed by Career Builder in 2011 said they valued an employee's EQ over their IQ. A further three-quarters (75%) said they would be more likely to promote an employee with high emotional intelligence. More than half (59%) said they wouldn't hire a candidate with high IQ and low EQ.

Employers may also use EQ as part of their assessment of which employees have leadership potential, or who is next in line for a pay rise or promotion. Writing for Forbes in 2014, Travis Bradberry, author of Emotional Intelligence 2.0 said that, "Of all the people we've studied at work, we've found that 90% of top performers are also high in emotional intelligence."

On the flipside, just 20% of bottom performers are high in emotional intelligence. You can be a top performer without emotional intelligence, but the chances are slim.

People with high emotional intelligence are better at motivating themselves.

According to Goleman's model, those with a higher EQ have a greater ability to self-regulate, and higher levels of motivation - which can in turn reduce their tendency to procrastinate, leads to improved self-confidence, and enables them to focus on achieving long-term goals.

While leaders and managers with a higher EQ can help teams to collaborate more effectively and identify the specific drivers that motivate individual employees, teams can also develop an emotional intelligence all of their own. A seminal 2001 study by Vanessa Urch Druskat and

Steve B Wolff found that team EQ is a significant factor in determining overall performance. Writing in Harvard Business Review, they said: "Our research shows that, just like individuals, the most effective teams are emotionally intelligent ones and that any team can attain emotional intelligence... By working to establish norms for emotional awareness and regulation at all levels

of interaction, teams can build the solid foundation of trust, group identity and group efficacy they need for true cooperation and collaboration - and high performance overall."

"Businesses depend on the people who work for them to be highly engaged, to be able to adapt quickly to internal and external changes and to show fresh thinking and come up with new ideas," Psychologist Dr. Martyn Newman told People Management in

2017. "The set of skills we need to meet these needs are rooted in our emotional and social behaviors - and studies also show that, as you grow a culture of emotional intelligence in your organization, levels of absenteeism drop and engagement levels increase."

Importance of Personality at the workplace

Good looks are nice and all; but they can't hold a candle to a great personality. Your personality facilitates all the important moments in your life and is what you are really remembered for. Remember how much it matters if you ever get too concerned about personal appearance. The following are the importance of personality:

1. Because personality is what makes you interesting.

Your looks can't make you interesting, at least not for long or not in a good way. Being interesting is how you grab people's attention, making your personality important virtually whenever you're in a social setting. Think about the most important person you know and the prettiest/most handsome person you know. Who would you rather be stuck in a room with? Being interesting is also not something that you can fake; just ask all the people who try and fail to do exactly almost entirely on your personality, so if your personality is great, then you're all set.

2. Because personality can change

Even if you don't have a great personality right now, you can acquire a better one by considering what you can do to become more likeable while, of course, always staying true to yourself. To contrast, you can't acquire good looks, at least not naturally. That makes personality important in ways appearance can never be. Friends, family and partners want to see you grow as a person as you get older far more than they look forward to seeing your age. If you have a lot of anger buried inside you, for example, people close to you will be very pleased to see you change into a calmer person. No one's going to be proud of you for getting wrinkles and grey hair.

3. Because personality is how we distinguish ourselves.

There are ^{probably} hundreds of people across the world who look nearly identical to you. What makes personality important is that it's what makes us one a kind. Be the one of a kind you want to be by focusing on your inner qualities. There are a lot of people who haven't done anything to develop their personalities, so they're

Similar to hundreds of people in both looks and personality. A surfer ~~duet~~ dude with great abs can't compare to someone with real stories to tell, for example.

4. Because personality can get you further romantically:

When you're trying to woo someone, a great personality is a key ingredient in getting their attention. Good looks may help you get into a conversation with a guy or girl you like, but if you have a boring personality, the conversation is as far as it will go. Personality is important to continue that relationship beyond that first meet.

5. Because personality can get you further professionally:

A great personality can help you progress in your career as well as in your social and love life. Employers will want to hire you if you have a good rapport with them. Once you have the job, the personality is important to getting in your boss' good

grades. Again, if you have a good personality they'll want to spend time with you, which gets you through more doors than you could if your personality wasn't up to par.

6. Because personality doesn't fade away:

Good looks don't last. Eventually you grow old and gray; nothing can stop ~~you~~ that. What makes personality important is the fact that it will stick with you, even when you're an old, old man or woman. It will even stay with you after you die. No one remembers someone who passed away by thinking about how handsome they were. They reminisce on the good times they had with them, made possible because of their compatible personalities.

7. It can help you motivate your employees:

Sure, monetary incentives and perks can uplift an employee's spirits, but how long do you think that will last? If you knew what types of projects and work environments were linked to their innate drive, wouldn't that mean more long-term motivation and happiness? I've seen service-oriented people demotivated in a competitive environment, despite being given bonuses and company cell phones, as well

as managers with no managerial courage,
unmotivated in their big corner offices.

Understanding personality at work
means being one step closer to finding
out what sources of demotivation may
drive away your human capital.

8. It can reduce turnovers

An employee fit assessment can increase
retention rates because it ensures your
employees are built at for the job, or at least
have the innate potential to be successful.
Utilizing an employee assessment during
your selection process will not only help
you see all these things that are not so
obvious in the interview, but also help you
ask a very pertinent interview questions
unique to that individual.
And then voila, you are one step closer to
identifying the right person for the position,
and funneling through those that may find
themselves swimming against the current
in the long run. You will have their CVs,
experiences and education as well as your
job descriptions and competencies required.
So why not finish off the puzzle with a

personality test that can give you all angles.

Perception

Concept:

perception is another most important aspect of life of organization. Many problems of the organization and that of its members may be traced to the distortion in perception. Perception means the ability to perceive i.e., understanding or knowledge, mental grasp of qualities by means of senses or awareness.

Communication is influenced by one's perception of individual. When we communicate with someone, the language we use, the tone of the language and gesture we make portray an individual's character and a kind of relationship he wants to develop.

We see an object but it is understood differently by different people. It is perception. Perception is vividly defined by experts. Some of the definitions are given below which make the meaning of perception clear.

Stephen P. Robbins — "A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment."

B. Von Haller Gilmer — "perception is the process of becoming aware of situations, of adding meaningful associations to sensations."

Factors influencing Perception

This article throws light on the three useful factors influencing the perceptual set, i.e., (a) characteristics of the perceiver, (b) characteristics of the perceived; and (c) characteristics of the situation.

(A) Characteristics of the Perceiver

When a person looks at a target and attempts to interpret what he sees, his interpretation is greatly influenced by his personal characteristics which are discussed as follows:

1. Needs and Motives

Our need pattern plays an important role in how we perceive things. A need is a feeling of discomfort or tension when one thing is missing. Something or requires something. Therefore, unsatisfied needs or motives stimulate individuals and may exert a strong influence on their perception. When people are not able to satisfy their needs, they are engaged in wishful thinking which is a way to satisfy their needs not in the real world but imaginary world. In such cases, people will perceive only those items which suit their wishful thinking.

Motives also influence the perception of people. People who are deviant are prone to see others as also deviant.

2. Self-concept:

Self-concept indicates how we perceive ourselves which then influences how we perceive others and the situation we are in. The more we understand ourselves, the more we are able to perceive others accurately. For example, secure people tend to see others as warm and friendly. Less secure people often find fault with others. Perceiving ourselves accurately and enhancing our self-concept are factors that enhance accurate perception.

3. Past experience:

Our perceptions are often guided by our past experiences and what we expect to see. A person's past experiences mould the way he perceives the current situation. If a person has been betrayed by a couple of friends ~~to~~ in the past, he would tend to distrust any new friendship that he might be in the process of developing.

4. Current psychological state:

The psychological and emotional status of an individual are likely to influence how things are perceived. If a person is depressed, he is likely to perceive the same situation differently than if he is elated. Similarly,

- if a person is scared out of wits by seeing a snake in the garden, then she is likely to perceive a rope under the bed as a snake.

5. Beliefs:

A person's beliefs influence his perception to a great extent. Thus, a fact is conceived not on what it is but what a person believes it to be. The individual normally censors stimulus inputs to avoid disturbances of his existing beliefs.

6. Expectations:

Expectations affect the perception of a person. Expectations are related with the state of anticipation of particular behavior from a person. For example, a technical manager will expect that the non-technical people will be ignorant about the technical features of the product.

7. Situation:

Elements in the environment surrounding an individual like time, location, light, heat, etc. influence his perception. The context in which a person sees the objects or events is very important.

8. Cultural upbringing.

A person's ethics, values and his cultural upbringing also play an important role in his perception about others. It is difficult to perceive the personality of a person based on raised in another culture because our judgment is based on our own values.

B. Characteristics of the Perceived:

Characteristics of the person who is being observed can affect what is perceived. Though, it may go against logic and objectivity, but it can't be denied that our perceptions about others are influenced by their physical characteristics such as appearances, age, gender, manner of communication as well as personality traits and other forms of behavior. For example, loud people are more likely to be noticed in a group than are ~~quiet~~ ones. So too are extremely attractive or extremely ugly individuals.

Persons, objects or events that are similar to each other tend to be grouped together. People dressed in business suits are generally thought to be professionals, while employees dressed in ordinary work clothes are assumed to be lower level employees.

Manner of communication, both verbal and non-verbal, affect our perception about others. For example, the choice of words and precision of language can form impressions about the education and sophistication of the person. The depth of conversation and choice of topics provide clues of people's intelligence. The body language or expressive behavior such as how a person sits and the movement of his eyes or a smile can indicate whether he is nervous or self-confident.

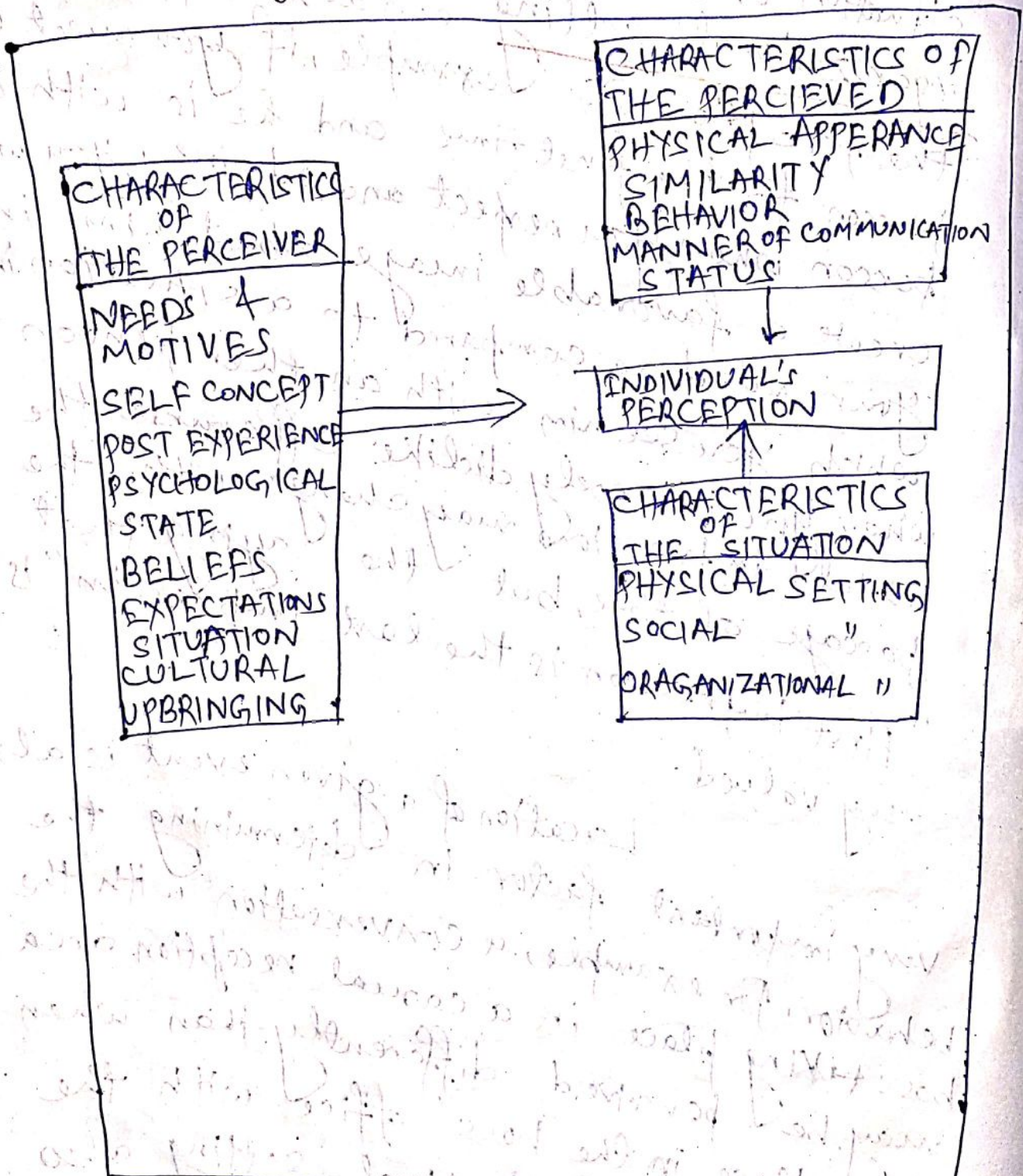
The status or occupation of a person also affects the perception. We tend to behave in a more respectful way when we are introduced to the principal of a school in which our child is studying, judge of the High Court or Supreme Court or a famous cricket player. Sometimes, our perception of a person tends to be biased depending upon the description given to us by other persons. When we meet a person who is described to us as warm and friendly, we treat him differently as compared to meeting a person who is known to be cold and calculating.

C. Characteristics of the Situation

The context in which we see objects or events is very important. The surrounding environment and the elements present in it influence our perception while perceiving a particular situation or event, its physical, social and organizational setting can also influence the perception. For example, if you meet a person for the first time and he is with a person whom you respect and admire, you will create a favorable image about him in your mind as compared to a situation in which you see him with another person whom you intensely dislike. Of course, the initial impressions may change with the passage of time, but the saying that "first impression is the last impression" is very valued.

Location of a given event is also very important factor in determining the behavior. For example, a conversation with the boss taking place in a casual reception area may be perceived differently than when taking place in the boss' office with the door closed. Organizational setting also

2) affects the behavior of the people. An organization setting where people are given an opportunity to interact in a friendly and sociable work situation, they become more trustworthy and less defensive.



The above figure shows the summary of the factors influencing perception.

Perceptual Process

(1) Reception:

In this process, a person receives the information through stimuli.

(2) Selection:

This is governed by two types of factors:

(a) External factors:

These are size, intensity, proximity, motion and novelty.

(b) Internal factors:

These are attitude, motives, experiences, fears and expectations.

(3) Organization:

It is the process by which we sort stimuli into a meaningful pattern. It involves the following:

(a) Grouping:

Assembling of stimuli ~~can~~ on the grounds of similarity.

(b) Proximity:

This is the closeness of stimuli to one another that affects perception.

(c) Closure:

It is the ability to organize stimuli so that together they form a whole pattern.

Interpretation

It is the formation of an idea about the information that is sensed, selected and organized. It involves the following phenomena: primacy effect, selective perception, stereotyping, halo effect, projection and expectancy effect. They are the types of perceptual errors:

(a) Primacy/Recency effect:

The first impression is given the most importance which is known as the primacy effect. Recency effect, on the other hand, is that human beings remember latest events more than the less recent ones.

(b) Stereotyping:

It is the effect caused by forming a certain belief about a category of stimuli and generalizing that notion to encounter with each member of that category. In reality, there is a difference between the perceived notion of each category and the actual traits of the members. It may affect the interview process in an organization.

(c) Halo effect:

It is the process of generalizing from a

comprehensive analysis to a single attribute or trait. A negative halo effect is known as the reverse halo effect. It affects the performance appraisal of employees in a company.

(d) Projection :

It is a psychological defence mechanism which makes a person compare his negative traits with other people and conclude that they are better off than others. Perceptual checking minimizes the negative effects of projection.

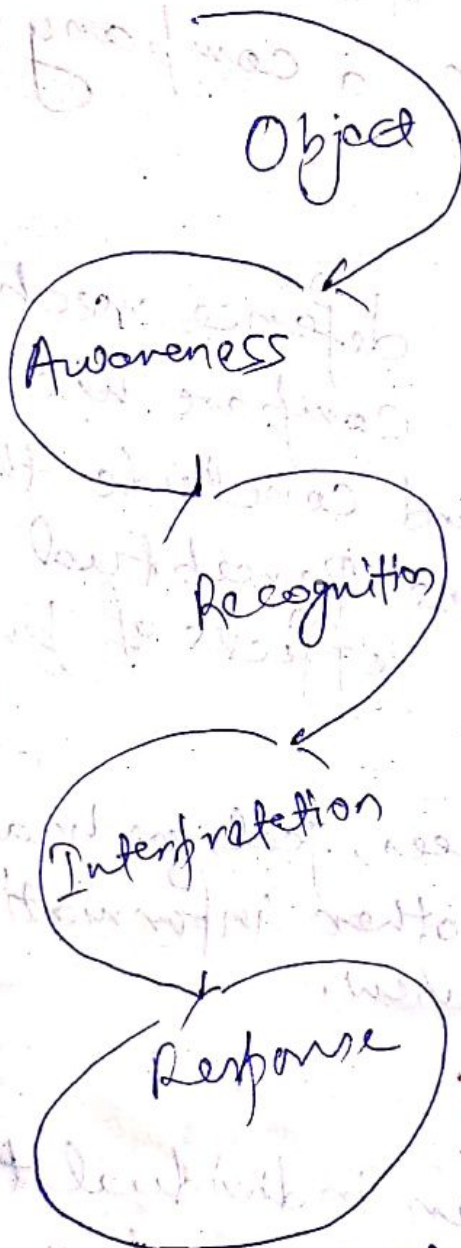
(e) Selective Perception :

This means a person sees, feels or hears what he wants to and skips other information which are inconsistent to his view.

(f) Expectancy effect :

It is the tendency of an individual to interpret any person or object based on how he expects the person or object to be in the first place. It is also called as Pygmalion effect.

Perceptual Framework



Perception is an intellectual, psychological process which is subjective as individuals perceive similar incident differently.

Attribution theory:

Attribution theory is intended to help a person understand the causes of human behavior, be it their own or someone else's. The basis of attribution theory is that people want to know the reasons for the actions that they and others take; they want to attribute causes to behaviors they see rather than assuming that these behaviors are random. This allows people to assume some feeling of control over their own behaviors and over situations. Psychologist Fritz Heider (1896-1988) first developed attribution theory in his 1958 book "The Psychology of Interpersonal Relations". Heider

proposed that what people perceived and believed about what they saw dictated how they would act, even if their beliefs about what they perceived were invalid.

Concept of Leadership

The word 'Leadership' has been widely used by political orators, business executives, social workers, philosophers and scholars both in speech and writing, yet the real meaning has eluded almost everybody. This is clear from the fact that a comprehensive volume summarising research on leadership includes 150 pages of bibliography and cites more than 2500 studies. Yet the last chapter in the book "Directions for Future Research" concludes that, as far as understanding leadership goes, only a beginning has been made.

We quote a few important definitions on leadership from the existing literature. These definitions reveal the essence of leadership.

- i) "Leadership is the process of encouraging and helping others to work enthusiastically towards objectives."
- ii) Leadership is "the behavior of an individual when he is directing the activities of a group towards a shared goal".
- iii) Leadership is "interpersonal influence, exercised in a situation and directed through the communication process, towards the attainment of a specified goal or goals".
- iv) Leadership is "an interaction between persons in which one presents information of a sort and in such a manner that the other becomes convinced that his outcomes (benefits)

costs ratios) will improve if he behaves in the manner suggested or desired".

v) Leadership is "both a process and property. The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group towards the accomplishment of group objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are perceived to successfully employ such influence.

vi) Leadership is "the relationship in which one person (the leader) influences others to work together willingly on related tasks to attain ~~desired~~ goals derived by the leader and group.

The core points that run through all these definitions and which constitute the essence of leadership are the following:

- (a) Leadership refers to the ability of one individual to influence others.
- (b) The influence is exercised to change the behavior of others.
- (c) Behavior is changed through non-coercive means.
- (d) Change of behavior is caused with an

objective of achieving a shared goal.

(e) The person influencing others (leader) possesses a set of qualities or characteristics which he or she uses to influence others.

(f) Leadership is a group phenomenon. It involves interaction between two or more people.