

MODULE 2

What is Personality?

Personality can be defined as those inner psychological characteristics that both determine and reflect how a person think and act in an environment.

The inner characteristics of personality are specific qualities, attributes, traits, factors and mannerism that distinguish one individual from other individuals. Personalities are likely to influence the individual's product and store choices. They also affect the way consumer responds to a firm's communication efforts.

Determinants of Personality

The **determinants of personality** can be grouped in five broad categories:

1. **Biological Factors**
2. **Cultural Factors**
3. **Family Factors**
4. **Social Factors**
5. **Situational Factors**



Biological Factors

The study of the biological contributions to personality may be studied under three heads:

Heredity

Heredity refers to those **factors that were determined at conception**. Physical stature, facial attractiveness, sex, temperament, muscle composition and reflexes,

energy level, and biological rhythms are characteristics that are considered to be inherent from one's parents.

The heredity approach argues that the ultimate explanation of an individual's personality is the molecular structure of the genes, located in the chromosomes.

Brain

The second biological approach is to concentrate on the role that the brain plays in personality. The psychologists are unable to prove empirically the contribution of the human brain in influencing personality.

Preliminary results from the **electrical stimulation of the brain (ESB)** research give an **indication that a better understanding of human personality** and behaviour might come from the study of the brain.

Biofeedback

Until recently, physiologists and psychologists felt that certain biological functions such as brainwave patterns, gastric and hormonal secretions, and fluctuations in blood pressure and skin temperature were beyond conscious control.

Now some scientists believe that these **involuntary functions can be consciously controlled through biofeedback techniques**. In BFT, the individual learns the internal rhythms of a particular body process through electronic signals that are feedback from equipment that is wired to the body.

Physical Features

A vital ingredient of the personality, an individual's external appearance, is biologically determined. The **fact that a person is tall or short, fat or skinny, black or white will influence the person's effect on others** and this in turn, will **affect the self-concept**.

Cultural Factors

Among the factors that influence personality formation is the culture in which **we are raised, early conditioning, norms prevailing within** the family, friends and social groups and other miscellaneous experiences that impact us.

The **culture largely determines attitudes towards** independence, aggression, competition, cooperation and a host of other human responses.

According to Paul H Mussen, "each culture expects, and trains, its members to behave in ways that are acceptable to the group. To a marked degree, the child's cultural group defines the range of experiences and situations he is likely to encounter and the values and personality characteristics that will be reinforced and hence learned."

Family Factors

Whereas the culture generally prescribes and limits what a person can be taught, it is the family, and later the social group, which selects, interprets and dispenses the culture. Thus, the family probably has the most significant impact on early personality development.

A substantial amount of empirical evidence indicates that the **overall home environment created by the parents**, in addition to their direct influence, is **critical to personality development**.

The parents play an especially important part in the identification process, which is important to the person's early development.

Social Factors

There is increasing recognition given to the role of other relevant persons, groups and especially organisations, which greatly influence an individual's personality. This is commonly called the socialization process.

Socialization involves the **process by which a person acquires, from the enormously wide range of behavioural potentialities** that are open to him or her, those that are ultimately synthesized and absorbed.

Socialization starts with the initial contact between a mother and her new infant. After infancy, other members of the immediate family – father, brothers, sisters and close relatives or friends, then the social group: peers, school friends and members of the work group – play influential roles.

Socialization process is especially relevant to organisational behaviour because the process is not confined to early childhood, taking place rather throughout one's life. In particular, the evidence is accumulating that **socialization may be one of the best explanations for why employees behave the way they do in today's organisations**.

Situational Factors

Human personality is also influenced by situational factors. The effect of the environment is quite strong. **Knowledge, skill and language** are obviously acquired and **represent important modifications of behavior**.

An individual's personality, while generally stable and consistent, does change in different situations. The varying demands of different situations call forth different aspects of one's personality.

According to Milgram, "Situation exerts an important press on the individual. It exercises constraints and may provide a push. In certain circumstances, it is not so much the kind of person a man is, as the kind of situation in which he is placed that

determines his actions”. We should therefore not look at personality patterns in isolation.

Personality Traits

Broadly there are five parameters which describe an individual’s personality. These five dimensions are also called as “Big Five” Factors, and the model is referred to as Five Factor Model also abbreviated as FFM.

The Five Factor Model was initially proposed by Costa & McCrae in the year 1992 and often describes the relation between an individual’s personality and various behaviours.

Following are five personality traits of an individual:

1. Openness to experience

Individuals with openness to experience are generally very active, have a tremendous inclination towards creativity and aesthetics and listen to their heart i.e. follow their inner feelings. Such individuals are generally open to new learnings, skill sets and experiences. People who score high on openness are quite broadminded and modern in their outlook as compared to individuals who score low on the same parameter. Such individuals are conservative, reluctant to changes and have a traditional approach in life.

2. Conscientiousness

As the name suggests, individuals with a Conscientiousness personality trait listen to their conscience and act accordingly. Such individuals are extremely cautious and self disciplined. They never perform any task in haste but think twice before acting. People with this personality trait are generally methodical and tend to become perfectionists in the long run. People who score high on conscientiousness are proactive, goal oriented and self disciplined. They strive hard to accomplish goals and objectives within the stipulated time frame. Individuals who score less are little laid back and are not much goal oriented.

3. Extraversion and Introversion

Carl Jung popularized both the terms - “Extraversion” and “Introversion”.

- a. **Extraversion:** Extraversion refers to a state where individuals show more concern towards what is happening outside. Such individuals love interacting with people around and are generally talkative. They do not like spending time alone but love being the centre of attraction of parties and social gatherings. Such individuals love going out, partying, meeting people and often get bored when they are all by themselves. They admire the company of others and hate staying alone.
 - b. **Introversion:** Introversion, on the other hand refers to a state when an individual is concerned only with his own life and nothing else. Such individuals do not bother about others and are seldom interested in what is happening around. They prefer staying back at home rather than going out and spending time with friends. Such individuals speak less and enjoy their own company. You would never find them in meetings, clubs, parties or social get-togethers. They generally do not have many friends and tend to rely on few trusted ones.
- 4. Agreeableness**

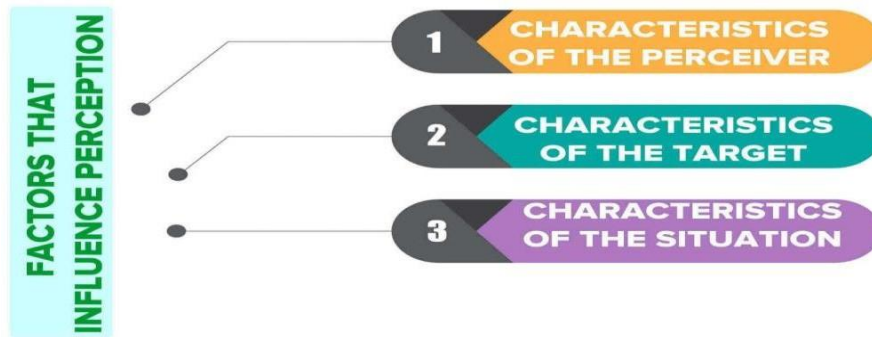
Agreeableness is a personality trait which teaches individuals to be adjusting in almost all situations. Such individuals do not crib and face changes with a smile. They accommodate themselves to all situations and are friendly and kind hearted. People who score high on agreeableness are ready to help others and flash their trillion dollar smile whenever a problem arises. Individuals who score low on agreeableness on the other hand find difficulties in adjusting with others and are little unfriendly.

5. Neuroticism

Neuroticism is a trait where individuals are prone to negative thoughts such as anxiety, anger, envy, guilt and so on. Such individuals are often in a state of depression and do not know how to enjoy life. They always look at the negative sides of life and find extremely difficult to cope up with stress.

Factors that Influence Perception

1. **Characteristics of the Perceiver**
 2. **Characteristics of the Target**
 3. **Characteristics of the Situation**
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Factors that Influence

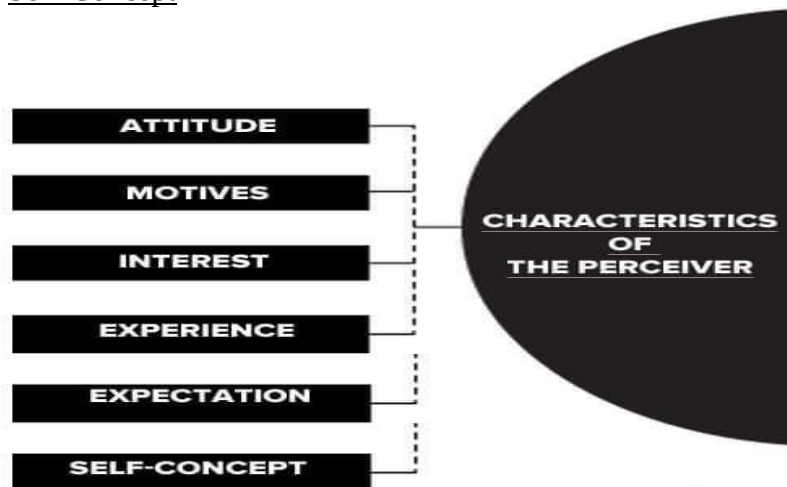
Perception

Characteristics of the Perceiver

Several characteristics of the perceiver can affect perception. When an individual looks at a target and attempts to interpret what he or she stands for, that interpretation is heavily influenced by personal characteristics of the individual perceiver.

The major **characteristics of the perceiver** influencing perception are:

1. Attitude
2. Motives
3. Interest
4. Experience
5. Expectation
6. Self-Concept



Characteristics of the Perceiver

ORGANISATIONAL BEHAVIOUR

Attitude

The attitude and aptitude of employees influence perception formation. If they have positive attitudes towards the management, they directly perceive the stimuli given by management. In the case of negative attitudes, the employees suspect the management's approach. Employees of high aptitude have a desire and attitude for growth. They behave positively toward the management of an organization.

Motives

The motives and desires of employees cause them to view stimuli differently as per their level and angle. Helpful motives of the employees will always assist the management. If they desire to develop themselves and the organization, they will perceive objects and situations positively. Employees having low motives will not work sincerely. The perception will differ depending on different types of motives.

Interest

The interest of individuals draws more attention and recognition to stimuli. Less attention and recognition lowers the impact of stimuli or objects on behaviour. If employees lack interest, behaviour pattern will be less effective, and the perception will be weak.

Experience

The experience of employees results in different levels of perception. A young employee takes time to understand the object and situation. Experienced employees generally understand objects quickly and correctly. However, in contradictory situations, it is difficult to correct aged persons, whereas the young are easily moulded towards achieving the objectives of the organization.

Expectation

Expectations distort perceptions. People see what they expect to see. If they see the object and the situation differently from their expectations, they get frustrated. They are unable to modify their behaviour. The employees may expect more pay and so they perceive the management from that angle. The real stimuli are not properly perceived if expectations exist there on. The management has to evolve expectations for proper perception.

Self-Concept

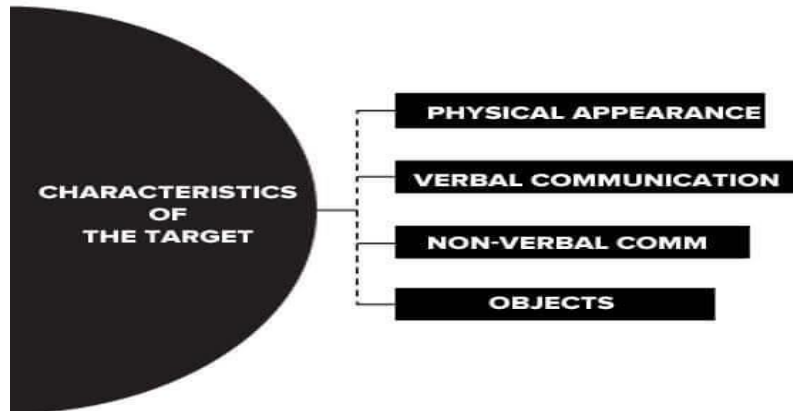
Another factor that can affect social perception is the perceivers' selfconcept. An individual with a positive self-concept tends to notice positive attributes in another person. In contrast, a negative self-concept can lead a perceiver to pick out negative traits in another person. Greater understanding of self allows us to have more accurate perceptions of others.

Characteristics of the Target

Characteristics in the target that is being observed can affect what is perceived. Physical appearance plays a big role in our perception of others. Extremely attractive or unattractive individuals are more likely to be noticed in a group than ordinary looking individuals.

Motion, sound, size and other attributes of a target shape the way we see it.

1. Physical appearance
2. Verbal communication
3. Non-verbal communication
4. Objects



Characteristics of the Target in Perception

Physical appearance

Physical appearance plays a big role in our perception of others. The perceiver will notice the target's physical features like height, weight, estimated age, race and gender. Perceivers tend to notice physical appearance characteristics that contrast with the norm, that are intense, or that are new or unusual.

Verbal communication

Verbal communication from targets also affects our perception of them. We listen to the topics they speak about, their voice tone, and their accent and make judgements based on this input.

Non-verbal communication

Non-verbal communication conveys a great deal of information about the target. The perceiver deciphers eye contact, facial expressions, body movements, and posture all in an attempt to form an impression of the target.

Targets are not looked at in isolation; the relationship of a target to its background influences perception because of our tendency to group close things and similar things together.

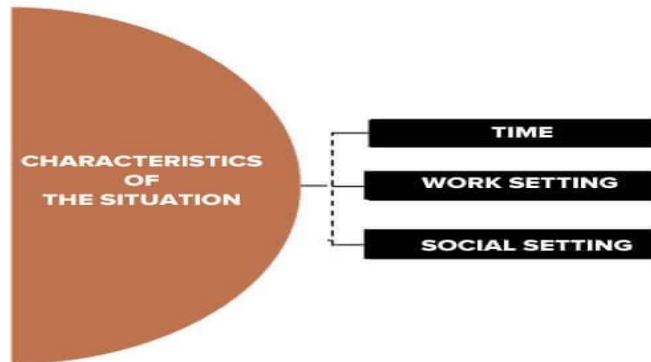
Objects: Objects that are close to each other will tend to be perceived together rather than separately. As a result of physical or time proximity, we often put together objects or events that are unrelated.

People, objects or events that are similar to each other also tend to be grouped together. The greater the similarity, the greater the probability we will tend to perceive them as a group.

Characteristics of the Situation

Change in situation leads to incorrect perception about a person.

The factors that influence the perception are:



Characteristics of the Situation

1. Time
2. Work setting
3. Social setting

Time

The situation in which the interaction between the perceiver and the target takes place has an influence on the perceiver's impression of the target.

For Example, a person decked up for a party may not be noticeable but the same dress in office would be noticed distinctly, though the person has not changed.

Work setting

You would have very frequently heard people say that their manager is different during working hours and 1800 opposite while in a social setting.

Social setting

The strength of the situational cues also affects social perception. Some situations provide strong cues as to appropriate behaviour. In these situations, we assume that the individual's behaviour can be accounted for by the situation and that it may not reflect the individual's disposition. This is the discounting principle in social perception.

Perceptual Barriers

Anything that inhibits or prevents us from making accurate perceptions is called a **perceptual barrier** or a **perceptual error**. Perceptual errors often result from the preconceived ideas

perceivers hold about people and situations. Five of the most common perceptual barriers are selective perceptions, stereotypes, halo effect, projections, and expectations.

Selective Perception

In the organizational context, **selective perception** means paying attention to information that supports your ideas and ignoring the rest. For instance, if you dislike some teachers, you would tend to focus on their negative personality characteristics and ignore any positive qualities that would be inconsistent with your opinion of them. Another type of selective perception is **perceptual defense**. This is the tendency for people to protect themselves from ideas, objects, or situations that are threatening. For instance, you may ignore a person who has ideas that threaten your deeply held convictions.

Stereotypes

A **stereotype** is an oversimplified mental picture that is associated with a particular group (e.g., women are emotional, Scots are thrifty, and fat people are jolly). Stereotypes persist because people who hold them tend to practice selective perception. For example, a foreperson who believes that young people are lazy may notice that some of the younger workers are taking extra breaks, but fail to perceive that older workers are doing the same. Positive stereotypes can be as misleading as negative ones. For instance, regardless of the reality, some of us tend to stereotype attractive people as warm, kind, sensitive, and honest.

Halo Effect

The **halo effect** occurs in organizations when managers provide overly favourable evaluations of employees based on their observations of isolated successes. A typical halo error made by managers is to assume that a person with a good attendance record is responsible in all areas of performance. Another is being influenced by the previous year's performance evaluations.

Projection

Projection is the tendency to attribute one's own beliefs, feelings, tendencies, motives, or needs to other people. For instance, a manager who enjoys taking on new responsibilities may project this tendency onto employees by assigning them extra job duties without first consulting them. Managers can avoid the negative consequences of projection by cultivating empathy and developing their listening skills.

Expectations

An **expectation** is the tendency to find in a situation or a person what one expects to find. Our expectations have a big impact on how we perceive the world around us. For instance, when we ask people how they are doing, we expect them to answer, "Fine, thank you." If their response is accompanied by negative body language, we may choose to ignore the nonverbal information because it is not consistent with our expectations.

Learning

Meaning of Learning – It refers to the process which creates a permanent change in the behaviour of a person as a result of his direct or indirect experience or practice. It is such a process which changes the earlier behaviour of a person. The change the behaviour of the person can both be good or bad. Since learning changes the behaviour of person, it comes to have a great importance in organisational behaviour.

Whatever we do, every activity is connected with learning. It means that everything can be learnt, e.g., the leadership style, the tendency of a supervisor, the efficiency of a worker, the way of talking by an employee, etc. – all this cannot be learnt.

Learning can be defined as the permanent change in behavior due to direct and indirect experience. It means change in behavior, attitude due to education and training, practice and experience. It is completed by acquisition of knowledge and skills, which are relatively permanent.

Gales defined Learning as the behavioural modification which occurs as a result of experience as well as training.

According to **E.A, Peel**, Learning can be described as a change in the individual which takes place as a result of the environmental change. **H.J. Klausmeir** described Learning as a process which leads to some behavioural change as a result of some experience, training, observation, activity, etc.

LEARNING THEORIES

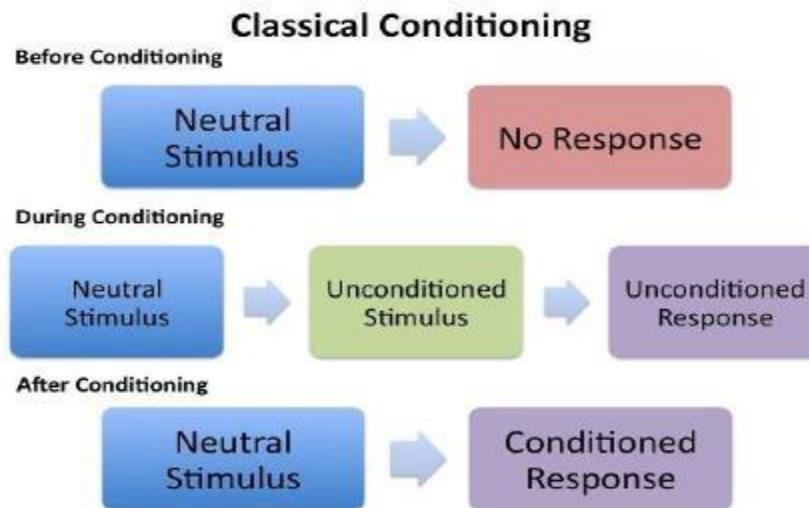
Learning can be understood clearly with the help of some theories that will explain our behavior. Some of the remarkable theories are –

- Classical Conditioning Theory
- Operant Conditioning Theory
- Social Learning Theory
- Cognitive Learning Theory

Classical Conditioning Theory

The classical conditioning occurs when a conditioned stimulus is coupled with an unconditioned stimulus. Usually, the conditioned stimulus (CS) is an impartial stimulus like the sound of a tuning fork, the unconditioned stimulus (US) is biologically effective like the taste of food and the unconditioned response (UR) to the unconditioned stimulus is an unlearned reflex response like salivation or sweating.

After this coupling process is repeated (for example, some learning may already occur after a single coupling), an individual shows a conditioned response (CR) to the conditioned stimulus, when the conditioned stimulus is presented alone. The conditioned response is mostly similar to the unconditioned response, but unlike the unconditioned response, it must be acquired through experience and is nearly impermanent.



Operant Conditioning Theory

Operant conditioning theory is also known as instrumental conditioning. This theory is a learning process in which behavior is sensitive to, or controlled by its outcomes.

Let's take an example of a child. A child may learn to open a box to get the candy inside, or learn to avoid touching a hot stove. In comparison, the classical conditioning develops a relationship between a stimulus and a behavior. The example can be further elaborated as the child may learn to salivate at the sight of candy, or to tremble at the sight of an angry parent.

In the 20th century, the study of animal learning was commanded by the analysis of these two sorts of learning, and they are still at the core of behavior analysis.

Operant Conditioning

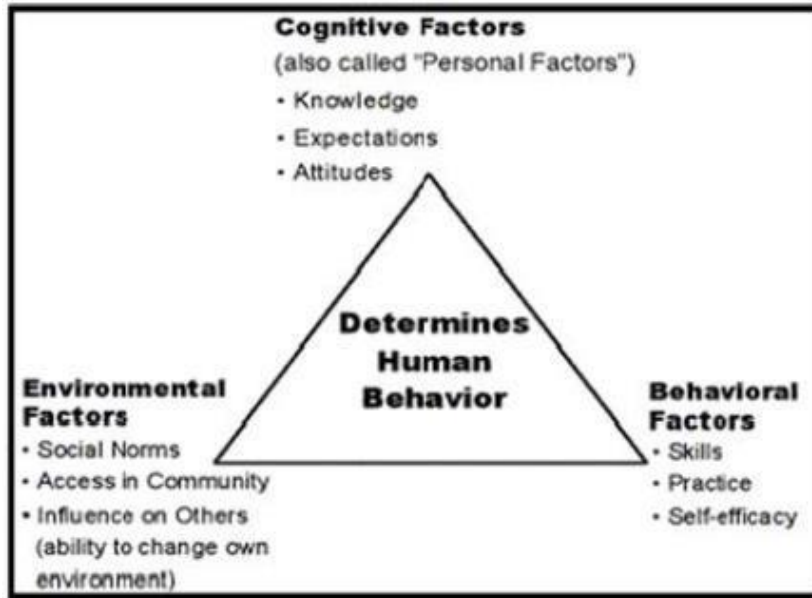
	Reinforcement Increase Behavior	Punishment Decrease Behavior
Positive Stimulus (something added)	Positive Reinforcement Add something to increase behavior	Positive Punishment Add something to decrease behavior
Negative Stimulus (something removed)	Negative Reinforcement Remove something to increase behavior	Negative Punishment Remove something to decrease behavior

Social Learning Theory

The key assumptions of social learning theory are as follows –

- Learning is not exactly behavioral, instead it is a cognitive process that takes place in a social context.
- Learning can occur by observing a behavior and by observing the outcomes of the behavior (known as vicarious reinforcement).
- Learning includes observation, extraction of information from those observations, and making decisions regarding the performance of the behavior (known as observational learning or modeling). Thus, learning can occur beyond an observable change in behavior.
- Reinforcement plays an important role in learning but is not completely responsible for learning.
- The learner is not a passive receiver of information. Understanding, environment, and behavior all mutually influence each other.

Cognitive Learning Theory



Cognition defines a person's ideas, thoughts, knowledge, interpretation, understanding about himself and environment.

This theory considers learning as the outcome of deliberate thinking on a problem or situation based upon known facts and responding in an objective and more oriented manner. It perceives that a person learns the meaning of various objects and events and also learns the response depending upon the meaning assigned to the stimuli.

This theory debates that the learner forms a cognitive structure in memory which stores organized information about the various events that occurs.

Learning & Organizational Behavior

An individual's behavior in an organization is directly or indirectly affected by learning.

Example – Employee skill, manager's attitude are all learned.

Behavior can be improved by following the listed tips –

- Reducing absenteeism by rewarding employees for their fair attendance.
- Improving employee discipline by dealing with employee's undesirable behavior, drinking at workplace, stealing, coming late, etc. by taking appropriate actions like oral reprimands, written warnings and suspension.
- Developing training programs more often so as to grab the trainees' attention, provide required motivational properties etc.

Attitude Definition

Attitudes are evaluation statements either favourable or unfavourable or unfavourable concerning objects, people or events. They reflect how one feels about something.

Robbins

ORGANISATIONAL BEHAVIOUR

Attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related.

G.W. Allport

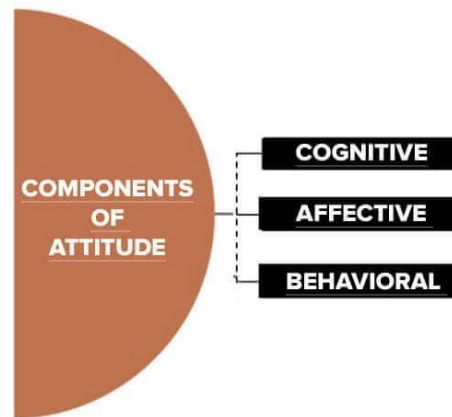
Attitude as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world.

Krech and Crutchfield

Attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain way.

Components of Attitude

1. Cognitive component
2. Affective component
3. Behavioral component



Cognitive component

Beliefs are the cognitive components of consumer attitude. Cognitive component of attitude is associated with the **value statement**. It consists of values, belief, ideas and other information that a person may have faith in.

Positive brand associations enhance brand equity and are achieved through a number of positioning strategies. Through brand associations, marketers establish and influence favorable beliefs about a brand and unfavorable beliefs about competitors.

Example: Quality of sincere hard is a faith or value statement that a manager may have.

Affective component

Affective is the emotive component of consumer attitude. Affective component of attitude is associated with **individual feelings about another person**, which may be positive, neutral or negative.

Three research models describe the determinants of affective response.

- **Functional theory** of attitude explains that consumers buy as a result of one of four psychological functions: adjustment, ego defense, value expression, and application of prior knowledge.
- **Fishbein model** relates consumer beliefs and evaluations to affective response: if beliefs are strong and desirable, affective responses are positive.

- **Belief importance model** analyses affective responses across competing brands.

Example: I don't like Sam because he is not honest, or I like Sam because he is sincere. It is an expression of feelings about a person, object or a situation.

Behavioral component

Intention is the behavioral component of consumer attitude. Behavioral component of attitude is associated with the **impact of various condition or situations that lead to person behavior** based on cognitive and affective components.

Two research models demonstrate the relationship between intention to purchase and actual purchase and consumption.

- The theories of reasoned action explain purchasing behavior as a direct result of intention, influenced by attitude toward purchase and by subjective norms.
- The theory of trying to consume explains actual consumption behavior of purchasers. It provides insight into the establishment and maintenance of long-term relationship with consumers.

Example: I don't like Sam because he is not honest is an affective component, I, therefore, would like to disassociate myself with him, is a behavioural component and therefore I would avoid Sam.

Cognitive and affective components are bases for such behaviour. Former two components cannot be seen, only the behaviour component can be seen. Former is important because it is a base for the formation of attitude.

Functions of Attitude

Four important **functions of attitude** which are crucial in organizational behavior viewpoint are:

1. **Adjustment Function**
 2. **Ego-Defensive Function**
 3. **Value-Expressive Function**
 4. **Knowledge Function**
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Adjustment Function

Attitudes often help individuals to adjust to their work environment.

Consumers hold certain brand attitudes partly because of the brand utility. If a product has helped us in the past even in a small way, our attitude towards it tends to be favorable. One way of changing attitude in favor of a product is by showing people that it can solve utilitarian goals. They may not have considered some advertisement which stresses the utilitarian benefits of a product.

Example: Well-treated employees tend to develop a positive attitude towards their management or job.

Ego-Defensive Function

Consumers want to protect their self concept from inner feelings of doubt. Cosmetic and personal hygiene products, by acknowledging this need, increase their relevance to the consumer and have the possibility of a favorable attitude by offering reassurance to the consumers self concept.

Example: Older faculty might feel somewhat threatened by a young and new faculty member who is full of fresh ideas and enthusiasm

Value-Expressive Function

Attitudes are one expression of general values, lifestyles, and outlook. If a consumer segment generally holds a positive attitude towards being in a fashion segment, consumer may treat high fashion clothing and accessories as symbols of that lifestyle.

Example, a manager who values honest and sincere work will be more vocal against an employee who is having a very casual approach towards work.

Knowledge Function

Attitudes provide frames of reference or standard that allow individuals to understand and perceive the world around him. Individuals have a strong need to know and understand the people and things with whom they come in contact, especially if they think they might influence their behavior.

Example, If a student has a strong negative attitude towards the college, whatever the college does, the student will be perceived as something 'bad' and as actually against them

Attitude Formation

The question often arises, '**how are the attitudes and subsequent behaviors formed?**' While attitudes are basically learned over the years, some inherited characteristics do affect such attitudes

Some of the learned characteristics responsible for **attitude formation** are:

1. **Experiences**
2. **Perceptual biases**
3. **Observation of other person attitude**
4. **Association**
5. **Personality**

Experiences

Our personal experiences with people and situations develop our attitude towards such persons and situations.

Through job experience, people develop attitudes towards working conditions, salaries, supervision, group dynamics and so on.

Perceptual biases

Perception is the result of a complex interaction of various senses such as feelings, seeing, hearing and so on and plays an important part in our attitude and behavioural formation.

For example, if a manager perceives a subordinate's ability as limited, he will give him limited responsibility. Similarly, we lose many good friends due to our changed perception about them.

Observation of other person attitude

When we like someone, we try to emulate that person's attitude.

For example, when we are impressed by someone keeping calm under stressful circumstances and we appreciate such calmness, we might try to do the same.

Association

Our association with the group we belong to strongly influences our attitude. Our close association with a group would encourage us to be consistent with the attitude of the group.

Personality

Personality is a set of traits and characteristics, habit patterns and conditioned responses to certain stimuli that formulate the impression that a person makes upon others and this impression is a function of a person's attitude.

CHANGES IN ATTITUDE

1. Providing New Information:

One of the ways of changing the attitudes is by providing new information. Sometimes, this information will change a person's beliefs and in this process his attitudes. This is specifically true when the reason for the negative attitude is insufficient or misleading information. For example, people generally have a negative attitude towards the staff at railway reservation counters.

2. Use of Fear:

A second way of changing the attitudes is through the use of fear. Research has found out that fear can cause some people to change their attitude. However, the degree of fear is very important for the final outcome.

3. Resolving Discrepancies:

Another way of changing the attitudes is by resolving discrepancies between attitudes and behaviour. For example, research shows that when a person has more than one offer of a job and he has to make a choice, he often feels that his final choice may have been a mistake.

However, the theory of cognitive dissonance says that this mild conflict or dissonance will not last long because people will try to actively reduce the dissonance by attitude and behaviour change. When he takes the new job and starts working, he will start having negative feelings towards the jobs which he has not chosen and positive ones towards the job which he has chosen. In the end, he will conclude that he has indeed made the right choice.

4. Influence of Friends or Peers:

Change of attitude can come about through persuasion of friends or peers. Credibility of the others, especially the peers, is important to effect change. Peers with high credibility shall exercise significant influence as compared to those peers who have low credibility.

5. The Co-opting Approach:

Another way in which attitude change takes place is by co-opting, which means taking people who are dissatisfied with a situation and getting them involved in improving things. For example, an employee feels that the company should be doing something for improving the employees' benefits. The company appoints him as a member of the employees benefit committee. By giving him the opportunity to participate in employee benefit decision making, the company increases the chances that his attitude will change. Once he realizes the practical problems involved in determining the best possible benefits and the efforts and hard work involved in it, he is most likely to change his attitude.

6. Oral Persuasion Technique:

All the attitude change techniques are not equally effective across different situations. Another way in which attitude can be changed is through oral-persuasion. Oral persuasion techniques are most effective when you use a positive and tactful tone, present strong evidence and use logic to support your position.

7. Training Sessions:

The use of training sessions in which employees share and personalize their experiences and practice new behaviours can be a powerful stimulant for changing attitude.

Values Definition

Values defined in Organizational Behavior as the collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture.

Some common business values are fairness, innovations and community involvement.

According to M. Haralambos, “A value is a belief that something is good and desirable”.

According to R.K. Mukherjee, “Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations”.

According to Zaleznik and David, “Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships

Thus, values are collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture.

Familiar examples of values are wealth, loyalty, independence, equality, justice, fraternity and friendliness.

Familiar examples of values are wealth, loyalty, independence, equality, justice, fraternity and friendliness. These are generalized ends consciously pursued by or held up to individuals as being worthwhile in them.

It is not easy to clarify the fundamental values of a given society because of their sheer breadth.

TYPES OF VALUES

Instrumental and Terminal Values: Rokeach distinguishes between two types of values: Instrumental and Terminal.

Instrumental Value: Instrumental values reflect the means to achieve goals; that is, they represent the acceptable behaviour to be used in achieving some end state. Instrumental values identified by Rokeach include ambition, honesty, self-sufficiency and courageousness.

Instrumental value refers to a single belief that always takes the form: I believe that such and such a mode of conduct (example Honesty, courage, etc.) is personally and socially preferable in all situations with respect to all objects. An instrumental value is a tool or means for acquiring a terminal value.

Terminal Value: Terminal values, in contrast, represent the goals to be achieved, or the end states of existence. Rokeach identified happiness, love, pleasure, self-respect, and freedom among the terminal values.

Terminal value takes a comparable form: I believe that such and such an end state of existence (example salvation, or world at peace etc.) is personally and socially worth striving for. A terminal value is an ultimate goal in a desired status or outcome.

Terminal and Instrumental Values in Rokeach Value Survey

TERMINAL VALUE	INSTRUMENTAL VALUE
A comfortable life (a prosperous life)	Ambitious (hardworking, aspiring)
An exciting life (a stimulating, active life)	Broad-minded (open-minded)
A sense of accomplishment (lasting contribution)	Capable (competent, effective)
A world of peace (free of war and conflict)	Cheerful (light-hearted, joyful)
A world of beauty (beauty of nature and the arts)	Clean (neat, tidy)
Equality (brotherhood, equal opportunity for all)	Courageous (standing up for your beliefs)
Family security (taking care of loved ones)	Forgiving (willing to pardon others)
Freedom (independence, free choice)	Helpful (working for the welfare of others)
Happiness (contentedness)	Honest (sincere, truthful)
Inner harmony (freedom from inner conflict)	Imaginative (daring, creative)
Mature love (sexual and spiritual intimacy)	Independent (self-reliant, self-sufficient)
National security (protection from attack)	Intellectual (intelligent, reflective)
Pleasure (an enjoyable, leisurely life)	Logical (consistent, rational)
Salvation (saved, eternal life)	Loving (affectionate, tender)
Self-respect (self-esteem)	Obedient (dutiful, respectful)
Social recognition (respect, admiration)	Polite (courteous, well mannered)
True friendship (close companionship)	Responsible (dependable, reliable)
Wisdom (a mature understanding of life)	Self-controlled (restrained, self-disciplined)

Work Values Attitudes, Values and Work Ethics Work values are important because they affect how individuals behave on their jobs in terms of what is right and wrong. The work values most relevant to individuals are: -

1. **Achievement:** Achievement is a concern for the advancement of one's career.
This is shown in such behaviours as working hard and seeking opportunities to develop new skills.
2. **Concern for Others:** Concern for others reflects caring, compassionate behavior such as encouraging other employees or helping others work on difficult tasks. These behaviours constitute organizational citizenship.
3. **Honesty:** Honesty is accurately providing information and refusing to mislead others for personal gain.
4. **Fairness:** Fairness emphasizes impartiality and recognises different points of view.
Although individuals vary in their value systems, when they share similar values at work, the results are positive. This means that organizations recruiting job candidates should pay careful attention to individual's values.