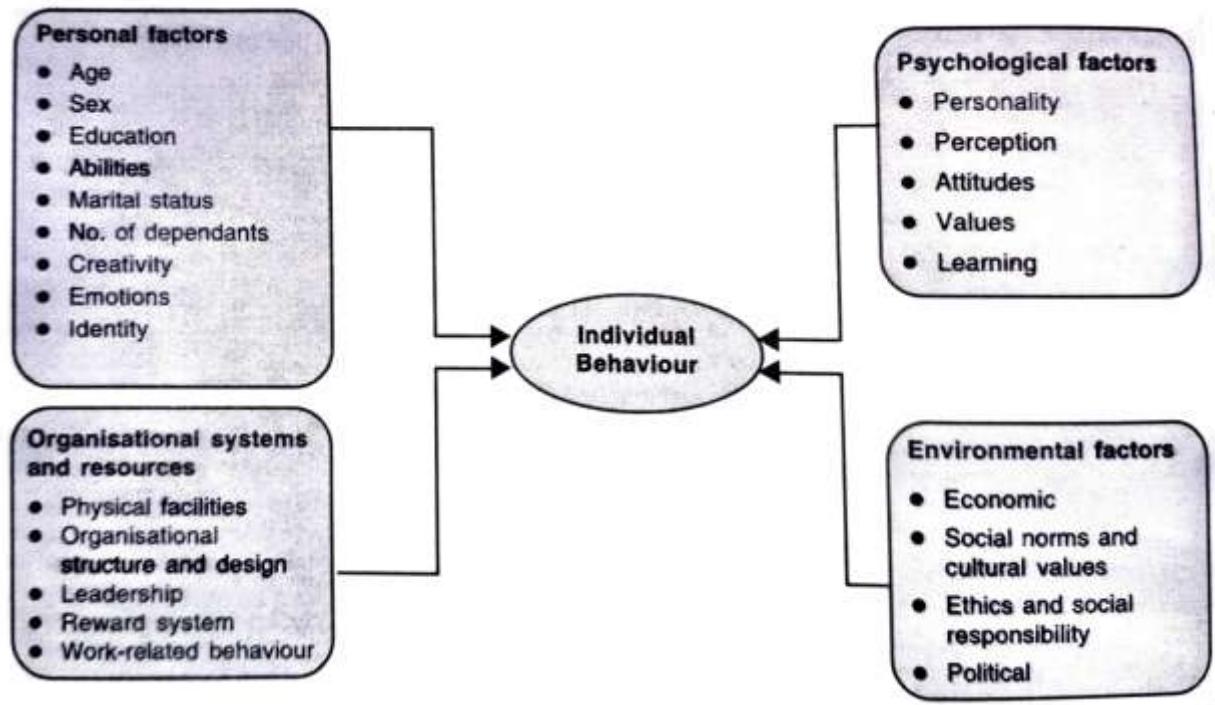


## 2.1 Foundation of Individual Behavior

The behaviour of an individual is influenced by many factors, as illustrated in below study of these is useful for a better understanding of OB.

Lewin has suggested that a person's behaviour is the product of the person and his or her environment. Lewin expressed this idea in an equation:  $B = \Sigma (P, E)$ , where B- behaviour, P - person, and E - environment. Variables related to the person include personality, perception and attribution, learning and the like. Environment comprises such factors as work group, organisation, political situation, economic factors and the like.

### Foundations of Individual Behavior



### 2.1.1 Personal Factors:

Personal factors, as illustrated, include age, sex, education, abilities, marital status, creativity, emotional intelligence and number of dependents.

**Age:** The issue of age is multifaceted and individualistic. It has impact on performance, turn over, absenteeism, productivity, and satisfaction.

*Performance is dependent on age;* As age advances, performance is likely to decline. Similarly, aging also has an impact on turnover. The older one grows, the less likely one is to quit the job. Age-absence relationship depends on whether absenteeism is avoidable or unavoidable. Generally, older employees have lower rates of avoidable absence than do younger employees. However, they do have high rates of unavoidable absence. This is probably because of poor health associated with old age. With regard to productivity, old age results in reduced productivity. This is because of the decline in an individual's skill as he or she grows older in age. There is a positive association between age and satisfaction. However, changes in technology may alter this equation. In jobs where workers are subject to dramatic changes causing their skills to become obsolete, such as those affected by computerization, satisfaction levels of older employees tend to be lower than that of younger ones.

Age can also be a factor in adaptability, although it would be incorrect to stereotype all older people as unadaptable

The impact of age goes beyond organisational factors. Gender for example, like age, forms the basis for social differentiation. The status of 'older persons' in society frequently influences our perception. Societies often get stratified by age and this stratification varies from culture-to culture. One society may treat older people with great reverence, while another sees them as 'unproductive' and 'difficult'. The Sherpas- a Tibetan-speaking, Buddhist people in Nepal - idolize their elders. Almost all elderly members of the Sherpa community own houses enjoy good health. Similarly, in the Andaman Islands, old people hold dominant positions in the social structure.

Not all societies, however, have a tradition of caring for and valuing the elderly. Among the Fulanis of Africa, older men and women move to the edge of the family homestead. Since this is where people are buried, the elderly actually sleep on their graves, for they are already considered as dead. Some societies are known to have practised senilicide - the killing of the aged- because of extreme difficulties in providing basic necessities such as food and shelter.

**Sex:** The issue of male and female employees has received considerable attention from academics, sociologists, and researchers. Research has proved that problem-solving ability, analytical skill, competitive drive, motivation, leadership, sociability, or learning ability are not gender-dependent. However, in our male-dominated society, the presence of women employees in organisation is not appreciated or encouraged.

Sex also has an impact on turnover and absenteeism. It has been proved that the tendency to change jobs and to abstain from work is likely to be higher among female than among male employees. The most logical explanation for this phenomenon is that our society has historically placed home and family responsibilities on the female. When a child is ill or someone needs to stay home to await the plumber, it has traditionally been the woman who has taken time off from work to attend to these needs.

**Education:** This has its effect upon individual behaviour, largely through the level and types of education received. Increased levels of education serve to increase an individual's expectation about positive outcomes. These outcomes are generally perceived to be a more satisfying job higher income level, and greater alternative sources for occupational choice, i.e., the 'good life'. Disillusionment occurs when outcomes do not match expectations.

The type of education received can also affect individual behaviour. Education can be 'general' or 'specialized'. The former includes areas like arts, humanities, and social sciences whereas the latter covers disciplines such as engineering, medicine, computer science, and the like. Generalist education tends to both attract and develop individuals differently than an education in the specialties. Specialist programmes tend to be relatively narrow and focused, whereas generalist programmes expose individuals to a broad range of subjects designed to enhance an overall understanding of concepts and issues.

**Ability:** It refers to an individual's capacity to perform various tasks in a job. The ability of an individual is made up of two sets of skills - intellectual and physical.

Intellectual abilities are needed to perform mental activities. IQ tests, for example, are designed to ascertain one's intellectual abilities. So, too, are popular college admission tests like GRE, GMAT, and CAT. Some of the more relevant

dimensions making up intellectual abilities include number aptitude, verbal comprehension, perceptual speed, and inductive reasoning.

DIMENSIONS OF INTELLECTUAL ABILITY		
Number aptitude	Ability to do speedy and accurate arithmetic	Accountant computing the sales tax one set of item
Verbal Comprehension	Ability to understand what is read or heard and their relationship words to each other	Plant Manager: Following corporate policies
Perceptual speed	Ability to identify visual similarities and differences quickly and accurately	Fire Investigator: identifying clues to support a charge of arson
Inductive reasoning	Ability to identify a logical sequence in a problem and solve the problem	Market Researcher Forecasting demand for a product in the subsequent time period
Deductive reasoning	Ability to use logic and assess the implications of an argument	Supervisor. Choosing between two different suggestions offered by employees
Spatial reasoning	Ability to imagine how an object would look if position in space is changed	Interior Redecorating an office
Memory	Ability to retain and recall past experiences	Sales person remembering the name of the customer

Physical abilities manifest in one's stamina, manual dexterity, leg strength and the like. Management must identify an employee's physical abilities if these are the major inputs required to perform a task.

Nine basic physical abilities (See Table) have been identified. Individuals differ in the extent to which they have each of these abilities. Not surprisingly, there is also little relationship between them. A high score on one is no assurance of a high score on the others. High employee performance is likely to be achieved when management has ascertained the extent to which a job requires each of these nine abilities and then ensures that employees in that job have them.

**Ability-job fit:** It is widely known that employees differ in their physical and intellectual abilities and the jobs they perform demand varied abilities. Employee performance is enhanced where there is high ability-job fit.

A perfect ability-job fit is seldom achieved. For one thing, hiring procedures are often imperfect. Managers direct their attention at only the employee's abilities or only the ability requirements of the job and ignore the fact that employee performance depends on a fit between the two. Moreover, people and organisations change. An employee who finds a new job stimulating and exciting to begin with, may find the same job boring and monotonous a few years later. An organisation that adopts new technology needs new skills from its employees. Finally, each person is unique. Measuring skills and performance is quite difficult. Assessing attitudes and personality is far more complex. Each of these makes matching abilities with jobs a difficult and complex process.

Nine physical abilities	
<b>Strength fracture</b>	
Dynamic strength	Ability to exert muscular force repeatedly or continuously over time
Trunk strength	Ability to exert muscular strength using the trunk (particularly abdominal) muscles
Static strength	Ability to exert force against external objects
Explosive strength	Ability to expand a maximum of energy in one flexibility factors or a series of explosive acts
<b>Flexibility factors</b>	
Extent flexibility	Ability to move the trunk and back muscles as far as possible
Dynamic flexibility	Ability to make rapid, repeated flexing movements
<b>Other factors</b>	
Body coordination	Ability to co-ordinate the simultaneous actions of different parts of the body
Balance	Ability to maintain equilibrium despite unbalancing forces
Stamina	Ability to continue maximum effort requiring prolonged effort over time

What happens when the fit is poor? If the employees are short of the required abilities are likely to fail. Performance suffers, even if the employee is highly motivated and positive attitude. If the employee's abilities far exceed the job requirements, the consequence will be different. Job performance is likely to be adequate, but there will be organizational efficiencies and possible decline in job satisfaction.

**Marital status:** This has an influence on absenteeism, turnover, and satisfaction. Married employees have fewer absences, undergo less turnover, and are more satisfied with their than the unmarried ones. Marriage imposes additional responsibility, hence the need steady job and steady income.

**Number of dependants:** There is correlation between the number of dependants an employee has and his or her absences and satisfaction. The number of children an employee has is positively related to absence, especially among females. Similarly, there is positive correlation between number of dependants and satisfaction.

**Creativity:** This is yet another personal factor that influences individual behaviour. Creativity refers to the cognitive activity that results in a new or novel way of viewing or solving a problem Creativity is highly desirable, as it is from creativity that major inventions, scientific breakthrough and great works of music, literature, and art emanate

Creative individuals possess at least three categories of attributes, background experience personal traits, and cognitive abilities.

*Background experience* matters much to make an individual creative. It is well understood that creative individuals were raised in environments that nurtured creativity. Piere and Maries Curie, great scientists in their own right, raised a daughter Irene, who won the Nobel Prize in Chemistry. Thomas Edison's creativity was nurtured by his mother.

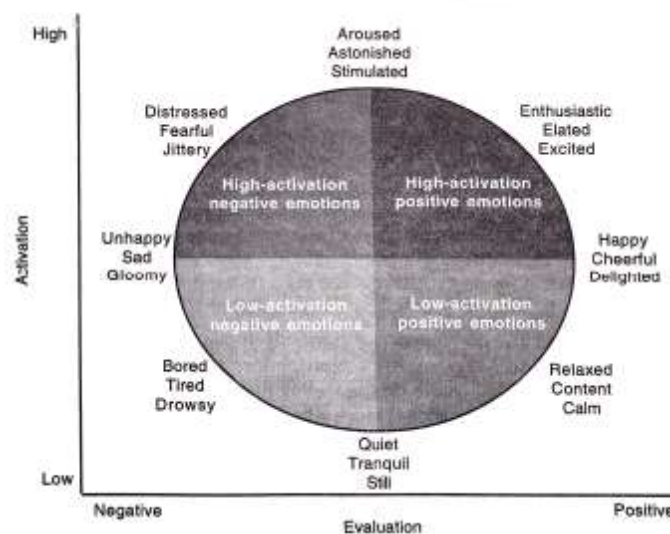
Personal traits have also been linked to creativity in individuals. The traits shared by most creative people are openness; an attraction to complexity; high levels of energy; interdependence and autonomy; high level of self-confidence, and a strong belief that one has, in fact, creative abilities. Individuals, who possess these traits, tend to be more creative than those do not.

**Cognitive abilities** are an individual's power to think intelligently and to analyze situations and data effectively. Intelligence is a precondition for creativity. Creativity also depends on one's ability to think divergent and convergent about events. Convergent thinking enables him or her to perceive similarities between situations or events. Creative people are generally skilled both in divergent and convergent thinking.

Organisations seek to promote creativity by making it a part of their culture. Firms that truly want to stress creativity state as goals that some percentage of future revenues is to be generated from new products. This clearly communicates that creativity and innovation are valued.

Firms also seek to enhance creativity by rewarding creative success, but care is taken to avoid punishing creative failures. Punishing an employee for failure of his or her creative idea discourages others from coming out with innovative thinking.

**Emotions:** an emotion is a temporary feeling of pleasure or displeasure and of activation or deactivation. It is a temporary positive or negative experience (See Fig). Emotion arises because of the cognitive appraisal of a particular situation. Emotions are of six types: anger, fear, sadness, happiness, disquiet and surprise.



### Circumflex of emotions

These are part of one's personality and he or she carries them to the workplace. And their impact on one's workplace behaviour is considerable. Emotions are a private affair. No individual is willing to share his or her emotions with others. Yet, we are able to recognize the presence of various emotions in others, and we are able to communicate our own feelings to them as well.

Four features are common to all emotions:

1. *Emotions are highly focused* - They have an object towards which emotions are expressed. For example, we love a person, our anger is towards a person, and we hate a specific individual
2. *Expression of emotions is universal* - People across the globe exhibit similar body language to express same emotions. Facial expression to exhibit joy is same irrespective of the fact that the person is an Indian, Chinese or Japanese.
3. *Culture determines expression of feelings* - Notwithstanding the fact that people exhibit identical behaviour to express similar emotion, culture of each society

determines disciplinary norms to exhibit feelings. Italian culture, for example, emphasizes high expressiveness, but it is a taboo in Thailand.

4. Six major categories of emotions have been identified- Anger, fear, joy, love, sadness and surprise. These are universal

Each of these emotions is exhibited (tempered by culture) in a given way. Love, for example, is expressed through smile, excitement, eagerness, anxiety and pleasantness writ large on the face, and anger is seen from the frowning face. How to express emotions while communicating online? People in the recent years have developed ingenious ways to expressing emotions through e-mail messages. Known as emoticons (short for emotional icons), these are created by typing characters such as commas, hyphens, and parentheses, which are viewed by tilting one's head to the left (treating left as top).

The most common emoticons are as follows: ☺ smile. ☹ frown, ;- ) wink are the examples.

But the problem with emoticons is their overuse by communicators. Another issue relates to their ineffectiveness in communicating what the sender really wanted to convey. Consequently, the impact of emoticons has declined over time.

**Moods:** Moods are related to emotions. While emotions are focused and intense, moods are feelings that are diffuse. More specifically, a mood is understood as a feeling that is unfocused, and relatively mild in intensity. For example, one can say that he or she is in a good mood or bad mood. But this is not as focused and intense as saying that the individual is experiencing anger or sadness. In addition, moods tend to fluctuate rapidly in a given day. A favorable opinion from the boss may make the employee entertain a good mood. A harsh criticism, the next moment or the next day, is likely to put the same person in a bad mood. But emotions tend to endure. Love or sadness is likely to stay longer than a good or a bad mood.

**Impact on Performance:** How do emotions and moods impact job performance? It is being observed that emotions may not have any impact on performance. An individual beset with anger, joy or sadness is likely to focus more on the feeling than on improving performance. The distance between emotions and performance is more where there is negative impact of emotions. An angry employee (because he or she received poor rating from the boss) is unlikely to show any improvement in performance.

**Emotional Intelligence:** Emotional intelligence (EI or EQ) is concerned with an individual's emotional and social skills. EI helps us monitor and shape our emotional responses and those of others. The concept of EI was popularized by Daniel Goleman in 1995.

**Identity:** Yet another foundation that impacts an individual's behaviour is his or her identity. Distinction is made between personal identity and social identity. Personal identity is the product of one's appearance, personality, special skills and interests. Social identity of the person comes from the group, from the company and from a university to which he or she belongs. Personal identity is person specific, but social identity is what is derived from others

### **SUCCESSFUL MANAGER**

What Makes an Individual?

1. Several variables make an individual what he or she is.



2. From an organisation perspective, what is more important is a person's ability
3. Ability impacts an employee's performance in the organisation. Selection process, promotions and transfers and job placements need to be done considering a person's ability.
4. Biological variables are a part of the personality of an individual. It is desirable not to base major decisions on biological variables which are observable.
5. What makes a manager successful is difficult to say. Success is situation-contingent.

## 1.2 Environmental Factors

Environmental factors include such variables as economic, social, political, and the like. These factors are mainly external and will influence (and are not generally influenced by) individual behaviour considerably. A brief description of the external factors follows.

**Economic Factors:** The economic environment is an important determinant of **individual behaviour**. All work is performed within economic framework that, both directly and indirectly, impinges on an organisational environment.

Economic environment is a synthesis of several factors, prominent among them being the employment level, wage rates, economic outlook, and technological change.

Employment **opportunities** will have a strong influence on individual behaviour. Fewer job opportunities (create fear of losing the present job) increase the emphasis on job security and can change the basic motivation pattern of the individual. Where job opportunities are several, tendency of job hopping will increase. Loyalty to one's organisation becomes irrelevant.

The job that an individual holds has significant influence on his or her behaviour. The **behaviour of a professor in** a university will be different from an **executive** in an industrial enterprise. Similarly, the behaviour of a worker in a factory will not be the same as that of a cart puller on the street.

**Wages** satisfy various individual needs. They provide food and shelter, are measures of achievement, and can serve as a status symbol. Money is a complex variable and its effect on behaviour varies tremendously. It is well-known that wages attract people to certain organisations and determine their level of job satisfaction.

The general economic outlook also influences individual expectations, especially of those employed in industries severely affected by economic cycles. In fact, some employees experience lay-off and recalls in the course of their working life, while others (e.g., public sector employees) are insulated from the economy. Individuals who experience frequent lay-offs are more likely to be motivated by factors that affect job security, others would consider job security to be relatively unimportant and would be motivated by other factors.

**Technological change** is considered as an economic factor because of its potential effects upon individual job opportunities. Technological change has the strongest impact on lower level jobs, although increased automation, robotics, computerization, and more sophisticated production technologies can affect individuals at all levels. In addition to changing employment opportunities, technological change also affects job design. Although the individual may stay employed, the skill required to perform the job may be reduced, thus increasing the downward pressure on wages.

Both the reduced skill required and perceived lack of advancement opportunities can have major effect on an individual's level of job satisfaction.

**Cultural Environment:** Cultural environment is made up of institutions and other forces that affect society's basic values, perceptions, work ethics, preferences, and behaviours. People grow up in a particular society that shapes their basic beliefs, values, and behaviours. Culture varies from country-to-country (even within a country) and these variations result in different behaviours across countries. Work ethics, achievement needs, and effort-reward expectations and values are important cultural factors, having behavioral implications.

*Work ethics* is tinged with morals. In the context of job ethics, it implies hard work and commitment. Strong work ethics ensures motivated employees, and the opposite is true when work ethics is weak.

**Achievements** need too, influences employee behaviour. A person with a high need to achieve tends to have a high degree of personal responsibility, sets realistic goals, takes moderate risks, and uses personal performance feedback in satisfying his or her need to achieve.

From a cultural perspective, it is important to note that the need to achieve is a learned phenomenon. This suggests that various cultural attributes (e.g., educational system, institutional characteristics, media conditioning, etc.), can affect the need to achieve either positively or negatively. Although work ethics and the need to achieve are not the same, they do affect individuals in similar ways. Not surprisingly, individuals with a low need to achieve will be more difficult to motivate using traditional motivation techniques. Similarly, individuals with a high need to achieve would be relatively unhappy in an organisation that does not reward achieving power.

It is well-known that a perfect match between effort and reward will produce better performance from an individual. When the individual perceives that he or she has been treated unfairly, his or her performance suffers. This phenomenon is observed in most organisations.

**Value** is tinged with moral favor involving an individual's judgment of what is right, good, or desirable. Values influence one's perception and, attitudes, and through these, his or her behaviour.

**Ethics and Social Responsibility:** Ethics and social responsibility impact individual behaviour considerably.

Ethics refers to a system of moral principles-a sense of right and wrong, and goodness and badness of actions and the motives and the consequences of these actions. As applied to a business firm, ethics is the study of good and evil, right and wrong, and just and unjust actions of business people.

Can personal ethics be different from business ethics? The answer is 'no'. But in reality, circumstances in business may compel an ethically honest person to commit certain immoral acts. What is, therefore, important is that the organisation must have strong ethical conduct. This will make honest people become stronger in their beliefs and actions and often convert morally vulnerable individuals to become ethically strong. Look at the case of a CEO of a car manufacturing company. Chung Mong-Koo, Head of Hyundai Motors, the sixth largest car maker in the world, has been sentenced to three years in jail on charges of embezzlement and breach of trust. It is ideal when a honest individual works for an organisation like WIPRO which is known for ethical conduct. The



behaviour of such employees will be obviously different from others who work for organisations like Enron.

**Social responsibility**, also called corporate social responsibility (CSR), is understood as the obligation of decision makers to take actions that protect and improve the welfare of the society as a whole, along with their own interests. Specifically, CSR refers to the commitment of business to contribute to sustainable economic development, working with employees and their families, the local community and society at large, to improve their quality of life in ways that are good for business. CSR obligations transcend the ethical, legal, commercial and public expectations of business

An employee working for an organisation (Tatas, for example) known for social consciousness tends to develop similar characteristics - concern in the welfare of others, sharing with others and the like.

**Political Factors:** The political climate in which an individual lives can affect individual behaviour in several ways. The stability of the Government can affect employment opportunities, both in quantity and quality. A politically unstable environment has difficulty in attracting industry and therefore experiences problems in maintaining a steady level of employment. The quality of jobs can also be affected by low capital investment. As companies are reluctant to invest large sums of money in a politically unstable country, many available jobs are either agriculture-oriented or in other types of labor-intensive industries. Consequently, large segments of the population are either in temporary employment or in jobs that satisfy only their basic needs.

The political ideology of a country affects individual behaviour primarily through the relative freedom available to its citizens. For example, in controlled societies, educational and career opportunities are less available to individuals than in the less controlled ones. Management structures and philosophies in controlled societies have a significant impact on the decision strategies and methods of implementation available to managers. The relative freedom available can affect career choice, job design, motivation methods, and finally, individual performance.

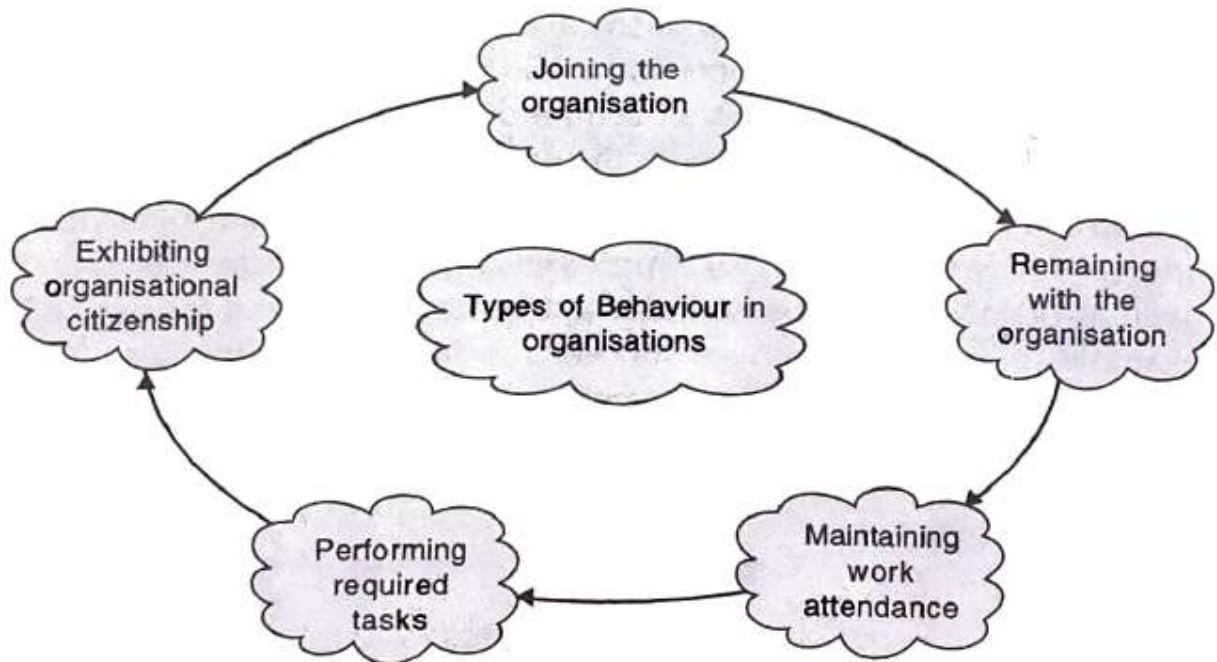
### 1.3 Organization Systems and Resources

Individual behaviour is also influenced by physical facilities, organisational structure and design, leadership, work-related behaviour, and reward systems.

**Facilities:** Physical facilities such as lighting, ventilation, air-conditioning, decor, space provided for each employee, equipment, and the like, have an influence on employee performance. In addition, adequate provision of secretarial support and other staff can allow a senior manager to focus his or her attention on issues more critical to the organization's effectiveness.

**Organisational structure and design:** These have to do with the way in which the different groups and departments in an organisation are set up and the way in which, the reporting relationships and lines of communication are established among different positions in the organisation. The behaviour and performance of an individual is influenced by where that person fits into the overall structure and design of the organisation.

**Leadership:** An organisation establishes a system of leadership and supervision to provide direction, assistance, advice, and coaching to individual members. The leader's behaviour is, therefore, a potential source of influence on an individual.



### Stages of organization life

**Reward systems:** Organisations establish reward systems to compensate their employees for good work done. The behaviour and performance of an individual is influenced by the reward system his or her organisation has established.

**Work-related behaviour:** An individual's behaviour is influenced by what stage he or she occupies in an organisation. The five stages of the individual's stay in the organisation may be distinguished- joining the organisation, remaining with the organisation, maintaining work attendance, performing required tasks, deviant behaviour and exhibiting organisational citizenship.

Two reasons account for this type of behaviour. One, 'others are doing, why not me tendency. Two, settle scores with employers whom they believe have ill-treated them.

What can be done to prevent employee thefts? Obviously, hidden cameras are not a foolproof measure. Additional measures can be: have a theft policy and involve employees in evolving it communicate costs of stealing to the employees; fair treatment of employees; and be a role model yourself.

### 1.4 Models of Individual Behaviour

**Psychological Factors:** Psychological factors are an individual's mental characteristics and attributes that can affect behaviour. Though not always observable, their role in affecting individual behaviour is considerable. There are several psychological factors, but the more prominent among them are personality, perception, attitudes, values and learning.

OB experts have constructed certain models which are useful in understanding individual behaviour. The models are: Theory X and Theory Y model, Economic and Self-actualizing model, Behaviouristic and Humanistic model, Rational and Emotional model and MARS Model.

**Theory X and Theory Y Model:** Theory X assumes the individual to be lazy, non-creative, and in need of constant prodding. Theory Y views the individual as having tremendous potential, which effective management can channelize towards organisational goals. Obviously, depending on the individual manager's philosophy of human behaviour, there may be a divergence of managerial practices in the same organisation

**Economic and Self-actualizing Model:** The economic model of the human being conceptualizes the individual as totally economic in orientation. The concept has been derived from the scientific management philosophy of the late 1880s. At the heart of scientific management was the concern for standardizing jobs, specializing work functions, and providing economic incentives to those whose performance was near or in excess of standard performance.

In contrast to the economic model is the self-actualizing model, which postulates that an individual is motivated by the opportunity to grow, mature, and become all he or she is capable of becoming. The model underlines that the individual cannot be adequately described by economic or physiological consideration alone. People strive for loftier goals, like self-fulfillment and self-actualization. Adherents of this model see the individual as craving for personal growth, job competence, and self-fulfillment. Although individuals may be temporarily sidetracked in this quest, they will eventually return to it. The challenge of an organisation, therefore, is to provide proper conditions for self-actualization.

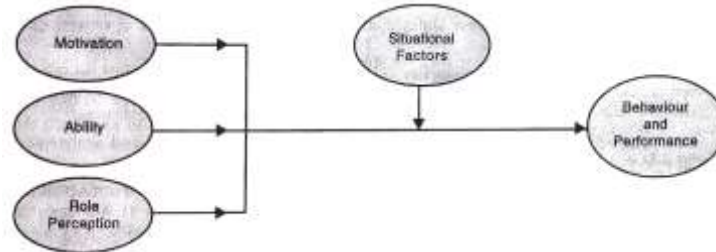
**Behaviouristic and Humanistic Model:** Some scholars believe that individuals can be described solely in terms of behaviour. These theorists are interested only in observable behaviour as contrasted with thoughts or feelings. In its most radical form, the behaviouristic model holds that all behaviour is environmentally determined. In the humanistic model, scholars believe that an individual is more philosophical than scientific. Humanists see the individual as capable of surmounting irrational impulses through conscious reasoning. In their view, people control their own destiny to a great degree and the potential cannot be underestimated.

**Rational and Emotional Model:** In the rational model, an individual is perceived to be highly rational entity, having computer-like characteristics. Whenever faced with a problem the individual is supposed to collect all relevant information, analyze the data, and then arrive at a solution. Human beings are, thus, deliberative, serious, and computational.

In the emotional model, human beings are understood to be guided by emotions, many of which are unconscious responses. Scholars of the Freudian persuasion rely on this model. Freudians perceive human beings as irrational because of the constant conflicts among the Id, Ego and the Super-ego. These inner conflicts, according to Freudians, cause individuals to be subject to their emotions.

MARS Model OB experts have identified different variables that would impact individual performance. In the beginning of this Chapter, we referred to Levin's formula. For him, performance is the product of behavior and his or her environment. Then came another formula from a different source which states that ability and motivation determine an individual performance. Sometimes known as the "Skill - and Will" model, this formula highlights only two variables that determine one's performance. In the recent past, researchers have identified one more variable role perception that has

bearing on performance. Thus motivation, ability, role clarity and situational factors are the factors that determine the outcome. MARS model emphasizes the four:



### **MARS model of human behavior**

*Motivation* refers to the drive to put in that extra effort to perform better. Motivation is the product of several factors such as leadership, environment, job, pay and a host of others.

*Abilities* include both physical and mental. Certain jobs need physical capabilities and others need cognitive ones. These are the days of knowledge work, which demands more of mental abilities.

*Role perception* refers to how far an employee has understood his or her role in the organisation. Knowledge about one's job is essential because it guides the employee's direction of effort and improves co-ordination with co-workers, suppliers, and other stakeholders.

*Situational factors* do matter in an employee's behaviour and performance. Situational factors include conditions beyond the employee's immediate control that constrain or facilitate behaviour and performance.

### **Key Terms**

1. **Lewin's Model:** It seeks to explain a person's behaviour as the product of his or her person and environment.

2. **Ability-job Fit:** Every job needs specific skills from the incumbent and every individual is endowed with varied abilities and skills. What is needed for enhanced performance is the match between abilities of the incumbent and the demands of the job. When the job demands are more than the incumbent possesses, performance suffers. He or she should exit if the decline continues where the abilities of the incumbent exceed those required by the job he or she feels frustrated and wasted. Performance tends to suffer, and continued decline results in the exit of the concerned employee.

3. **Senilicide:** Killing of the aged because of the difficulties in maintaining them.

4. **Emotions:** Emotions are overt reactions that express feelings about events. Joy, sorrow, fear, hate, love, surprise and anger are emotions. These are part of one's personality and he or she carries them to the workplace. Emotions wield considerable influence on one's behaviour.

5. **Intellectual Ability:** Needed to perform mental activities.

6. **Emotional Intelligence (EI):** EI is concerned with an individual's emotional and social skills. EI helps us monitor and shape our emotional responses and those of others. Specifically, EI includes the following factors:

- Appraisal and expression of emotions in oneself.
- Appraisal and recognition of emotions in others.
- Regulation of emotions in oneself.

- Use of emotions to facilitate performance.

7. **Creativity:** It refers to the cognitive ability those results in a new or novel way of viewing or solving a problem.

8. **Organisational citizenship:** Extending beyond job-centric factors, organisational citizenship includes such factors as tolerating ambiguities, accepting occasional impositions, sharing resources, co operating with fellow employees, ethical conduct, fairness and social consciousness.

9. **Cognitive Ability:** This refers to an individual's power to think intelligently and analyze situations and data effectively.

10. **Theory X and Theory Y Models:** It was David McGregor who came out with two distinct views about human resources: one negative (Theory X) and the other positive (Theory Y). Managers' actions towards people depend upon what assumptions they hold about them. Table below gives orientation of these two views.

	Theory X	Theory Y
Assumptions about people	Basically lazy	Need to achieve and be responsible
When do people work hard	Work when sticked	Work when trained and recognized
Interest in working	Low	High
Attitude towards people	Distrusting	Trusting

11. **Humanistic Model:** This model assumes that an individual is more spiritual than rational. He or she is capable of surmounting irrational impulses through conscious reasoning. Typical humanistic work practices include flexible work schedules, group and organisation based rewards, narrowing of pay and status differentials, respecting individual rights, employee empowerment and job security.

12. **Emoticons (emotional icons):** Symbols typed using characters such as commas, hyphens and parentheses for purpose of expressing emotions in online communication.

13. **Work Ethics:** It is tinged with morals. Specifically, it refers to hard work and commitment.

14. **Deviant behaviour:** Behaviour of an employee which does not fit into norms of conduct.

15. **Cyber loafing:** Cyber loafing refers to the use of official e-communication facilities for personal use. Cyber loafing is a high-tech deviant behaviour.