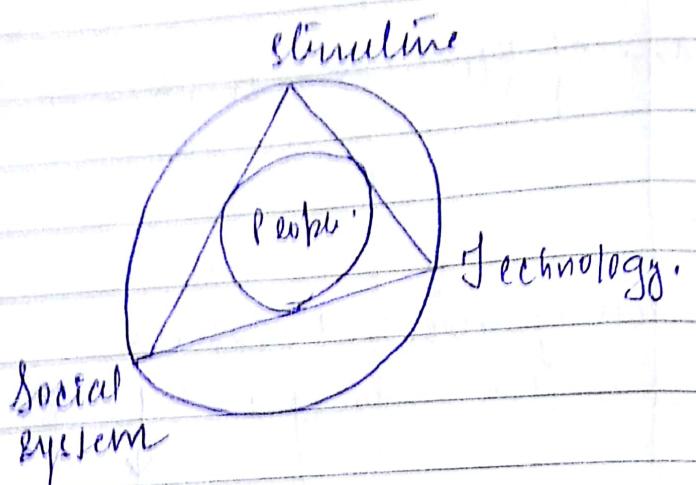


OB

Organizational group of people working together with a common objective.

Characteristics:



1)

2)

3) Technology

people resist change

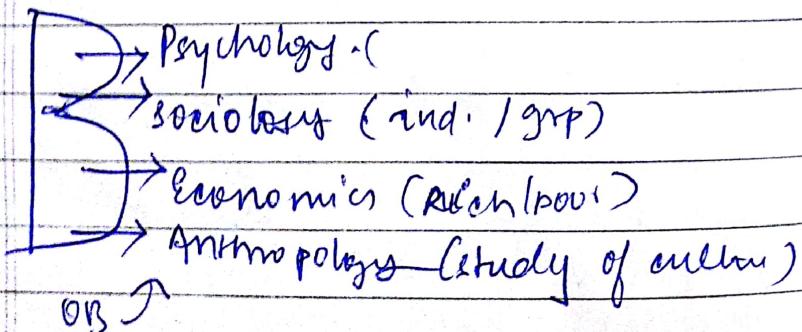
✓ unable to work

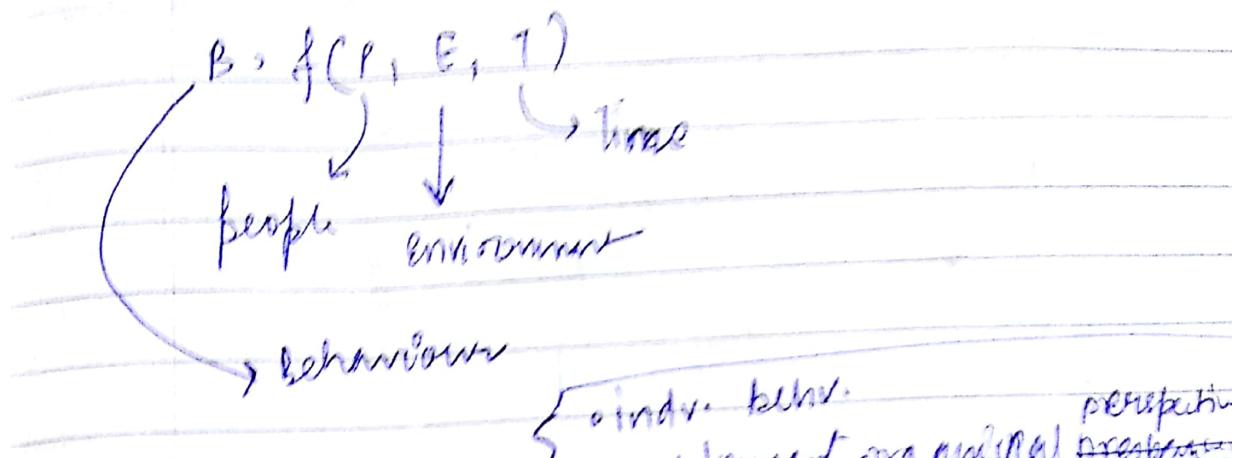
✓ uncertainty

4) People:

Behaviour

- act. in situ / person.





OB

Definition

Acc. to Farha Callahan and Eleanor

OB is the subset of management activities concern with understanding, predicting and individual's behaviour within an organisational setting.

- indiv. behv. perspective
- employee/organisational perspective
- influencing behv. of employe.

Definition 2

- Impact of structure
- employee perspective
- indiv as well as structure

Acc. to Stephen P Robbins,

OB is the field of study that investigate the impact that the individual, group and the structure have on behaviour within the organisation. for the purpose of applying such knowledge towards the effectiveness of an organisation.

Importance of OB

- ✓ conflict =
 ↓ { Interpersonal
 Intrapersonal
 Intragrp, Interorganisational
- cordial & good interpersonal reln,
- Intrapersonal reln.
- ✓ Cope up within an organism.

- Cordial Interpersonal relationship
- Motivation
- Leadership
- communication
- conflict management
- change management

Approaches of OB

- Interdisciplinary approach
- Human resource approach / supportive approach
- Scientific Management approach.
 - approach how approach is req., skills etc.
 - ⇒ → division of labour in a scientific way.
- System approach.
 - things work together. { holistic concept
 - interlink every one
- Contingent approach. / situational approach.
 - depends on sitn. { not a particular
 - depends on num. situations

Models of OB

- how employee behave in each model.
- how we function our organisation.

5 models :-

- 1) Autocratic
- 2) Custodial
- 3) Collision
- 4) supportive
- 5) System.

(there

	<u>Autocratic</u> (Ex/produndy) (ruled by s)	<u>Custodial</u> : (under someone's surveillance) (by posn, money)
Based on	<u>Power</u> (of position).	<u>Economic Resources</u>
Managerial orientation	<u>Authority</u> . (hire & fire policy)	<u>Money</u>
Employee orientation	<u>Hegemony</u> <u>Obedience</u>	<u>Security</u> (& benefit)
Employee psychological result	<u>Depends on</u> <u>boss</u> (as an employee he has no power)	<u>Depends on</u> <u>organisation</u> .
Employee need met	<u>Subsistence</u>	<u>Maintenance</u>
Performance	<u>Low</u> <u>Minimum</u>	<u>Passive</u> <u>co operation</u> .

Collusion

Supportive

System (Involving)

Based on
partnership

Navigating
Supportive
Quick claim
Leadership

responsible with
sharing & sharing
hosting

Employee
participative
team-work
co-operative
orientation

From
Employee
Awaken
psychological
drive (ready
result :
- to work)

Employee
need met

Performance
Moderate
high
enthusiasm
performance

High
enthusiasm
low
finances
dept.

Collision model = friendly model.

colli \Rightarrow friend / co-worker.

\rightarrow partner

4

Supportive

Challenges & opportunities faced by OB manager

- diversified workforce.

- region wise

- religion

- gender

- age

- culture

- diff. ideas of innovations from diff. people

- M/F

dominant \rightarrow caring dynamic

N/O

experienced.

→ Challenges for the manager:

- ① Manage the diversified workforce
- ② changed employee expectation.
- ③ changing demographic of workplace
- ④ Globalisation.
- ⑤ Technological Transformation.
- ⑥ Promoting Ethical behaviour

Age

① homogeneous & heterogeneous similarities

difference = diversity

- race/gender/religion/age/disabilities/
age/ ~~race or ethnicity~~ disabilities/
disability LGBT community diversity

Age

① oldest Veteran generation / World war 2 generation

(old people) = 1922 - 1945 born

- hardwork

- dedication

- sacrifice to their authority

- respect to their authority

② Baby Boomers

- 1946 - 1964 born

charac: optimistic

concerned about teamwork & effort

Maintain a healthy lifestyle

they can go an extra mile for own gratification

(They want sacrifice but can work harder)

(3)

Generation X

1965 - 1976

- They are concerned about the diversity & maintain work & life.

Behaviour: they think that it is only a job.

(4)

Generation Y (Millennial Generation)

1977 - 1992

- They need a fair boss
- They like to work in a team
- There must be a safe workplace
- They need training & career opportunity
- They need a constructive feedback & reward

(5)

Generation Z

1997 onwards

- Tech oriented (^{we are} Technosapiens).

2) Gender

- Initially we had male dominated society
it's difficult for women to get a job
- It's difficult to merge as MIF have different types of approach
- m - aggressive, competitive
- f - nurturing, supporting.

3) Race & Ethnicity

- American = hardly in silent part.
 - South America
 - Hispanic
 - Chinese/Japanese
 - Africa = hardly talk
 - Asian =
- * conflict that people talk & people don't talk
- Philosophical Ethnicity
 - o Multiracial = 2/3 religion belief
 - o Atheist = don't believe in God but believe in Humanity.

4) Disabilities

- differently able.
- we have to give diff. facility which can create conflict.
- how to locate & relocate the disabled person during move.

④ Religion

- diff. behaviour because of diff. beliefs & values.

⑤ LGB T

- what we are getting by
- People management
- Organisation strategic management.

- manage talents of organisation
- increase quality of management
- ✓ problem solving skill
- ✓ decision making skill
- quality is best

No diversity management

- leads to conflict
- fight \Rightarrow loose \Rightarrow dissatisfied with organisation
- \Rightarrow quit \Rightarrow not to loose resources. hire new people.
- \Rightarrow Reduce Turnover Cost (how many people are leaving the org's)
- \Rightarrow recruitment cost will be there if someone quits.

- Enhanced system flexibility. (for clients)
- Improved innovation

15/1/18

Globalis"

exchange of anything

- culture
- idea
- technology
- disease

3 types:-

{ Multidomestic

{ Global company

{ Transnational

Approaches to :-

① - Ethnocentric

* parochialism: attitude to see things with own eyes / perspective.
: don't concern about others.

: when you do business with other countries, it's only our country who knows to manage.

management decisions are centrally in home country.

Ex/ America (Home) → India (Host)

② Polycentric decisions

Management is decentralised to host country.

- host countries know

③ geocentric attribute

attribute that u r not ethnocentric instead in home/host you believe in host country.

- multidomestic

= polycentric attribute

- Global company

= Ethnocentric

transnational compn.

⇒ geocentric (global company)

diff / b/w licensing & franchising.

(service) Using name of producer to make products franchising.

(manuf activity) licensing =

Challenges faced by company -

1. Political/legal aspect
2. Cultural aspect
3. Economical aspect

1. North Korea, Paki = no legal stability,
- difficulties in venturing.

2. No rules in Iraq, N

3. Economical aspect

: taxation policy. (some have 30% & ~~5%~~)

: infln rate

: exchange rate (currency)

↳ 65 ← Invers. 1 \$ = { loss }

60 ← Return.

4. increase in devaluing your currency &
raise exchange rate.

2. Culture

* focus on host country's culture.

Hijab example.

HP

USA France

(concise) (detailed) { they think USA is }
oriental oriented { helping info }

conflict.

Technological Transformation

when you adopt automation
fire employee = difficult
relocate employee = challenge

Now Tech must be supplement to organisation.

knowledge + motivation = to work together

{ number its supplement
" " " provides boredom

Promoting Ethical behaviour

= Doing right thing

= stops taking bribe
corrupt organisation → Unethical behaviour

It is a challenge for Manager to make
to work in ethical look

- 2h scam

- promote ethical behavior

- people have diff. values & it is a challenge
to make them blind to 1 behavior

16/1/18

- Procedure of learning process:

2 types of knowledge:

① Expressive knowledge

• learn & express it (like in class)

② Passive knowledge

• can't transfer from 1 to other form

e.g. riding a bike. knowledge from learning is not effective only. we need to express it

- Learning defn: ^{still good} according to E.R. Hildert "learning is ^(comparative) relatively permanent change in behaviour that occurs through practice of prior experience.

• behaviour must be strengthened

- 4 theory of learning

① Classical Conditional Theory

② Operant Conditioning Theory.

③ Social theory

④ Cognitive Theory

① CCT Classically automatically when stimulus (encourage) for learning happens repeatedly, learning happens.

e.g. Ivan Pavlov, Russian phys. P. = experiments to make how dog's react in CCT.

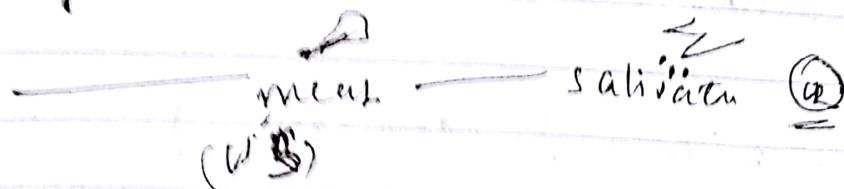
In this exp., dog & food are there.

Dog saw food & drool is on his mouth.

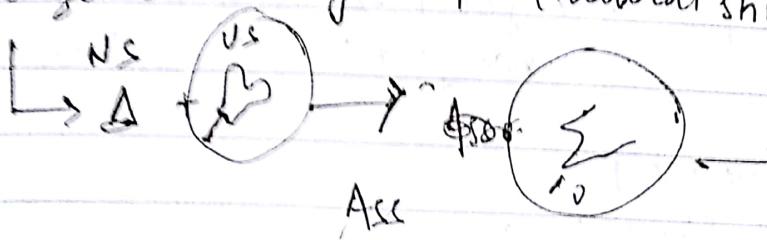
He hangs a bell. \Rightarrow Dog salivates.

Even if no food he rings bell \Rightarrow dog salivation.

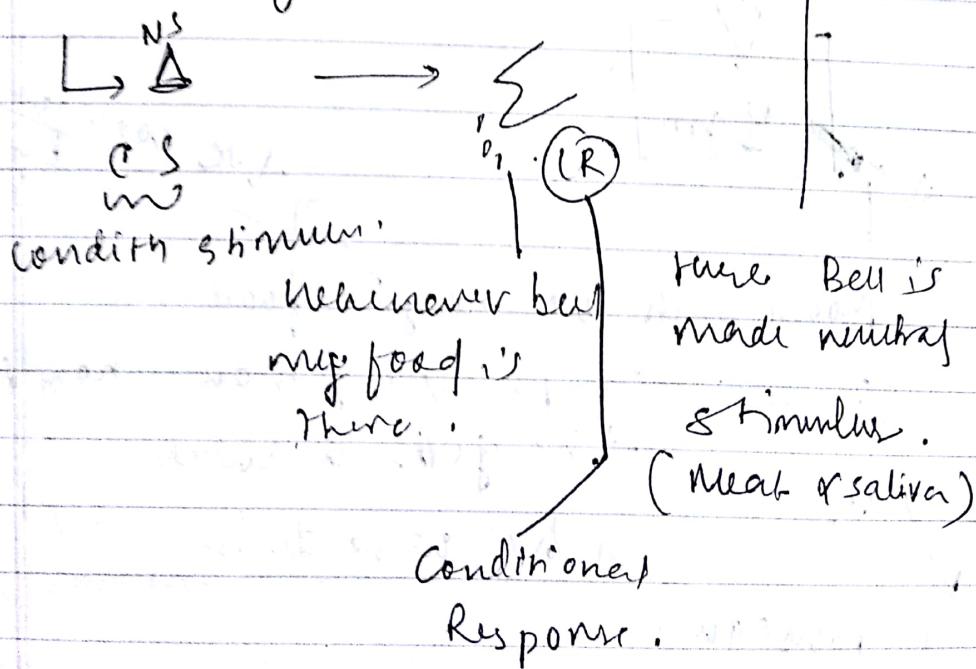
Stage 1: Unconditioned stimulus.



Stage 2: During condn (neutral stimulus).



Stage 3: After condn.



Ex/ If SCP ~~comes~~ (high police theory) were/ not
Police give salami to empty blockade.

Principles of Intrinsic Motivation

It takes effort to change its behavior.
Motivation and effort.

Where

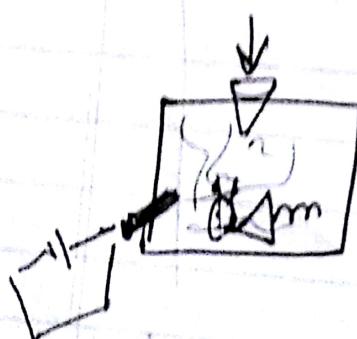
behavior is the function of consequences

behavior = f (consequence)

Consequence is good \Rightarrow behavior = repeated
not good \Rightarrow behavior = not repeated

Explained by

B. F. Skinner,



five consequences

Mouse push lever he gets food.

S of Electricity is painful, if mouse now pushes
he gets a shock

d) he never does it

the consequence

CCT →

- OCT ↗ If a person wants overtime & doesn't get money
→ He won't do it again.
→ If you don't give reward as they won't repeat their behavior.

classical conditioning vs operant conditioning

CCT

(stimulus & response)

- iii) CCT replies upon an association b/w stimuli & response.

- ii) CCT often involves involuntary/ reflexive action.

- iii) learning refers to invol. responses that results from experience. results from repetition that occurs before a response that occurs after a response.

- iv) deals with internal mental thoughts

OCT

(Response & stimulus)

- OCT is reinforcement.
the process of encourage a pattern of behaviour.

- ii) it is based on voluntary behaviour

learning refers to invol. vol. responses that results from repetition

- iv) deals with expressible behaviour

Select * from student.

Data Language

DDL = def'n

= Create, drop, alter, truncate, rename.

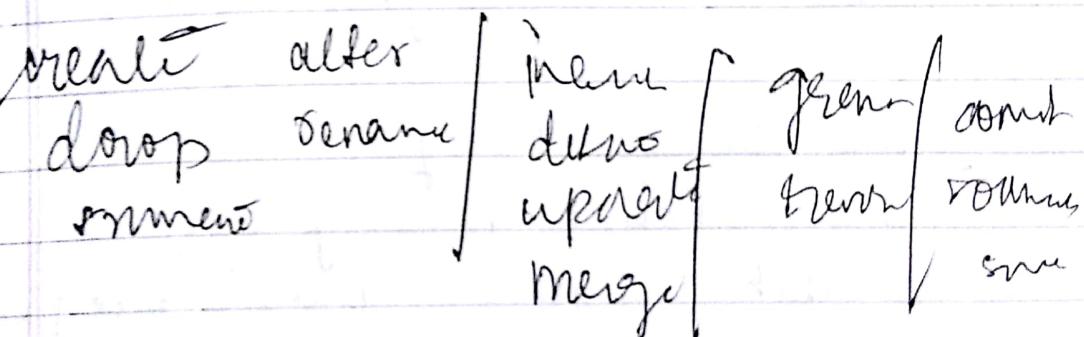
DML = manip'

insert, delete, ~~update~~, update, merge.

DCL \rightarrow constraint \rightarrow grant, revoke

TCL Transaction \rightarrow commit, rollback, save,

DQL Data query lang \rightarrow select



DQL \rightarrow select

19/1/12

There are 4 types of reinforcement.

(I) The reinforcement is given repeat in behaviour.

(II) -ve reinf = give a -ve behaviour
you want a desired behavior to avoid nagging to do work.

(III) Punishment \Rightarrow enrichment. (by ^{him} ~~sustaining~~)
 \rightarrow you don't want behavior

In -ve reinf \Rightarrow you want to work hard

punishment \Rightarrow you don't want that ~~unpleasant~~ behavior.

(IV) Extinction: we just withhold the ^{ive} reinforcement.

never react to the jokes (the reinf = laugh)

Social learning theory

- observational learning theory

- Vicarious learning theory.

↳ Attention

↳ ~~Pastor~~ Retention

↳ Motor reproduction

↳ Motivation.

1. how you are attentive towards the model then you are not able to learn more.

- PAGE _____
DATE: _____
- If Salman Khan is your model & you pay attention to his characteristic :-
 - how much you retain by following
 - how much you have remembered.
 - Implement
 - = how much you implement.
 - = you implement what you have learned, by following someone.
 - when you manifest the behaviour,
 how you practice it; else it will fade away.
 - it should be reinforced/reheat it.
 - It is the process of social learning theory.

Cognitive theory of learning

Cognition → knowledge.

Festinger & Dolman

- we learn by prior experience/knowledge
 if this existing knowledge leads to
 another ~~present~~ learning.

~~find~~ .
 → we have to find out in a maze
 in a jumbled path.

Bhool Bhulaiya.

- ① he provided food to mouse. They follow the food & find a way out.
- ② he did not give food to rats → he remained within the maze (at times).

- for 10th time + the rat - without training reinforcement they came out.

at this = they are getting some knowledge
of that knowledge helped them to get out

we learn from our prior learning

② Exp. \Rightarrow Monkey was given 2 sticks, of banana near there:

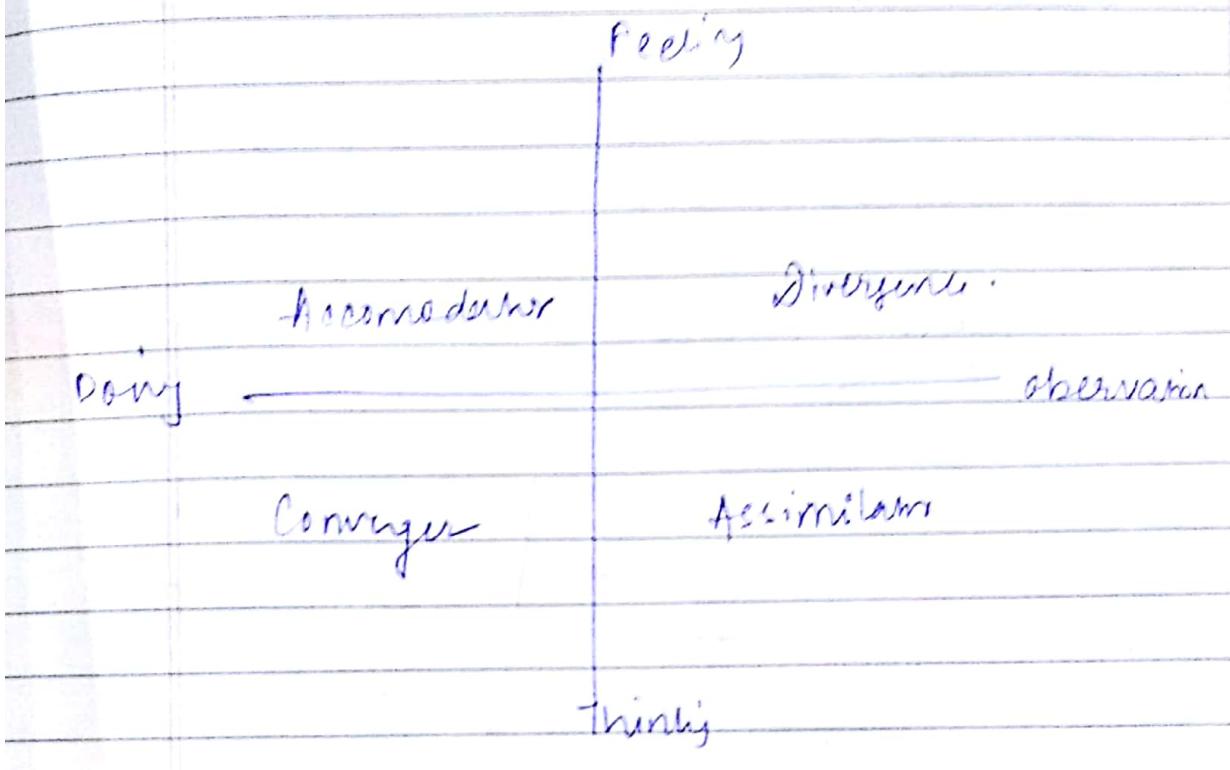
Monkey joined 2 sticks to reach banana
 \Rightarrow as it was not empty h.

Previous theory > no existing knowledge

o we learn because of the parent theory

Learning style :

There are 4 types of learning style :



Divergence :

- entertainment, arts
- like to generate new ideas.
- broad prospectus.

Accomodator (Doing, Feeling)

- risk taker
- Marketing, public reln

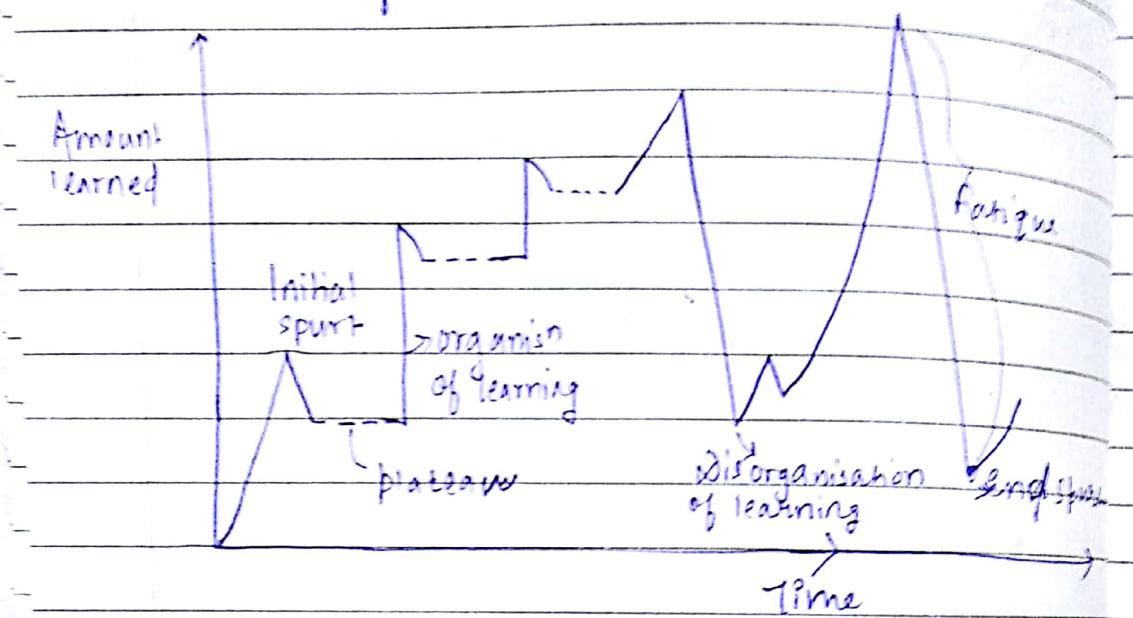
Convergence

- hands-on-training, workshop.
- like to have end-result
- problem solver
- IT, produc'n supervisn, Engg (technical).

Assimilator

- synthesize data & info.
- coincide data & learn
- academics, research

Learning curves



↓ plateau → another > organisation of learning.

→ end spurt = gain & motivation to gain knowledge
fatigue can be due to boredom.

Learning gives us a generalized stimulus



problem solver:

✓ Stimulus generalis & stimulus discrimin
If we can discriminate the problem, we
can't solve it.

↳ Stimulus

↳ Response

↳ Consequence

See if its stimulus is there before
then is generalised problem.

Personality

PAGE
DATE

- Is the dynamic organisation within the individual of the psychological systems that determines his/her unique adjustment to the environment.
- It is sum-total of internal & traits of an individual which is relatively stable & which makes an individual different from others.
 - (traits \rightarrow diff. activities \rightarrow behaviour in diff. situations)
 - aggressive, silent,
 - & is relatively stable.

Diff factors that determines personality or determinants

Heredity

Environment

- we develop our personality with time.
we develop other traits from others.

culture family society situation

geo economic cond

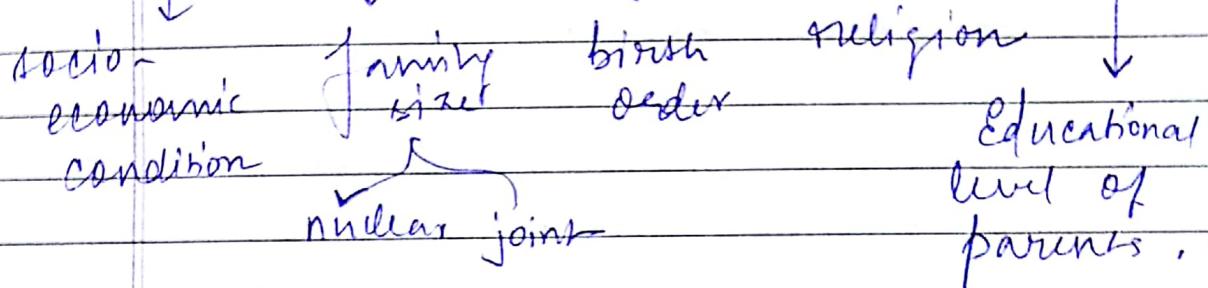
Culture

Chinese - aggressive competitive

Japanese - calm laborious

Americans some believe in art -

of some " in war.

Family1. s. - e. cond'

- determines personality -

2. nuclear & joint family.

- introvert (P)

= get time to

talk hardly

within family.

- neither

compromise

is there

- introvert is more

- cooper & compromise is more.

- extrovert & co-operative
in nature.

3.

3. Elder & younger

↓
responsible
& independent

↓
irresponsible /
care person,
dependent

4. Religion

- diff. values & belief
- some allow to do certain things /
some don't.

5. Educational level of parents

- Educated parent = learning of child
in diff. way,

- Uneducated > many get Educ but not
big exposure is available

Social

Social learning theory.

= behave in that way.
↳ what we observe.

we learn from parents, friends, society
etc.

↳ so we develop our personality

Situational

- organism needs this
- Energetic & want power & achievement
(autocratic)
- = frustrated
- = behave carelessly
- = behave like troublemakers
- energy would disappear
- due to traumatic situation, then the people change.

◦ culture

Theories of Personality

- ① Type theory
- ② Trait theory
- ③ Psycho-analytical theory
- ④ Humanistic theory.

5) Type theory

- Kretschmer

Type theory of personality

1)

by - Bretschneider
- Sheldon

- external aspect of personality :

3 categories (physical element of expression)

= i) Endomorph - soft & bulky

ii) Ectomorph -

iii) Mesomorph

i) Endo

- short & bulky

- social in nature

- relaxed in nature

or

ii) Ecto

- tall & thin

- highly introvert

- neat & tidy

iii) Meso

- heavy set muscular muscle.

- fond of physical activity

- callous in nature (get angry on small things)

2) Trait Theory

- type theory is limitation
- so

- observe stable behaviour. Typically if generally how u are behaving.

Trait is a reaction.

- by questioning him acc to his personality? (then answer we can analyse the person.)

- you observe that person.
- after observing you analyse the person.
- By questioning, we know person.

④ Personality

Inventory method - by making questionnaire

② By observing, rating skill by method of test

- Trait

PA.

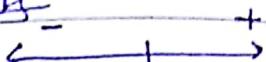
- Big 5 traits

- Big 5 personality traits

- All traits has 2 dimension.

O C E N T R I C

1) openness-to-experience



2) conscientiousness

3) extraversion

4) agreeableness

5) Neuroticism (Emotional stability)

1) who is broad minded.

ready to accept new things.

analytic talent

easily influenced

2) conscientiousness

(Atre)

• how u are systematic.

• have 1/2 goal & focus. rational

• rational & thorough Sys, org, box, Log

• Unsystematic. - so many goal at a time
non-dependable.

- non & unsystematic, unorganized,
irrational, illogical

3) Introvert

4) Extrovert

* Cant expression. * Expressive.

5) Agreeable

- how cooperative one is.
- Social in nature.

very emotional stability

(+) - some relaxed, (-) worried

unworried

unconcerned

~~over~~

no emotional stability

→ Articulation traits

PBfr Psycho-analytical theory

→ Sigmund Freud

↳ He is a doc

- neurological patient observed & analysed his personality.
- gave a hypothetical based theory.

There are 3 structural components that actually make your personality (comp.)

Structural component

- id
- ego
- superego

① ID

- latent

- inert component

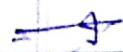
at time of birth

fixed throughout life.

- Demonicistic in nature, \therefore no rules obey
knows no rule/laws.

tries to satisfy happiness
pleasure principle.

↳ immediate gratification of wants



- works with unconscious mind

③ Ego

- works with reality principle.
- develops from ID
- what ID needs, ego fulfills
- Ego fulfills the needs of Ego at proper time & place
- It may delay but it will provide \Rightarrow Reality

④ Super Ego

- Idealistic principle.
- If demand of ID socially acceptable.
- works under moral & ethics.
- works with conscious mind always.

✓ In this way personality is developed.



✓ which is strong = make your personality.

ID has power-criminal, animalistic nature.

Superego = not practical.

- not possible to think about correctness.

ID, ego, superego \rightarrow needs to be in balance

Humanistic Theory

PAGE:
DATE:

Maslow

criticized Psychoanalytical theory

↳ how can u. judge nature of graduate
student by ^{averaging} drop-out of 10 students.

- normal people = have humanistic approach

Under Humanistic theory,

Corn Rosal

↳ gave self-theory of person

acc. to theory

before doing anything we consider about
ourselves first.

Before doing anything we consider:

1) self image

- what's your perception about yourself

2) ideal self

what actually u want to?

3) looking glass-self : what is your perception
about what other think
about u?

Your perception about about other

4) Real self : what actually u are?

How your personality & your company? ^{ob}

- Introvert → masking
 - ↳ need of expression.

Teamwork - Agreeable, (+)
- Openness. (+)

They if A p o -ve. part are there
and are made in a team., then

- what personalizing u require in org,
time commitment is there.

Conscientious - finance account.

- systematic
- organised.

PAGE

how personality plays an important role in
the organisation

① Type A & Type B personality.

Type A

- which is competitive, hardworking, risk-taking
- work under type B.
- worn in sales - market.

Type B

- not competitive
- lazy, but creative
- wisdom + creativity + relaxed

so he can make job

- takes flop posn.

- when personality differs, posn of person
differs too.

Machiavillianism

- can persuade other posns cannot be
persuaded

- Bargain - labour negotiation

- strike = then control

- can use other people for their own benefit

- self confidence & self esteem

- top posn in company.

- work with minimum rules & regulation.
- look for loopholes
- ↗

Authoritarianism

Authoritarianism

- dictatorship
- show & dictate the employee.
- D.

Bureaucratic personality

- work with the people - not dictate.
- Sabhe Sach Sabha bikas
- supervisor > when a supervisor ~~other~~ worker, you have to work with the people.

Self Monitoring

- self monitoring type of personality.
- ~~what~~ will be your behaviour
- they adjust.
- low self - non = You can't adjust in tough / threaten situations, → show true personality
- high sm = people adjust in tough sitn.
↓
perform well × donos show their ~~true~~ persons
high perform → adjust in diff. sitn.

Risk taking

high

low

- take decision instantly → analyse of then same info.

add. to survey → accuracy is same.

- In stock grade u need to take risk of then take decision ↓

→ account seen of finance ↓ sciⁿ.

analyse & then take risk.

- You can't take time to analyse the info. you have to make decision that fast

Self-esteem

self esteem

- The extent of the likens for yourself →
 - high
 - low

• high confidence in自己

• you can't person

• good performer

work

• high self confidence

do it without confid

Locus of control

Internal locus of control

- I am master of my fate
- I know my ability
- self confident
- confidence enough to take risk

External locus of control

- my growth depends on God & destiny & external focus

As the locus of control is controlled

① ~~information, capacity~~ ^{if strong}, internal locus
internal = can't perform well!

external = if its not complex, they do well.

② Initiative

- The internal locus of people perform well
~~if~~ some initiative is to be taken.

- External locus ^{control} of people need ~~some~~ ^{if} direction is given they can do.

③ Motivation

~~no~~ motion = Internal locus need motion
no motion = External locus can work

~~Myer - Brigg~~
Myer - Bricker Type

Myer - Briggs Type Indicator

Myer - Briggs Type Indicator (MBTI)

- how are u collecting inform.
- how u process info.
- how u direct inform. to world
- personal as well as professional behaviour.

i) They prefer to focus their information.

= interact with people.

= extroversion.

= take info in heightened work.

i)

ii) - how are u ^{giving} focused on external world.

Extroversion
↓

Introversion
↓

take top posn in orga

- i) whether u are expressive
- ii) collecting information.
Sensing vs intuition

sensing = collecting info in organised manner
→ quantitative info in a systematic
orderly manner.

- factual info.

intuition = moral & personal info/values.
→ less unsystematic
= factual

e.g. riots (Hindu - Muslim).

(II) after collecting you process & evaluate info.

- think about info & evaluate it.
- feel about " " " it.

think type of personality

- you can consider cause & effect relationship.
- depends on scientific evaluation of info.

feeling

- depends on the choice of effect of others
- what's the effect of my action.
- you feel & then evaluate the info.

~~to → exist themselves~~

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1) orientation of information to other words
how are in conveying info to word
judging vs. perceiving

- 1) preferred order of shared way.
- 2) you prefer order

perceiving

- 1) more flexible:
you don't want structure & preference
- ready to share info.

Myer Briggs said all people have 4 qualities

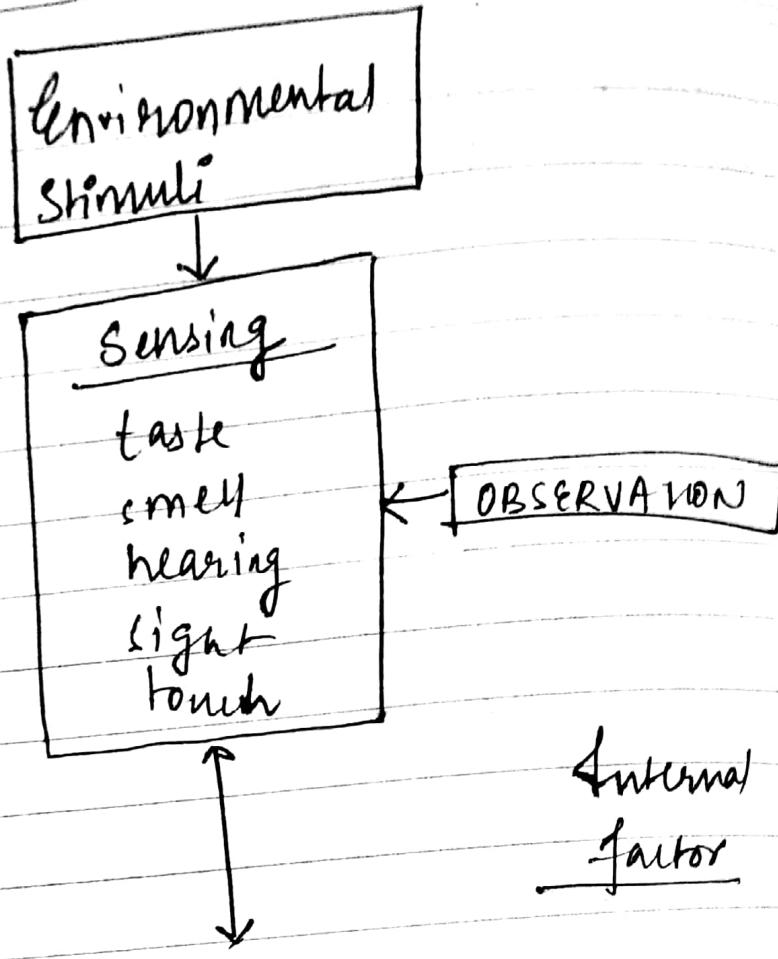
- | | |
|---------------------------|----------|
| - ESTG = high extrovert ✓ | S = high |
| - sensing | S |
| - Thinking | T |
| - judging = low wishy | E = low |

↳ marketing people:
↳ importance the people can be one type
the you have to give training to make
them the other person

- because when we assign people we have to analyse the people

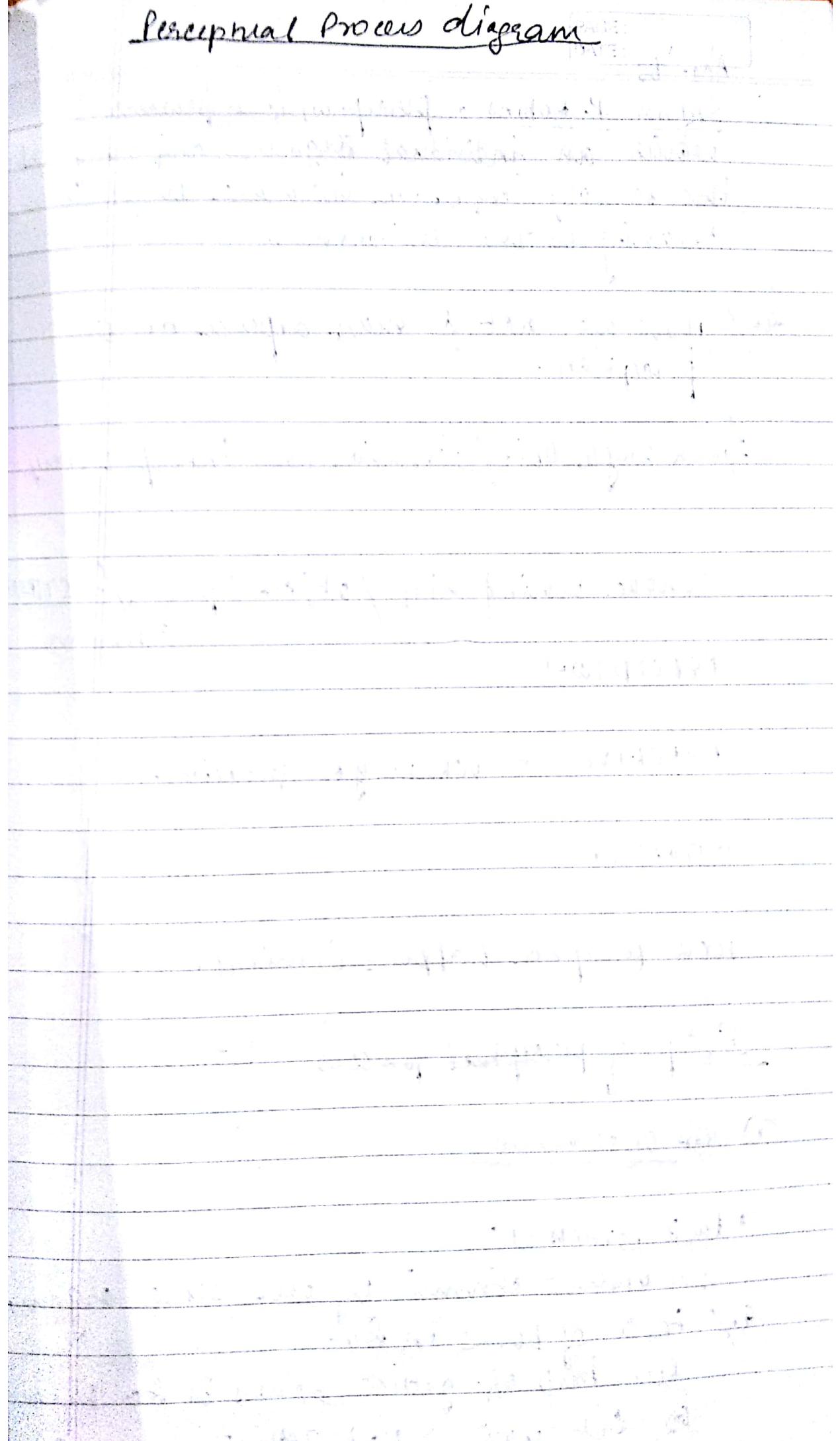
By Personality Development Training,
I can improve your personality

PERCEPTION



size
intensity
Contrast
Movement
Repetition
familiarity .

Perceptual Process diagram



Acc. to Stefan P. Robbins, perception is a process by which an individual organise and interpret the sensory impressions in order to give meaning to the environment.

ex/ how we act & what depends on the perception.

for a single obj./situation, we interpret every

smoke behind hill / object / person / \rightarrow situation

PERCEPTION -

PERCEIVE - what you perceive.

SITUATION

how perception happens in mind.

5 steps of perceptual process :-

① ~~OB~~ Observation

'taste, smell'

we observe stimuli by our sense organs
ex taste of bonus in tea.

so, taste of getting bonus in tea but
he feels now \nrightarrow not getting bonus any

→ tasks differ \Rightarrow thinking differs.

② selection
After obsrvn \Rightarrow we select some stimuli.
 \Rightarrow SELECT SOME ONE

so many factors \Rightarrow there (imp).

• Internal factors External factors

- Select any 1 from obsrvn.

1) How size influence selection:

full scale add
↓

small scale add - vertical

More attractive

size of supervisor.

⇒ 6 ft 85 kg 5 ft 5.4 kg

3) Intensity

- Meet the boss immediate \Rightarrow MORE intensity
- Meet the boss at your convenient \Rightarrow LESS intensity.

Intensity matters in stimuli.

1) Contrast

- opposite.

- 20 Boys + 1 Girl in a Team :

To see \neq = Girl.



Because of contrasting
characteristic.

= Edit \rightarrow Red + Black \Rightarrow influence you more
 $\underbrace{\hspace{1cm}}$
contrast.

5) Movement

adef \Leftrightarrow moving = selection more

Static

6) Repetition

more repeats = attracts you more,

Ex/ colgate, fog \Rightarrow influence you that is!

best even if its not
because of repetition
(stimuli \Rightarrow advertisement.)

7) Familiarity

Railway item \Rightarrow you see a familiar Indian product \Rightarrow more liked.

a sound in TV/c or not familiar to sound.

8) Novelty = newness

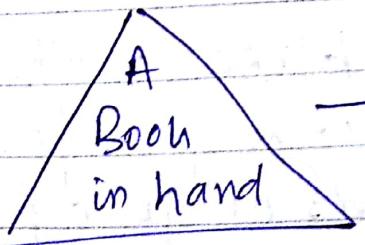
= something = newness
we like it.

= new add in TV = newness
we like it.

Internal factor

1. Learning

influence you to select



\rightarrow It should be written in a particular way.

2) Motivation

Psychological needs.

⇒ you will be motivated.



hunger

Made people hungry

⇒ showed them some pictures. (motor, such as

⇒ what they observed.

⇒ fruits.



Psychological need of
hungry people is food

⇒ hence they observed food first.

3) Personal gratification

personality

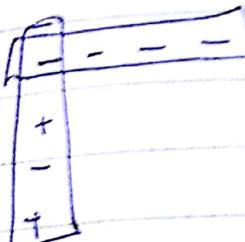
- how u behave, act/react with people
- you act & react acc. to your perception
- your perception depends on your personality
- we see if one is good, we see everyone as good
- what u perceive depends on personality of person. ⇒ Hence personality & perception go hand-in-hand. → Thus personality & perception

which influences our choices:

i) organisation

After idea", you organise things or inform in an order & form an image

ii) similarity

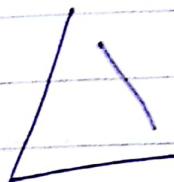


✓ similarity or not
⇒ then we organise it accordingly.

X

iii) Closure

see things as a whole



→ triangle. (though edges are not joined).

we organize info by closing the gap:

- a decision to take

(90% agree & 10% don't agree).

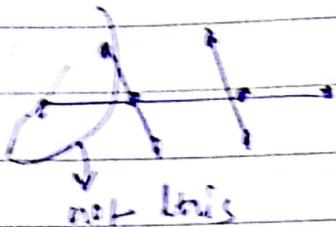
Closure - agreement of some employer).

⇒ you close the gaps there.

& take the decision.

iii) Continuity

- if we see continuity then we organise it.
- if we find any continuity we organise data.



'Launch of a project'

- fast audience.
- demand pattern is continuous, continue supply of product → continue project.
- yet organise data accordingly.

iv) Proximity

- closeness/nearness
- we organise the data which are near you first!
- you have friends in case instead of much civil because of proximity.

v) figure-ground

- you focus on → few
↳ ground
- to whom you are addressing
↳ ground (you)

- adopt new tech in company.
- competitive environment (groups)
- sometimes focus on fig/ground.

• how we are emphasizing, we accordingly get answer emphasizing fig/ground only is not good either bad. Acc. to sim, we have to emphasize the perception.

This is how we select & interpret the data.

After organize data, you attach a meaning / interpret to the organized data.

- When we are interpreting whether by giving assumption & we make mistakes then it's perceptual error.
- process of interpretation & we make mistake
- Ex/ make mistake

1) Stereotyping

When u judge someone

- on the basis of his group.
- cast, society, race, religion.

Japanese are laborious. {
Chinese are aggressive } Social
female can't do this → gender stereotype

- social, community, race, religion etc.
- pos consequence:
 - = all the employee are hard worker
 - =
- mostly -ve consequence

2) Halo effect / Horn effect

'judging someone by its single striking
trait'

- speaks fluently English \Rightarrow blunt person
- comes in punctual \Rightarrow good worker.
- by seeing 1 characteristic, we can't judge.

3) Projection

- we see other people acc to ourself
- If we are honest then we see everyone as honest person.
 - " " lazy " " " "
 - " lazy " "
- ~~\$n~~ Each indiv. is diff.

A) Expectation

- Pygmalion effect

= Your behaviour will be acc. to your expectation

person sculptist was mesogamist,

↓ hate women

⇒ he made

- manager

= You think a employee is bad ⇒ you are rude ⇒ although he will be good but his performance is low f. you think you are correct ⇒ self-fulfilling prophecy.

Perceptual defense

- ⇒ If = lack of info, threatening son
- you ^{don't} delay it ⇒ you save yourself.

It's error bcz you need to perceive the situation.

2 employee one is conflict

→ you don't interfere, don't a perceptual

↓

your response in

Overt

covert

→ open way

= no any

secret /

hidden agenda

if your responding
it

→ secret /

= hidden agenda

then its agenda

covert .

North Korea : I will destroy

America

Overt

response.

Pakistan → seize fide ?

Covert

response .

X bough nose → overt

+ entry → covert



hidden agenda .

Strategy for improving perceptual skills (= perceptual error conscious)

- ① knowing oneself accurately
- ② empathetic with others
- ③ have a true attitude
- ④ postpond impression formation
- ⑤ communicating openly
- ⑥ comparing one's perception with that of others
- ⑦ introducing diversity management program

4) 1st impressⁿ \Rightarrow mistake

\hookrightarrow you don't have sufficient info about him/her.

\hookrightarrow postpond impression formation
 \hookrightarrow delay f. get information f. -then perceive it.

Introducing diversity management programs

\hookrightarrow training / workshop of diff scope.

\hookrightarrow people talk & know what's the stereotype / bias for others.

\hookrightarrow change the mindset.

If we don't have full info you judge

Empathy

2) you see the person's problem in
you are concerned about other people,
feeling & you know what they feel
then the accuracy of perception can
increase.

3) Comparing

⇒ you know a perception person &
their perception from your
POV.

⇒ Then see the diff.
↳ very - the diff. is there.

Motivn

- Acc. to Star of Potter, Motivn is a force that energise behaviour. gives direction to the behaviour if uniles - the tendency to persist.

- Propels you to act, behave in proper

- P

External

Internal

- force that comes - for "from outside" from inside

persuasion

inner drive

reward

• Little boy played in

incentive

finals well as his

• food (carrot) in front

father was watching

of donkey to pull

him from above.

the cars.

(father-blind),

• achieve your beliefs.

it works only when
• Motivator is there

factor that motivates you:-

1) Material when motivators are there.

2) Early theories & Modern theory

→ Content theory Process theory
↓

- A. H. Maslow's 'Need hierarchy Theory'

- Herzberg 2 factor's theory.
Herzberg

- Alderfer's Erg theory

- Macleand-Achievement theory
Macleland

↳ satisfaction & progression model

1.) Maslow's Need hierarchy theory

→
- in order

departure of economic
reward to non-eco. re.

• low-to uppers.

• we have diff. needs.

• Needs are ordered in preference.

• ↗ what's preference of your need

• secured to profited.

5 Point.

1. - Psychological Needs

2. - Safety Needs

3. - Social Needs

4. - Self-Esteem

5. - Self-Actualization



These needs motivates / ~~acts as motivator~~
till you need it.

If you fulfil it then it will be
motivator for any other higher need.

I. Physiological Needs

- survival needs (food, cloth, home)
- When all joins company, we need -
 - salary
 - safe working condⁿ.
- If we fulfill them needs, there needs cease
to motivate us & we jump to next need.

II) Safety Needs

- safety from active condⁿ, active work condⁿ, condⁿ dangerous
- job security (Safety needs of organism)
- Safe from the Env., (Safety from active condⁿ)
Earthquakes, floods etc.

III) Social Needs

- we need love to
- we want to express our feelings, carry expression, love, emotn, etc.
- It's necessary as
 - we all are social animals
 - we want to remain in socn.
- In orgn - co-ordinal relnship is with employee.

IV) Self-Esteem

- Self respect / ego.
- as we are equal animal
- we want recognition.

How manager's recognn for your work

- promotion
- job merit,
- job ~~success~~ firm.

in an organisn

V) Self-Actualizn

- what actually we are
- what are optimum ability / capacity.
- self-knm + self actualizn
- You know who u are, Active / optimum capacity

• what u can do for your society; with m/s

In organis^n:

Take a Challenging job & do it in an active way and we get self actualiz^n.
- when u generate new idea, change is there, when we explore our own potential
- explore your own potential => decision making power
- pitch some idea, decis^n - making power
= optimum use of potential.

o Some employees can do only their work.
(5%)

o of people can fulfill it & do it.

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- when needs change, as a manager we have to provide the needs as the worker grows.
- why some are highly motivated

- acc. to their level of needs

- level of self actualisation / self esteem, you have to achieve somethg if you need recognition
 \Rightarrow High motivation.

- Management can observe your level of needs & acc. to provide you so that you will work & help to grow in org. \rightarrow your performance increases.

Limitations of Maslow's N. H. :-

- 1) Culture / country - w/e the needs of the people change.

{ Self actualization > basic needs of American
physiological needs, " " " Indian,

- you have diff. preference of needs acc. to culture.

2) The hierarchy simply does not exist.

→ self esteem → Can you forget food needs?
↑ physiological needs co-exist.

→ So acc. variety of needs are there
that exists simultaneously.

↑
Merton said you jump from 1 to
other level as you grow.

III) Manager has no time to observe
your needs.

Alderfer

Elderfer's - ERG Theory

E - existence	- Physiological & safety/security;	Needs
R - Relatedness	- Social needs (self-esteem)	
G - Growth	- self-Actualisatn / Realisatn	

Physiological →

Elderfer's ERG The

As a frustration regression model.

I cannot jump to another
if someone unable to satisfy one's need,
⇒ you get frustrated & regressed to old need.

(Maslow - You fulfill my need you jump to
other level)

Growth



Relationships



Existence



we find new ways to find to fulfill need
⇒ we use creativity to fulfill the needs.
⇒ So you come back to relationships if you
think beyond / outside the box
to fulfill it.

③ Herzberg's factor theory.

It took full acquaintance with employee's job, 2 diff question,

→ what makes you feel good about your job
Hygiene factors → motivator
job content → bad ")
{ Good / satisfy } (bad / dissatisfy)
motivator) if hygiene factors
are not mean.

Maintaince / Hygiene factor / Extrinsic motivators are :-

- security
- salary
- supervision
- working cond'n
- professional
- company policy
- Interpersonal env
- growth
- responsibility
- achievement
- work itself
- recognition of achievements
- advancement.

If Maintaince factor is not good

→ It leads to dissatisfaction.

→ for the unseen no dissatisfaction.

↓
if factors are not maintained

④ No dissatisfaction if satisfactions are 2 diff-thy
↳ related to maintaince factor

If there is no motivation,
→ employee won't work well -

else

If motivation \rightarrow satisfaction there.

If you provide motivation \rightarrow satisfaction is here.

\rightarrow Motivn is 2 dimensional ; acc. to Herzberg.
It's not 1D.

bcz satifn related to motivn.

dissatisfn \rightarrow hygiene factors.

No-dissatisfn \rightarrow If you maintain
hygiene factors.

Diff b/w

Maslow's Need Hierarchy Herzberg 2 factor theory.

theory

Smp. of motiv'n

- if motiv'n ↑ \Rightarrow performance ↑
 - quality work & quality service.
 - do work with close inspec'n \Rightarrow do work properly & carefully.
 - quality procedure \Rightarrow we get attractn of custom.
- motivated employee \Rightarrow quality service
 \rightarrow new autom'n system / complex technology!
- ledger is not sufficient

↓

providing motiv'n \Rightarrow willingness to use
that complex
technology.