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Course **Managing People and Organizations – MBO511**

Segment 1 **People at Work**

Faculty **Mr. Shreevatsa Gudi**



Overview of the Course Curriculum

Segment 1: People at Work

Topic 1 – Individual Characteristics

Topic 2 – Perception, Attitudes and Motivation

Segment 2: Managing Groups

Topic 1 – Group Formation and Management of Groups

Topic 2 – Teams and Managing the Performance of Teams

Segment 3: Work Structure and Design

Topic 1 – Organizational Structure

Topic 2 – Formal and Informal Organizations



Overview of the Course Curriculum

Segment 4: Why HRM Matters?

Topic 1 – Introduction to Human Resource Management

Topic 2 – Globalization and its impact on HRM, and HRIS

Segment 5: Managing People

Topic 1 – Human Resource Planning; Job analysis and Designs

Topic 2 – Recruitment and Selection

Segment 6: International HRM

Topic 1 – Introduction to International HRM

Topic 2 – Dimensions of Culture and Managing the Expatriates



Overview of Topics

- 1 Introduction to Individual Characteristics**
- 2 Meaning and Importance of Perception**
- 3 Personality and Types of Personality tests**
- 4 Motivation at workplace.**



Learning Objectives

At the end of this session, you will be able to:

Explain the personality development and different styles

Summarize the Perceptual process and Perceptual errors

Describe the effect of motivation at workplace

Summarize the role changing Individual Characteristics



The Beginning

"The significant problems that we face
cannot be solved at the same level of
thinking we were at,
when we created them"

- Albert Einstein



People at Work - Organizations



**It wasn't Music That sold them to me;
It was their Charm...!!**



People are the Competitive Advantage

- The basic idea: establishing and maintaining competitive advantage through **people**.
- Competitive advantage:
 - Valuable, rare, inimitable, non-substitutable
 - Achieved not through strategy, but **strategy implementation**



People at Work!

- **Human resource refers to the talents and energies of people that are available to an organization as potential contributors to the creation and realization of the organization's mission, vision, values, and goals.**
- **Development refers to a process of active learning from experience-leading to systematic and purposeful development of the whole person, body, mind, and spirit. Thus, HRD is the integrated use of training, organizational and career development efforts to improve individual, group, and organizational effectiveness**



Are these statements really true?

- **“Everyone is motivated by money”**
- **“Every student attempts to maximize his/her knowledge”**
- **“Happy workers are more productive than unhappy workers”**



Obviously not...!!!

- ✓ The simple reason is that such views are based on limited experience or Intuition
- ✓ This explains a need for a systematic approach study of Human Behaviour

According to Lewin,

$$B = f(P \times E)$$

Human Behaviour = function of both Person (P) and Environment (E)

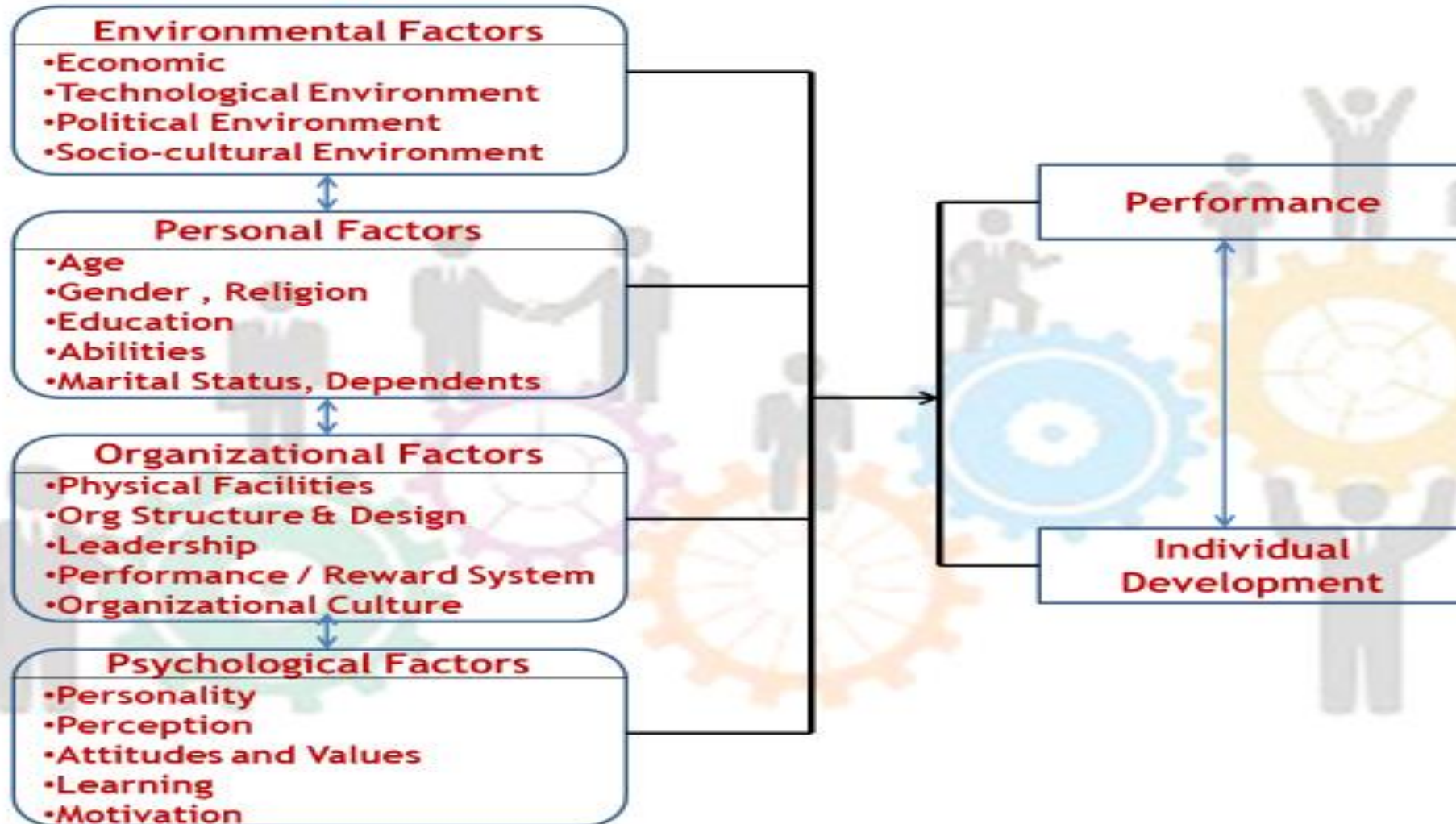


Factors Influencing Individual Behavior

1. Environmental Factors
2. Personal Factors
3. Psychological Factors
4. Organizational Factors

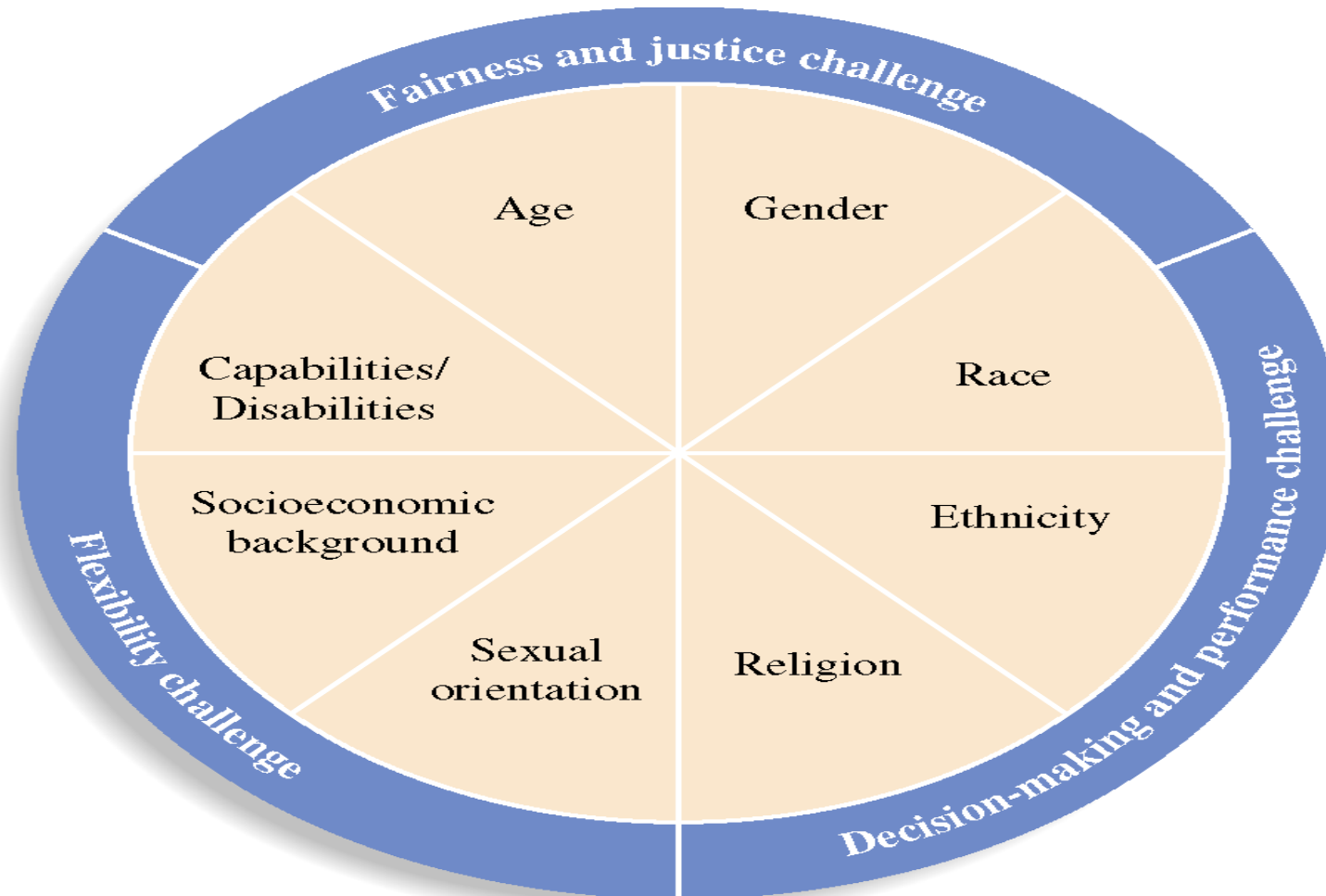


Factors Influencing Individual Behaviors





Individual Orientation





Characteristics

- Age
 - **Older workers bring experience, judgment, a strong work ethic, and commitment to quality.**
- Gender
 - **Few differences between men and women that affect job performance.**
- Race & Ethnicity
 - **Contentious issue: differences exist but could be more culture based than race based.**
- Tenure
 - **People with job tenure (seniority at a job) are more productive, absent less frequently, have lower turnover, and are more satisfied.**



Characteristics

- Religion
 - **May impact the workplace in areas of dress, grooming and scheduling**
- Sexual Orientation
 - **Federal law does not protect against discrimination (but state or local laws may).**
 - **Domestic partner benefits are important considerations.**
- Gender Identity
 - **Relatively new issue – transgendered employees**



Personality

- Personality is a very complex and multidimensional construct of a human being. No common definition of personality has so far been arrived at. Every individual defines personality in different way which includes trait factors and physical appearance.
- **Personality is a dynamic organization within an individual of those psychological systems that determines his unique adjustment with the environment. It is a sum total of ways in which an individual reacts and interacts with others.**



Development of Personality

- There are 2 broad approaches to development of personality.
 - **One attempts to identify specific psychological aspects and psychological stages that occur in the development of Human Personality**
 - **Second tends to identify the important determinants of personality**

The stage approach is theoretical whereas determinants-based approach is empirical in nature.

Many psychologists have contributed to the stage approach, includes Sigmund Freud, Alfred Adler, Carl Jung, Erikson, Levinson, Chris Argyris, Sullivan, etc



Big-Five Model

- Human resources professionals often use the Big Five personality dimensions to help **place employees**. That is because these dimensions are considered to be the underlying traits that make up an individual's overall personality.



BIG FIVE Model

Extraversion

The person is gregarious, assertive, and sociable (as opposed to reserved, timid, and quiet).

Agreeableness

The person is cooperative, warm, and agreeable (rather than cold, disagreeable, and antagonistic).

Conscientiousness

The person is hardworking, organized, and dependable (as opposed to lazy, disorganized, and unreliable).

Emotional stability

The person is calm, self-confident, and cool (as opposed to insecure, anxious, and depressed).

Openness to experience

The person is creative, curious, and cultured (rather than practical with narrow interests).

SOURCES: P. T. Costa and R. R. McCrae, *The NEO-PI Personality Inventory* (Odessa, Fla.: Psychological Assessment Resources, 1992); J. F. Salgado, "The Five Factor Model of Personality and Job Performance in the European Community," *Journal of Applied Psychology* 82 (1997): 30–43.



Big Five and High Involvement Management

Manager Competencies	E	C	A	ES	O
Delegating to others	+	+	-	+	+
Developing others	+	(+)	++	+	(+)
Motivating others	++	+	(+)	+	
Associate Competencies	E	C	A	ES	O
Decision-Making Skills	+	++	-	+	+
Self-Development	+	++	+	+	(-)
Self-Management	+	+	(-)		
Teamwork	+	+	++	+	+



Big Five as a Tool of assessment

- **Delegating to Others –**
 - Patience in providing information and support when empowering others, but also the ability to confront individuals when there is a problem
- **Developing Others –**
 - Interest in sharing information, ability to coach and train, and interest in helping others plan careers
- **Motivating Others –**
 - Ability to bring out the best in other people, desire to recognize contributions of others, and in general an interest in others



Big Five - Application

Personality Trait

Employee Tendencies

Openness

- excel when flexibility is required
- do well in training
- adapt well to unexpected changes
- can become bored with routine jobs

Conscientiousness

- high levels of effort and motivation
- low levels of absenteeism and turnover
- only personality trait that is consistently linked to career success over time
- can become consumed with details and miss the big picture

Extraversion

- can be successful managers who motivate employees
- often successful in jobs involving sales
- can be poor fits for jobs that do not provide sufficient social interaction

Agreeableness

- often display high willingness to help others at work and display good organizational citizenship behaviors
- create fair environments when in management positions
- work well in team settings
- might be hesitant to engage in constructive criticism and encourage change, even when it is needed

Neuroticism

- excitable, often very dynamic
- tendency to analyze self and world more realistically and critically
- high tendencies towards job dissatisfaction and intention to leave their jobs
- tend to create unfair environments when in leadership positions



Myers-Briggs Type Indicator (MBTI)

- Myers-Briggs Type Indicator (MBTI)
- A personality test that taps four characteristics and classifies people into 1 of 16 personality types.

Personality Types

- Extroverted vs. Introverted (E or I)
- Sensing vs. Intuitive (S or N)
- Thinking vs. Feeling (T or F)
- Judging vs. Perceiving (P or J)



E and I

EXTRAVERSION (E)

- Direct Energy outward towards people and Things
- Orientation – After Thinkers
- Work environment
 - Action Oriented
 - Prefer to be around others
 - Many interests

INTROVERSION (I)

- Direct Energy Inward towards ideas and concepts
- Orientation – Fore Thinkers
- Work environment
 - Quiet and Concentrated
 - Prefer to be alone
 - Interests have Depth



S and N

SENSING (S)

- Focus on Five senses (experience)
- Orientation - Detailing, Practicality, Reality, Pragmatic
- Work environment
 - Prefer Learned Skills
 - Pay attention to details
 - Make very few factual errors

INTUTION (N)

- Focus on the possibilities (sixth sense)
- Orientation – Patterns and Expectations
- Work environment
 - Prefer adding new skills
 - Looks at the big Picture
 - Patient with Complexity



T and F

THINKING (T)

- Focus – Logic of a situation, Truth and Principles.
- Orientation – Deep Thinkers
- Work environment
 - Brief and Businesslike
- Contributions – Intellectual Criticism, Problem solving

FEELING (F)

- Focus – Human Values and needs, People and Harmony
- Orientation – Empathy
- Work environment
 - Friendly and Personal
- Contributions – Loyal support, care and Concern for others



J and P

JUDGING (J)

- Attitude – Decisive, Planful, Self-Regimented, Purposeful
- Orientation – Detailed Thinking
- Work environment -
 - Task Oriented
 - Focus on Completing tasks
 - Makes decision quickly

PERCEIVING (P)

- Attitude – Curious, Spontaneous, Flexible, Adaptable, Tolerant,
- Orientation – Deep Thinkers
- Work environment
 - Focus on starting tasks
 - Postpones decisions
 - Slow movers



MBTI Functions

ST Function	SF Function	NF Function	NT Function
ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ



Occupational Trends

<p>ISTJ</p> <p>Management, Administration Law enforcement , Accounting Or any other occupations where they can use their experiences and attention to detail to get the task done</p>	<p>ISFJ</p> <p>Education, Health Care, Religious settings Or any other occupations where they can draw on their base experience to personally help people in a behind-the-scenes manner</p>
<p>ISTP</p> <p>Skilled trades, technical fields, agriculture, law enforcement, Military Or any other occupations where they can use their hands-on, analytical work with data or things</p>	<p>ISFP</p> <p>Health care, Business, Law Enforcement Or any other occupations where they can use their gentle, service-related attentiveness to detail</p>



Occupational Trends

<p>INFJ</p> <p>Religion, counseling, teaching, arts Or any other occupations where they can facilitate emotional, intellectual, or spiritual development</p>	<p>INTJ</p> <p>Scientific or technical fields, computers, law Or any other occupations where they can use their intellectual creativity and technical knowledge to conceptualize, analyze, and get the task done.</p>
<p>INFP</p> <p>Counseling, Writing, Arts Or any other occupations where they can use their creativity and focus on their values</p>	<p>INTP</p> <p>Scientific or Technical Fields Or any other occupations where they can use their solitary, objective analysis of problems based on their technical expertise</p>



Occupational Trends

<p>ESTP</p> <p>Marketing, skilled trades, Business, Law enforcement, Applied Technology</p> <p>Or any other occupations where they can use their action-oriented focus to attend to the necessary details</p>	<p>ESFP</p> <p>Health care, Teaching, Coaching, Childcare worker, Skilled Trades</p> <p>Or any other occupations where they can use their outgoing nature and enthusiasm to help people with their practical needs</p>
<p>ESTJ</p> <p>Management, Administration, Law Enforcement</p> <p>Or any other occupations where they can use logic and organization of the facts to get the task done</p>	<p>ESFJ</p> <p>Education, Health Care, Religion</p> <p>Or any other occupations where they can use their personal concern to provide services to others</p>



Occupational Trends

<p>ENFP</p> <p>Counseling, Teaching, Religion, Arts, Marketing Profession</p> <p>Or any other occupations where they can use creativity and communication to foster the growth of others</p>	<p>ENTP</p> <p>Science, Management, Technology, Arts</p> <p>Or any other occupations where they have the opportunity to take on new challenges continually</p>
<p>ENFJ</p> <p>Religions, Arts, Teaching,</p> <p>Or any other occupations where they can help others with their emotional, intellectual, and spiritual growth</p>	<p>ENTJ</p> <p>Management, Leadership</p> <p>Or any other occupations where they can use tough-minded analysis, strategic planning, and organization to get the task done</p>



Cognitive Dissonance





Cognitive Dissonance

- Several moderating factors suggest that individuals who are experiencing dissonance will not necessarily move directly toward a reduction of the dissonance (consistency). If the elements creating the dissonance are relatively unimportant, the pressure to correct the imbalance will be low. Also, the degree of influence that one has over the elements involved will affect how he or she reacts to dissonance. Rewards also influence the degree to which individuals are motivated to reduce dissonance.



Cognitive Dissonance Theory

- Leon Festinger proposed cognitive dissonance theory in 1950s. The theory seeks to explain linkage **between attitudes and behaviour**.
- We have often observed workers saying that working conditions in an organization are poor. Does it mean that if the working conditions were improved the workers will achieve higher productivity? It is a difficult question to answer, because there is inconsistency between working conditions and its impact on changing of attitude of workers in relation to productivity.
- **The Condition / State of having inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioral decisions and attitude change**



Cognitive Dissonance

- Cognitive Dissonance theory suggests that we have **an inner drive** to hold all our **Attitudes** and **Behavior** in harmony and avoid disharmony (or dissonance). This is known as the principle of **Cognitive Consistency**
- When there is an **Inconsistency** between **Attitudes** or **Behaviors** (dissonance), something must change to eliminate the dissonance.
- We must Understand that dissonance theory does not state that these modes of dissonance reduction will actually work, only that individuals who are in a state of cognitive dissonance will take steps to **reduce the extent of their dissonance**



Contd..

- Dissonance is inconsistency, and cognitive dissonance refers to any inconsistency or incompatibility that an individual might perceive between two or more attitudes, and attitude and behaviour. He further argues that
 - (a) **Any form of inconsistency is uncomfortable and individual attempts to reduce dissonance or discomfort.**
 - (b) **Individual tries to reduce dissonance to achieve stable state of behaviour.**

For example Non-payment of tax (behaviour) while recommending payment and displaying honesty towards social obligation (attitude)

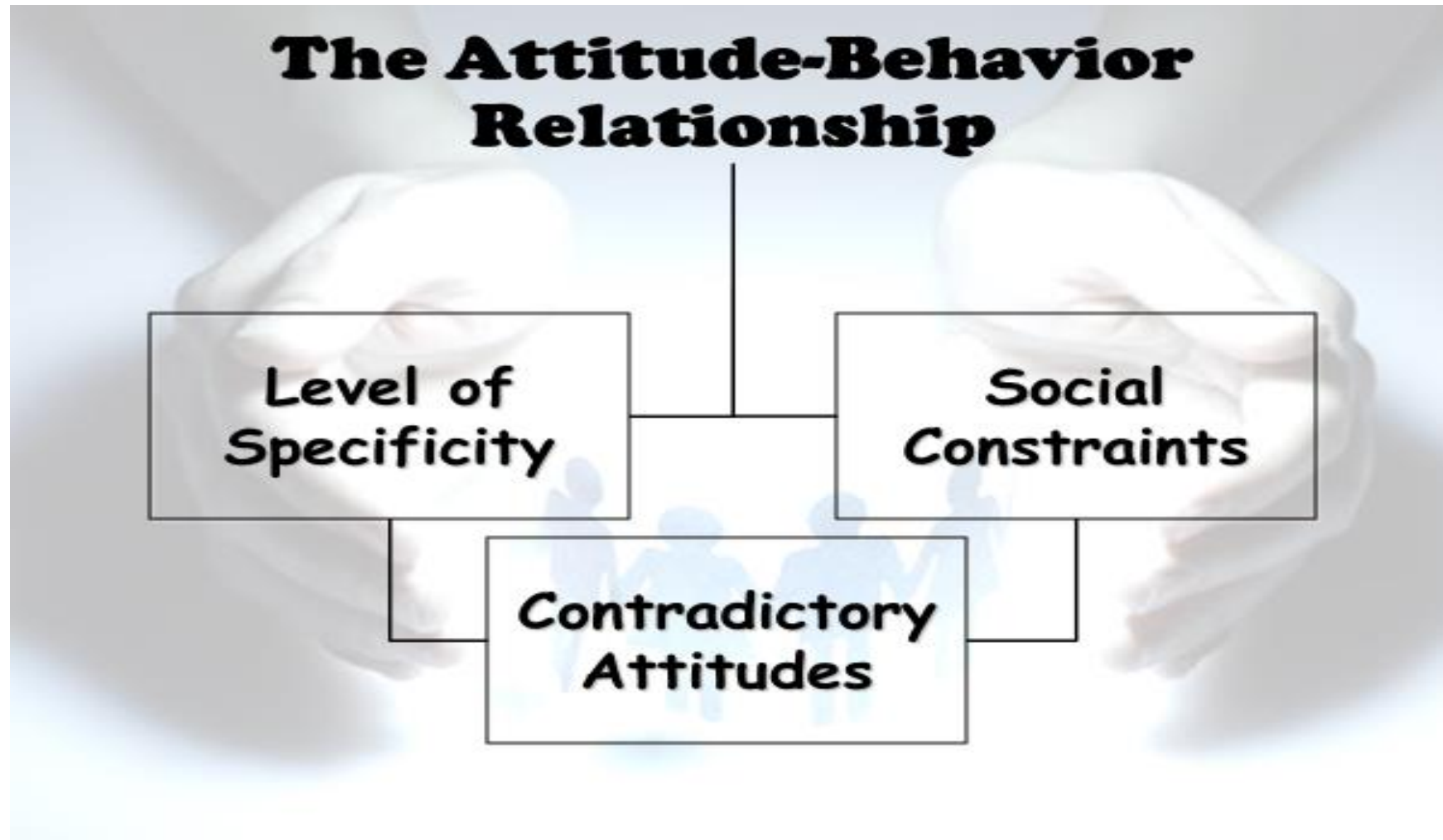


Cognitive Dissonance

- Individuals seek consistency. **Cognitive dissonance** occurs when there are inconsistencies between two or more of a person's attitudes or between a person's attitudes and behaviors. The theory of cognitive dissonance suggests that people try to minimize dissonance and the discomfort it causes.
- Several moderating factors suggest that individuals who are experiencing dissonance will not necessarily move directly toward a reduction of the dissonance (consistency). If the elements creating the dissonance are relatively unimportant, the pressure to correct the imbalance will be low. Also, the degree of influence that one has over the elements involved will affect how he or she reacts to dissonance. Rewards also influence the degree to which individuals are motivated to reduce dissonance.



Attitude - Behaviour





- Early research on the relationship between attitudes and behavior assumed a causal relationship--that is, the attitudes that people hold determine what they will do. In the late 1960s, this assumed (A-B) relationship was challenged. More recent research suggests that there is a measurable (A-B) relationship, if moderating contingency variables are considered.
- Concentration on specific attitudes and specific behaviors improves our chances of finding significant A-B relationships. It is one thing to talk about a person being a Social activist and another to talk about his or her attitude toward “donating Money towards COVID 19”



- Social constraints may also moderate behavior so strongly that discrepancies between a person's attitudes and behavior may occur. Group pressures may explain why an anti-union employee attends pro-union organizing meetings
- A and B may be at odds for other reasons. People can hold contradictory attitudes, even though there are pressures toward the reduction of cognitive dissonance
- Notwithstanding these moderating variables, attitudes do influence behaviors



Perception

- Perception
 - A process by which individuals give meaning (reality) to their environment by organizing and interpreting their sensory impressions.
- Factors influencing perception:
 - The perceiver's personal characteristics—interests, biases and expectations
 - The target's characteristics—distinctiveness, contrast, and similarity)
 - The situation (context) factors—place, time, location—draw attention or distract from the target



Factors Influencing Perception





Perception

- People act on their perceptions, not on reality. Because these perceptions can be distorted, people often misinterpret events and activities. When managers want to explain or predict someone's behavior, they must understand that person's perception of the world: how he or she organizes and interprets sensory impressions to give meaning to his or her environment.
- Factors that can shape or distort perception can reside in the ***Perceiver***, in the object, or ***Target***, being perceived, or in the *context* in which the perception is made. When an individual attempts to interpret a target, the following characteristics will heavily influence his or her perception: **Attitudes, Personality, Motives, Interests, Past Experiences, and Expectations**. The following also influence perception: characteristics of the target and its relationship to its background; and contextual elements, such as time, location, light, or heat



How We Perceive People

- Attribution Theory
 - How the actions of individuals are perceived by others depends on what meaning (causation) we attribute to a given behavior.
 - Internally caused behavior: under the individual's control
 - Externally caused behavior: due to outside factors
- Determining the source of behaviors:
 - Distinctiveness: different behaviors in different situations
 - Consensus: behaviors similar to others in same situation
 - Consistency: regularity of the same behavior

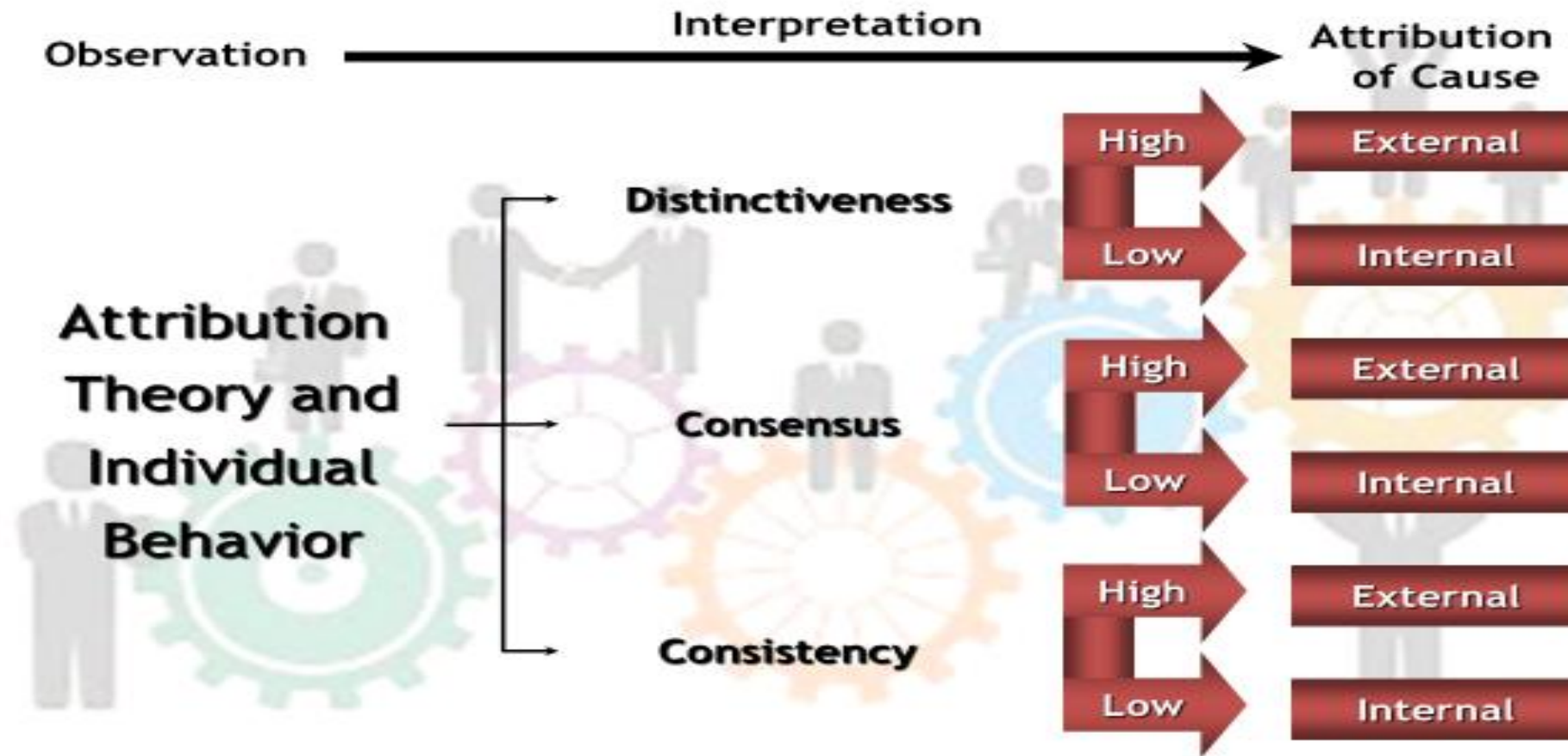


Perception - Observation

- When we observe people, we attempt to develop explanations for their behavior. Our perceptions and judgments will be influenced by the assumptions we make about the person's internal state. *Attribution theory* asserts that when we observe behavior, we classify it as either internally or externally motivated.
- We believe that internally caused behaviors are under an individual's control; externally caused behaviors are motivated by outside forces. How we determine the source of behavior is determined by three factors: distinctiveness, consensus, and consistency. *Distinctiveness* refers to whether an individual displays different behavior in different situations. If everyone who is faced with a similar situation responds in the same way, we can say the behavior shows *consensus*. Finally, an observer looks for *consistency* in a person's actions.



Attribution Theory





Attribution Theory

- The figure above summarizes the key elements in attribution theory. Managers should remember that errors and biases can distort attributions. For instance, *fundamental attribution error* is underestimating the influence of external factors and overestimating the influence of internal factors. Also, attributing success to internal factors and failure to external factors is called *self-serving bias*



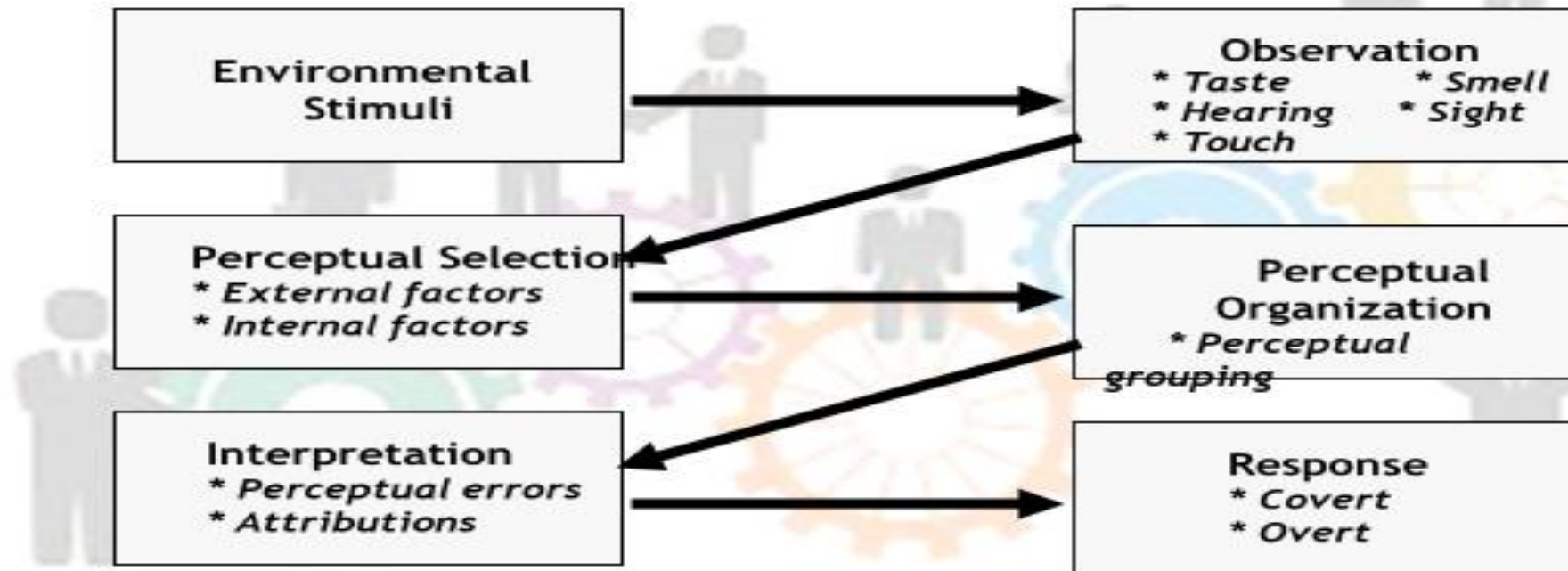
Attribution Process

- Definition: The ways in which people come to understand the causes of their own and others' behaviors
- Most often an unconscious process (i.e., people are not normally aware of making attributions)
- People are constantly attributing the behavior of themselves and others to either internal (i.e., personal) or external (i.e., situational) causes.



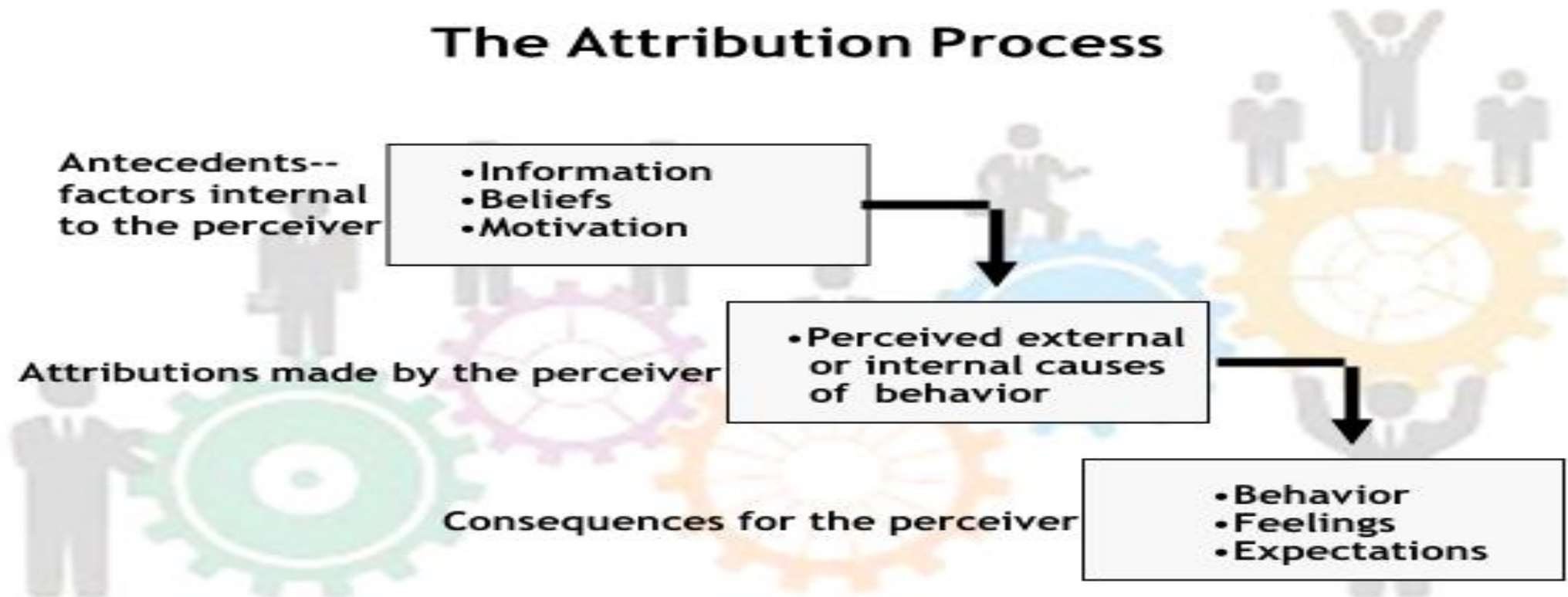
Perceptual Process

Basic Elements in the Perceptual Process





Attribution Process Leading to Perception





Attitude and Job Satisfaction

- **Value**, **Attitude** and **Behavior** are interlinked with each other. All these factors decide the personality of an individual. Value represents individual's standards, faith, ideals or even events and activity. When we say that the individual should be loyal to the organization one serves, is an expression on individual's standard, faith or an ideal he carries with him as a part of his personality



- **Value** is “a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence”.
- **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.”
- **Job satisfaction:** A person having a high level of satisfaction will generally hold a positive attitude while dissatisfied people will generally display negative attitude towards life. When we talk about attitude, we generally speak about job satisfaction because they are inter-related in organizational behaviour.



Components of Attitude

- **Emotional** – *feelings* about an object
- **Informational** – *beliefs* and information about the object
- **Behavioral** – tendencies to *behave* in a particular manner towards an object (usually behavioral intentions)
 - Only behavioral can be directly observed
- “Attitudes”
 - Persistent tendency to feel and behave in a particular way towards some object



Job Attitudes and Actual Behaviour

- The *belief, attitude, intention sequence* is **presumably** followed by actual behavior.
- This traditional model suggests that behaviors (including job performance) are largely influenced by job attitudes. (e.g., absenteeism)
- Recently, this traditional model has been questioned as being too simple and some more comprehensive alternatives have been developed.



Job Satisfaction

- A. Job satisfaction can be measured by the emotional response to a job situation, hence it cannot be seen, and it can only be inferred.
- B. Job satisfaction is related to what you actually get as reward and what you expect to get. If the difference between the actual reward and expectation is minimum or negligible then a person will display a positive attitude and if there is wide difference between the two, a person will display a negative attitude towards his job and therefore the satisfaction level will be low.
- C. Job satisfaction is related to job dimensions. These can be expressed in terms of job content, remuneration, attitude of co-workers, and opportunity of growth that job is able to provide in terms of promotion and last but not the least the expert loyal and experienced leadership is available in terms of supervision.



Value System

- Personality traits and personal values are important psychological characteristics, serving as important predictors of many outcomes. Yet, they are frequently studied separately, leaving the field with a limited understanding of their relationships. We review existing perspectives regarding the nature of the relationships between traits and values and provide a conceptual underpinning for understanding the strength of these relationships
- **Values: in some meaning it could be COST**
- **We mean – Standards of Behaviour and expected behaviour**
- **Values – the desired set of behaviours**



Types of Values

- Milton Rokeach created the Rokeach Value Survey (RVS) which consists of two sets of values: ***Terminal Values*** or Desirable end-states of existence and ***Instrumental Values***, preferable modes of behavior or means of achieving the terminal values.
- The following are some examples of terminal values: **a world of peace, a sense of accomplishment, a world of beauty, equality, freedom, and salvation.**
- The following are some examples of instrumental values: **capable, cheerful, courageous, imaginative, logical, loving, and responsible.**



Emotions and Mood

Affect

- A generic term that encompasses a broad range of feelings that people experience

Emotion

- Intense feelings that are directed at someone or something
- Short termed and action-oriented.

Mood

- Feelings that tend to be less intense and longer-lasting than emotions and often lack a contextual stimulus

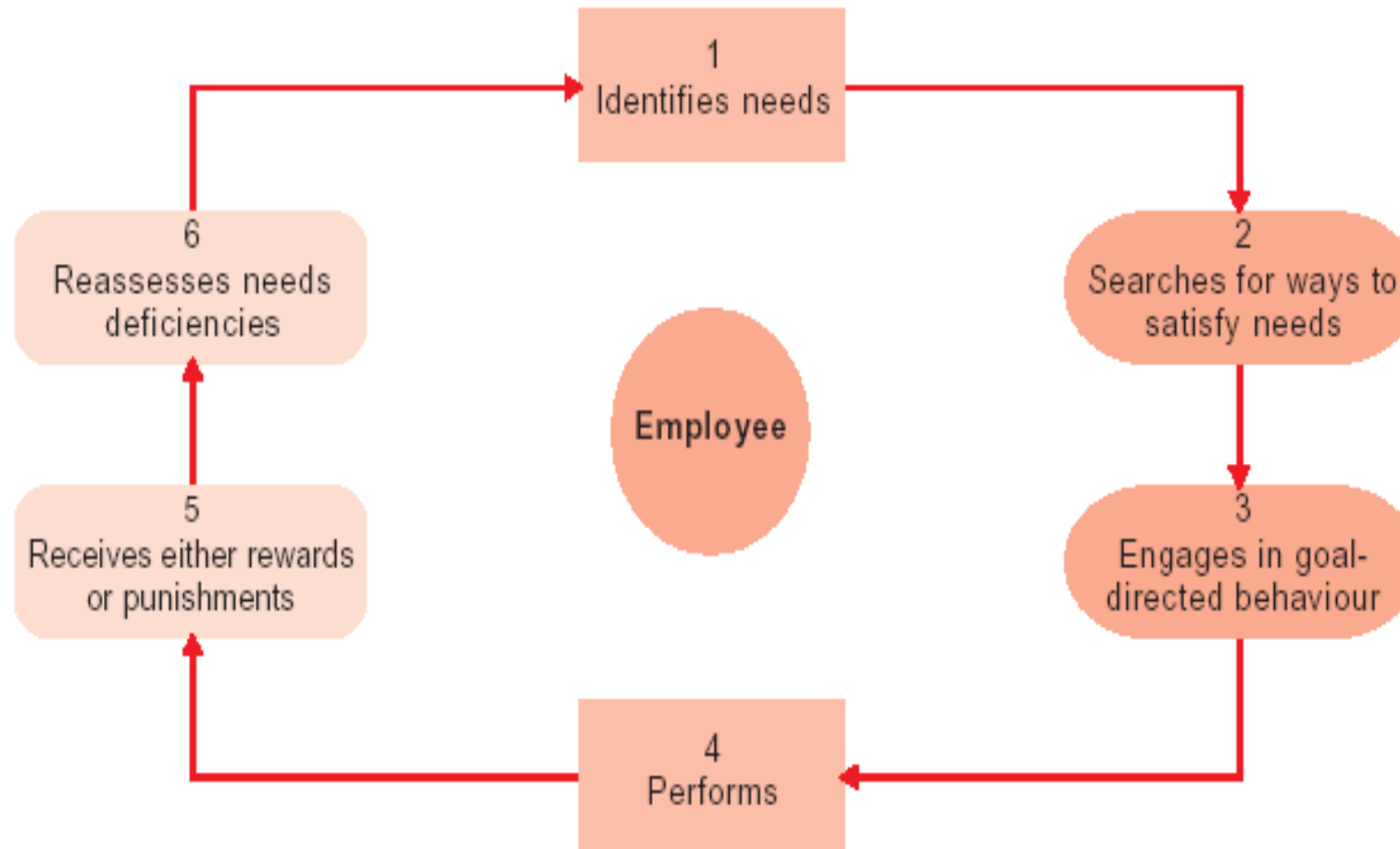


Motivation

- Motivation is defined as *“the extent to which persistent effort is directed toward a goal”*
 1. **Effort** - must be defined in relation to its appropriateness to the objectives being pursued.
 2. **Persistence** - relates to the willingness of the individual to stay with a task until it is complete
 3. **Direction** - measured in terms of how persistent effort is applied in relation to the goals being pursued
 4. **Goals** - individual goals and organizational goals (must be compatible)



Motivation Framework





Drive Reduction Theory

- **Motivation:** the set of internal and external factors that energize our behavior and direct it toward goals
- **Drive reduction theory:** a theory of motivation that proposes that our behavior is motivated to reduce drives (bodily tension states) created by unsatisfied bodily needs to return the body to a balanced state

- **Need vs. Drive:**

You begin a fast:

Need for food

Drive for food (hunger)

after 1 day

some need

some hunger

after 1 week

Need increases

Hunger decreases

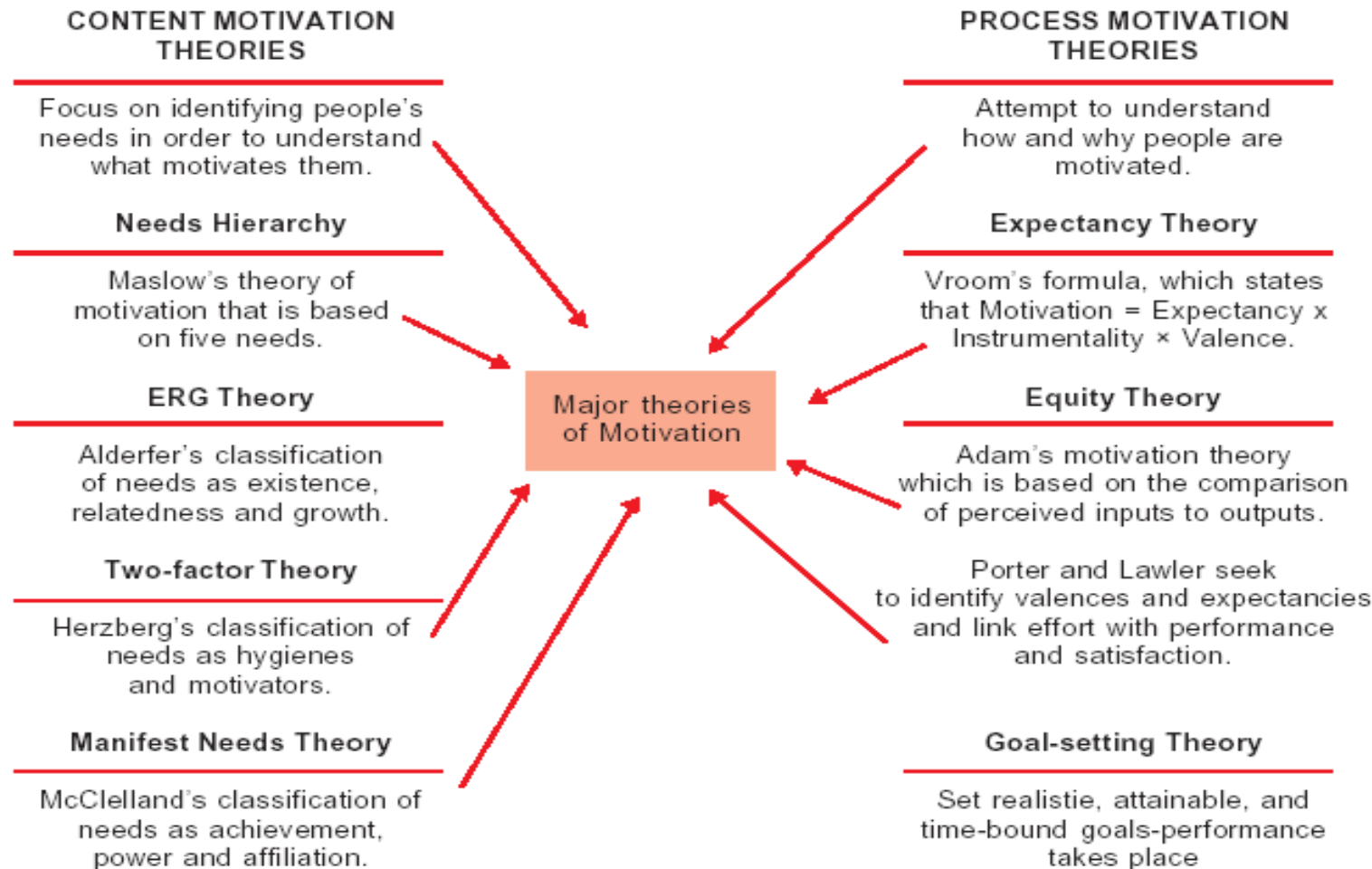


Types of Motivation

- **Extrinsic Motivation:** the desire to perform a behavior for external reinforcement
- **Intrinsic Motivation:** the desire to perform a behavior for its own sake

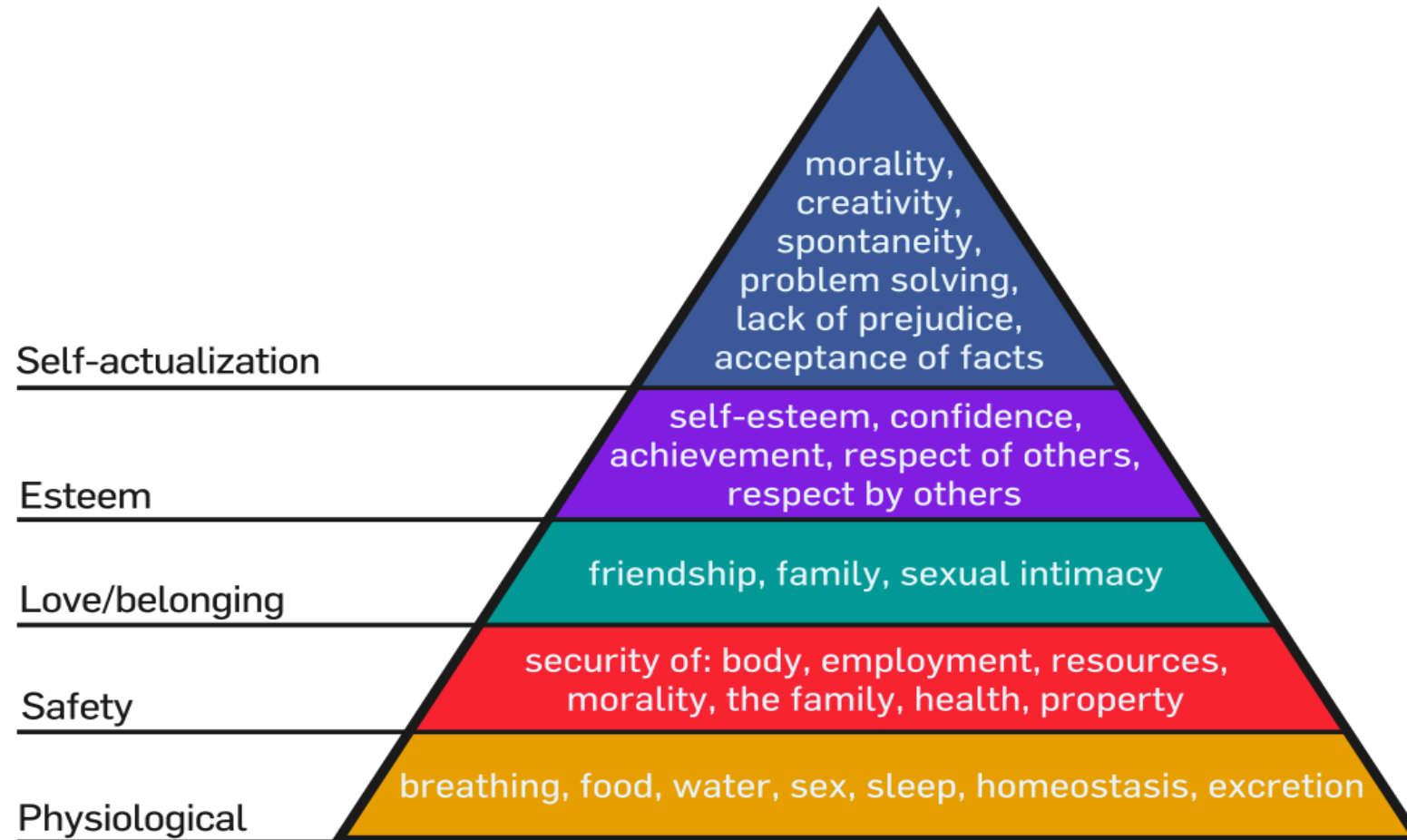


Theories of Motivation





Maslow's Theory of Need Hierarchy





Theory X and Theory Y (Douglas McGregor)

Theory X

The assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform.



Theory Y

The assumption that employees like work, are creative, seek responsibility, and can exercise self-direction.





Expectancy Theory

- People will be motivated to engage in a behavior (make a choice) to the degree that they believe that the behavior will lead to a valued outcome





Expectancy Components

- **Expectancy:** The degree to which you expect that hard work (effort) will lead to good performance or high accomplishments
- **Instrumentality:** The perception that if you perform well you will be rewarded
- **Valence:** How much do you value the rewards you may receive



- 1 Effort–performance relationship
- 2 Performance–reward relationship
- 3 Rewards–personal goals relationship



Equity Theory

Ratio Comparisons*	Perception
$O/I_A < O/I_B$	Inequity due to being underrewarded
$O/I_A = O/I_B$	Equity
$O/I_A > O/I_B$	Inequity due to being overrewarded

*Where O/I_A represents the employee; and O/I_B represents relevant others.

equity theory

Individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities.

Referent Comparisons:

- Self-inside
- Self-outside
- Other-inside
- Other-outside



Equity Theory

Choices for dealing with inequity:

1. Change inputs (slack off)
2. Change outcomes (increase output)
3. Distort/change perceptions of self
4. Distort/change perceptions of others
5. Choose a different referent person
6. Leave the field (quit the job)

Propositions relating to inequitable pay:

1. Overrewarded employees produce more than equitably rewarded employees.
2. Overrewarded employees produce less, but do higher quality piece work.
3. Underrewarded hourly employees produce lower quality work.
4. Underrewarded employees produce larger quantities of lower-quality piece work than equitably rewarded employees



Summary

- Key Points Discussed in this Session –
 - Factors Influencing Personality
 - Tests to assess Personality in organizational context
 - Perception and factors influencing the perceptual process
 - Attitude and Behaviour Relationship



Questions for Discussion

- 1. Briefly explain the importance of understanding and analysing a Personality at workplace.**
- 2. Describe the applications of Myers-Briggs Type Indicator (MBTI) and its significance in understanding and assessing personality traits.**
- 3. What are the various factors influencing Perceptual process and Attribution Process.**
- 4. Why is cognitive dissonance an important concept for managers to understand?**
- 5. From the motivational point of view what are the benefits and drawbacks of working from home?**



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