



SYLLABUS

B.B.A. I SEM

Subject – Managerial Skills

UNIT – I	Introduction to skills & personal skills Importance of competent managers, skills of effective managers, developing self awareness on the issues of emotional intelligence, self learning styles, values, attitude towards change, learning of skills and applications of skills.



UNIT - I

ROLES OF MANAGER IN AN ORGANIZATION

- 1. Interpersonal roles:** - In the process of management manager needs to interact with subordinates to get things done by them, and also communicates with superiors, peers, trade union leaders, customers, government and other agencies whose interest is involved in the business. Its importance is evident from that a manager spends nearly 80 percent of his time, in interacting with these parties.

Such interaction calls for proper knowledge and understanding on the part of the manager about interpersonal behaviour. It helps the manager in establishing effective and congenial interpersonal relationships and personal rapport with the parties. Such interaction involves the following three types of interpersonal roles.

- a) Figure head role:** The manager works in a line of authority. His position is identified in terms of formal authority, responsibility, obligations and relationship. As a symbol of formal authority, he performs various ceremonial duties e.g. receiving visitors, attending weddings of subordinates, signing various documents, delivering speeches and lectures in important social gathering such as schools, clubs and other religious places. These duties and obligations of ceremonial nature are very important for the smooth functioning of the organization. Managers are not only identified with the success and failure of the organization, they also represent members of organization and outsiders dealings with it.
- b) Leadership role:** The most important role of the manager is to lead, guide and motivate subordinates and get work done properly. A manager is responsible not only for his own acts but for the activities performed by his subordinates. The leadership qualities of the manager help him in influencing the working behaviour of subordinates, contributing to a higher level of efficiency.
- c) Liaison role:** A manager serves as connecting link, vertically with superiors and subordinates, and horizontally, with other managers at the same level. Outside the organization, the managers have to undertake liaison to assess the external environment to enable the organization to cope with it. The managers are indulged in power to negotiate and compromise with internal and external forces such as trade unions, government and competitors.
- 2. Informal role:** - To preserve and protect the identify of an organization and to secure its smooth functioning, the manager has to scan the external environment on a regular basis and to deal with outside parties, effectively for which he has to gather a lot relevant information on the various matters concerning the organizations.

The manager plays three important informational roles while managing the operations of an organization.

- a) Role of monitor:** The managers interact and deal with insiders and outsiders and scan the external environmental constantly to get useful information. He collects information on the various aspects of the organization and its environment through reports, informal relations dealings and liaison work. He is the most well-informed member of his work group. While managing, he monitors every situation closely and minutely, collects information regarding it and finally, solves it effectively.
- b) Role of disseminator:** The manager continuously transmits selected information which he has compiled through the role of monitor to his subordinates. He keeps them well-informed regarding any change in the process, structure, policies and other plans of the organization. The needed information is disseminated among the subordinates by him through formal and informal meetings, memorandums, orders and instructions issued from time to time.
- c) Role of spokesperson:** A manager acts as a spokesperson of his group while supplying information to superiors and peers. Similarly, he keeps outside parties well-informed on behalf of the organization. He negotiates and enters into comprise with internal and external parties.
- 3. Decision-making roles:** - By interacting with insiders and outsiders, the manager gets important information, which he can use or taking decisions and solving problems. According to Mintzberg,



information is the basic input for decision-making for managers, who play four decision-making roles.

- a) **As an entrepreneur:** The managers have a primary responsibility of improving the overall functioning of their respective work units. They act as an entrepreneur; take bold decisions, seek better results from subordinates, initiate required changes, implementing them for the betterment of organization. To initiate and implement changes, managers have to be dynamic, innovative and creative. They direct efforts towards discovering new product ideas with the active help of employees examine the economic viability of the ideas and arrange necessary resources for implementation.
- b) **As a disturbance or conflict handler:** An organization is a collective entity with diversity of interest and duality of roles for managers. For example, the owners group may be interested in high profits whereas the employees may seek more benefits in the form of higher wages and better working conditions. In such situations, it is only by applying managerial knowledge and playing the role of conflict handlers, thinking analytical and acting practically, that the managers can hope to effectively integrate the interest of employees with the organization. Similar conflicts may arise with outside parties which would have to be resolved through meetings, negotiations and compromise.
- c) **As a resource allocator:** To manage the organization, physical and human resources are mobilized and utilized efficiently by managers for the accomplishment of pre-determined objectives. They have to play the role of resources allocators. And, in the case of multiple objectives, they set priorities for allocation of resources. In the life cycle of an organization, priorities keep changing. For example, at the initial stages of formation of an organization, the survival objectives get top priority which may be activities. Some activities may be critical or more important for survival and profitability. Others may be supportive and less important. Managers allocate resources for these activities in accordance with their priorities.
- d) **As a negotiator:** Managers work on behalf of the organization or work unit, and subordinates, not only as a spokesperson but also as negotiator. They enter into an agreement on behalf of the organization. For example, the personnel manager negotiates with trade unions and representatives of workers. Similarly, the finance manager may negotiate with financial institutions for securing funds at reasonable cost and the purchase manager may be interested in negotiating terms and conditions for purchasing raw material etc. sometimes managers negotiate with other members of the organization for reducing their disagreements about goals and roles. As disputes arise in an organization, the manager take up the role of indicator, negotiator and arbitrator.

LEVELS OF MANAGEMENT

In an organization, there are levels among managers according to a chain of command. This scalar chain is made up of superior-subordinate relationships. The levels of management denote a series of managerial positions as hierarchy of command. These levels determine the authority, role and status of managers. The number of managerial levels depends upon the size of the concern and complexity of operations. Management levels have been classified into four categories:

Top Management

Top management of a company comprises of Chairman, President, Chief Executive, Board of Directors etc. This is the policy-making group responsible for the overall direction and control. Top management is held responsible for the overall management of the concern. It is the ultimate source of authority. It establishes overall goals, plans, strategies, and broad operating policies and guidelines of the company.

Upper Middle Management

Various divisional and departmental heads constitute the upper middle management. These functional managers, such as works manager, marketing manager, personnel manager, finance manager etc. are responsible for the efficient functioning of their units within the framework of the goals and policies



decided by the top management. Upper middle management is mainly concerned with realizing short term goals and day-to-day management of their departments. It acts as buffer between the top managers and subordinate managers. Its responsibilities are to translate executive orders into operation, implement plans, and directly supervise lower level managers.

Middle Management

This level of management consists of deputy heads of departments, sectional officers, plant managers, office managers, branch managers, area sales managers, chief accountant, purchase officer etc. these managers have to keep a constant watch on the day-to-day performance. They deal with operations. They interpret and explain the policies decided by top managers. They issue detailed and specific instructions regarding operations. They also take problems, difficulties, and suggestions upward. They develop and train operative personnel.

Supervisory or First-Line Management

First line management consists of plant superintendent, senior foreman, clerical supervisor, lab supervisor, accounts officers, etc. They deal with technical routine and day-to-day problems. They are a link between lower level and higher levels of management. Their job is concerned with the management of workers, resources, and actual operations. They possess technical skills. They explain work procedures, send reports, supervise and control workers and maintain discipline. They also harmonize interdepartmental relationships.



MANAGERIAL SKILLS

A manager's job is complex and multidimensional. It requires a range of skill to perform the duties and activities associated with it. Regardless of the level of management, managers must possess and seek to further develop many critical skills. A skill is an ability or proficiency in performing a particular task. Management skills are learned and developed.

An effective manager must possess the following skills to perform his job well:

- 1. Technical Skill:** Technical skill is the ability to use the procedures, techniques, and knowledge of a specialized field. Engineers, accountants, doctors, and musicians all have technical skills in their respective fields. Technical skill also includes analytical ability and the competent use of tools and work equipments to solve problems in that specific discipline. Technical skills are especially important for first-line managers. These skills become less important than human and conceptual skills as managers move up the hierarchy.



2. Human or Psychological Skill: Human skill is the ability to work with people by getting along with them. It is the ability to motivate, lead and to communicate effectively with others. It is also known as 'people', 'interpersonal' or 'behavioural' skill. This skill is important as the managers spend considerable time interacting with people both inside and outside the firm. Managers require such skill for the following specific reasons:

- To get the best out of their people.
- To communicate, motivate, lead and inspire enthusiasm and trust.
- To get the job done.
- To coordinate and resolve conflicts.
- To allow subordinates to express themselves.
- To take care of the human side of the organization.
- To face the challenges of globalization, workforce diversity and competition.
- To keep people busy.
- To retain good workers in the firm.
- To improve overall organizational performance.

Human skills are equally important at all levels of management. A related aspect of human skill is political skill which is a distinct type of social skill that is important for managerial success.

3. Conceptual Skill: Conceptual skills are most important at the top management levels. More specifically, conceptual skills refer to the ability:

- To organize information and to judge relationships within a complex whole.
- To think and to conceptualize about complex situations.
- To see organization as a whole.
- To understand the relationships among various sub-units.
- To visualize how organization fits into its broader environment.
- To recognize significant elements in a situation and to understand the relationships among the elements.
- To understand how a change in one unit will impact the other units.
- To coordinate and integrate the entire organization's interests and activities.
- To think in the abstract.

Conceptual skill is often called the ability to see the 'big picture'. It means the ability to 'think strategically' - to take the broad, long-term view. The importance of conceptual skills increases as the manager is promoted higher in the organization.

4. Diagnostic Skill: This is the skill that enables a manager to visualize the most appropriate response to a situation. A manager can diagnose and analyze a problem in the organization by studying its symptoms and then developing a solution. It is the ability to define the problem, recognize its possible causes, focus on the most direct problem, and then solve it.

It is the ability to determine, by analysis and examination, the nature and circumstances of a particular condition. It is not only ability to specify why something occurred, but also the ability to develop certain speculations in 'what if' situation.

It can be noted that managers generally use different combinations of skills at different levels of an organization. For example, top managers rely heavily on conceptual and diagnostic skills and first-line managers put more emphasis on technical and interpersonal skills. Many experts have suggested few more additional skills for managers to perform their roles successfully. They are as follows:

5. Design Skill: According to Koontz and Weihrich, managers at upper organizational levels must have the skill of a good design engineer in working out a practical solution to problems. Design skill is the ability to solve problems in ways that benefit the enterprise. Managers must be able



to do more than see a problem. If they become 'problem watchers', they will fail. They must be able to design a 'workable solution; to the problem in the light of the realities they face.

6. **Analytical Skill:** These skills involve using scientific approaches or techniques to solve management problems. In essence, analytical skills are the abilities to identify key factors and understand how they interrelate. These skills include the ability to diagnose and evaluate. These are needed to understand problems and to develop plans of action for their solution. It is ability to think about how multiple complex variables interact.
7. **Decision Making Skill:** All managers must make decisions, and the quality of these decisions determines their degree of effectiveness. Duening and Ivancevich state that a manager's decisions making skill in selecting a course of action is greatly influenced by his analytical skill. All managers must have decision making skills. Research indicates that half of managers' decisions fail because managers employ 'failure-prone tactics'.
8. **Digital Skill:** Managers must know how to use digital technology to perform many aspects of their jobs. This skill increases a manager's productivity. This skill involves a conceptual understanding of computers and telecommunications. Through computers, managers can perform in minute's tasks in financial analysis, human resources planning and other areas that otherwise task hour to complete.
9. **Interpersonal Skill:** Effective communication is vital for effective managerial performance. This skill is crucial to managers who must achieve results through the efforts of others. It is the ability to exchange ideas and information's in ways that other people understand the message. It also involves feedback from employees to ensure that one is understood. If managers are to succeed in the workplace, they must strengthen their communication skills.
10. **Planning and Administration Skill:** This skill involves deciding what tasks need to be done, determining how they can be done. Allocation resources to enable them to be done, and then monitoring process to ensure that they are done. Included in this competency are:
 - Information gathering, analysis, and problem solving;
 - Planning and organizing projects;
 - Time management; and
 - Budgeting and financial management
11. **Teamwork Skill:** It is the skill to: (i) design teams properly, (ii) create a supportive team environment; and (iii) manage team dynamics appropriately. Because more and more organizations are relying on team to improve quality and productivity, it becomes important for managers to develop their teamwork skill.
12. **Strategic Action Skill:** Strategic action skill involves understanding the overall mission and values of the organization and taking strategic actions. Today, managers at all levels and in all functional areas are being challenged to think strategically in order to perform their jobs better;
13. **Global Awareness Skill:** Today, most of the companies are serving global markets. Many organizations need to set up operations in other countries. Hence, it has become necessary for managers to develop global awareness competency. This skill is reflected in (i) cultural knowledge and understanding, and (ii) cultural openness and sensitivity.
14. **Self-Management Skill:** The dynamic work environment calls for self-awareness and development. Effective managers have to develop self-employment skill which includes:
 - Integrity and ethical conduct,
 - Personal drive and resilience,
 - Balancing work and life demands,
 - Self-awareness and development, and
 - Learning about self.

PERSONAL SKILLS

1. **DEDICATION:** Dedication is the hardware and effort put by an individual or a group towards any work, task or project considering it to be important.



- It is a feeling of commitment and loyalty towards a thing playing a important role for individual as well as organization/
 - Dedication basically speaks for itself. Managers heed to towards their self-management so that they can be able to work with dedication towards the individual assignments given to them.
 - Dedication is often related with commitment towards an organization in order to retain or stay with corporation for a long time. This is the past era.
 - Presently in this Era of right sizing, down sizing and mergers expecting such long-term dedication is unrealistic. Individuals also focus on their career development and switch over for various job opportunities helpful for their growth and development.
 - So in present time managers are expected to maintain self-discipline to accomplish their basic job functions and show more dedication towards individual assignment or work allotted to them.
2. **PERSISTANCE:** Persistence is a firm determination of accomplishing an objective or goal despite of many difficulties, hurdles and uncertainties. This personal skill involves a manager in developing an approach to complete or accomplish a defined task in allotted times regardless of technical. Logistical, organizational or (supply and distribution) personal hurdles. Manager should have the skills to face all the difficulties coming in the way of task achievement. Time, resources and risk has to be managed efficiently by a manager. A manager should set up the goals and must do proper planning to achieve those goals. Persistence is normally an inherited skill. It cannot be built through training or reminders.
3. **ASSERTIVENESS:** Assertiveness is a way of expressing views, ideas opinion or desire with full confidence so that people can notice them. Managers must have the quality to put their views, ideas or opinions confidently in front of others in the organization working at all the levels of management top level, middle level and high level. Managers must have the skills to accept the challenges with positive attitude and confidence. They should be self confident in their thoughts and actions. Managers should recognize their importance as well as of others.

The seven Learning Style –

1. Visual (Spatial) – You prefer using pictures, imagers and spatial understanding
2. Aural (auditory-musical) – You presser using sound and music
3. Verbal (linguistic) – You prefer using words, both in speech and writing
4. Physical (kinesthetic) – You prefer using your body, hands and sense of touch.
5. Logical (mathematical) – You prefer using logic, rezoning and systems.
6. Social (interpersonal) – you prefer to learn in groups or with other people.
7. Solitary (interpersonal) – you prefer to work alone and use self-study.

Understand the basis of learning styles

Your learning styles have more influence than you may realize/ your preferred style guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. We explore more of these features in this chapter.

Research shows us that each learning style uses different parts of the brain. by involving more of the brain during learning, we remember more of what we learn. Researchers using brain imaging technologies have been able to find out the key areas fo the brain responsible for each learning style.

For example –

- Visual – The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.
- Aural – The temporal lobes handle aural content. The right temporal lobe is especially important for music.
- Verbal – The temporal and frontal lobes, especially two specialized areas called Broca's and Wernicke's areas (in the left hemisphere of these two lobes)



- Physical – the cerebellum and the motor cortex (at the back of the frontal lobey) handle much of our physical movement.
- Logical – The parietal lobes, especially the left side, drive our logical thinking.
- Social – The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also in influence both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression.
- Solitary – The frontal and parietal lobes and the limbic system, are also active with this styles.

EMOTIONAL INTELLIGENCE

‘Emotional intelligence is aggregate of individuals’ cognition of own and other’s emotions, feeling, interpretation and action as per environmental demand to manipulate the consequence which in turn result in superior performance and better human relationship’ (Bhattacharya, 2003).

Emotional intelligence is a measure of the degree to which a person makes use of his/her reasoning in the process of emotional responses (both positive and negative) in a given situation. So having high emotional intelligence doesn’t mean that the person never panics or loses his/her temper. It does mean that he/she brings own feelings under control and channels them into productive behaviors. The ability to bring out-of-control emotions back into line results in what earlier generations called emotional maturity.

Emotional intelligence :- “Emotional intelligence is the ability to understand your emotions and those of other people and to behave appropriately in different situations.

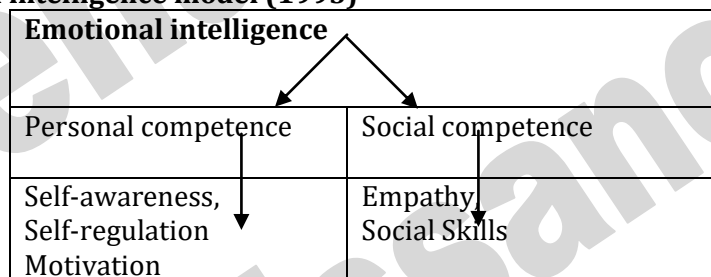
Emotions:- A strong feeling such as love, year or anger.

“Emotions are responses to specific events that have meaning to the individual either positive or negative.

Intelligence: - “A ability to understand anything in a logical way about things.

The most popular and accepted mixed model of emotional intelligence is the one proposed by Goleman (1995). He viewed emotional intelligence as a total of personal and social competences. Personal competence determines how we manage ourselves, whereas social competence determines how we handle our interpersonal relationships.

Goleman’s emotional intelligence model (1995)



PERSONAL COMPETENCIES

How we understand and management are emotions and manager ourselves.

1. **Self Awareness:** - Self awareness is an ability of an individual to observe – understand their feelings of emotions when they arise
“Recognize the feelings as the occur”
This includes self-confidence, self assessment a openness to positive criticism.
2. **Self-regulation:-** Self regulation is the ability to control emotions and to redirect those emotions that can have negative impact and change them into positive behavior and attitude. It includes trust worthiness integrity and attitude towards change acceptance.



3. **Self Motivation:-** Motivation is the ability to channelize and stimulate your emotions of action through self gathering or control towards achievement of certain goals of objectives in spite of inertia (i.e. difficulty lack of desire of energy of ability to move to change or to action.) People who have this ability are optimistic and committed towards organization as well as individual goals.

SOCIAL COMPETENCIES

How we understand the emotions of others and handle and management are interpersonal relationships.

4. **Empathy:** - Ability to feel as get concerned for others. Ability to understand others their feelings, perceptions, perspectives and to treat them according to their emotional reactions. People having this competency or ability are experts in motivating others.
5. **Social Interpersonal Skills:** - Ability to built a good rapport of relationship with people in the organization.
Handling interpersonal relationship conflict resolution an negotiations.

SOME MYTHS ABOUT EMOTIONAL INTELLIGENCE

Emotional intelligence must be taken in right perspective. However, because of certain myths about emotional intelligence, it is not taken in right perspective. Some of the most common myths about emotional intelligence are as follows:

1. Emotional intelligence is sometimes treated as being nice to others which is not true. Emotional intelligence generates rational behaviour which must suit to the situation. In many situations, 'being nice to others' is not a rational behaviour because the other person does not expect such as nicety. In these situations, even conforming or avoiding behaviour is the demand of emotional intelligence.
2. Emotional intelligence does not mean giving free rein to feelings. Rather, it involves managing feelings so that these are expressed appropriately and effectively, enabling people to work together towards common goals.
3. There is a myth that men have higher emotional intelligence than women. It is not true. Various researches have shown that emotional intelligence has nothing to do with gender though there are certain gender-specific characteristics of men and women. Men and women have their personal profile of strengths and weaknesses which may vary among different groups of men and women.
4. There is myth that emotional intelligence is fixed genetically and develops only in, early childhood. This is not true. While IQ does not change much after adolescence, emotional intelligence changes over the period of time. This happens because IQ is a biological phenomenon. Therefore, emotional intelligence changes over the period of time through learning which is life-long process. In fact, through training and development programs, it has been possible to increase the emotional intelligence of people.

DEVELOPING EMOTIONAL INTELLIGENCE

Emotional intelligence is a learned phenomenon and, therefore, it can be developed in people. Even scientists believe that emotional intelligence has nothing to do with biological factors of a person and it can be developed in people. However, this development process begins at the early stage of childhood and this process continues throughout the life, through in the later part of the life, this development process becomes much slower. Therefore, in an organizational context, concerted efforts are required to develop emotional intelligence.

1. Preparation for Change
2. Training
3. Transfer and maintenance
4. Evaluation of change

1. **Preparation for Change:** Preparation for change is the first phase for developing emotional intelligence. This phase occurs even before an individual begins training for developing emotional intelligence. Preparation for change occurs at both organizational and individual levels. This phase



is basically related to assessing organizational and individual needs for developing emotional intelligence. Usually, this phase consists of the following steps:

- (i) **Assessing the Organisation's Needs:** The organisation must assess whether its personnel need training for developing emotional intelligence and, if yes, what type of training is required. In assessing the organizational needs, two points are important which must be taken into account. First, many employees in the Organisation and work performance. Second, there is a need for identifying various emotional competencies required for success in the organization.
 - (ii) **Assessing Personal Strengths and Weaknesses:** There is a need for assessing personal strengths and weaknesses. While assessing such strengths and weaknesses, care should be taken to assess the employees approach towards the need for emotional intelligence and their learn ability so that emotional competencies can be infused in them. Often, there are two challenges that lie in assessing personal strengths and weaknesses. First, people are less aware of skill weaknesses in the social-emotional domains. Second, emotional competencies are primarily manifested in social interactions. Therefore, the best approach is one which involves ratings by experts who interact with employees.
 - (iii) **Providing Feedback.** People are eager to get feedback about any assessment of them. Therefore, immediate feedback must be made available to them. However, there are many pitfalls in providing feedback on emotional competencies as these are closely linked to employee's identity and self-esteem. Therefore, in the feedback is not provided carefully and with sensitivity and skill, employees often become defensive. Generally, employees respond.
 - (iv) **Encouraging Participation.** Emotional intelligence is perceived to be soft and, thus, somewhat suspect. Therefore, employees may decide not to participate in its development unless they are convinced that management of the oraganisation strongly endorses it. Since development of emotional intelligence requires active participation of employees, it is necessary to encourage this participation.
 - (v) **Linking learning Goals to Personal Values.** There is a direct linkage between the benefits of learning and the learner's motivation to learn. Thus, if employees feel that developing emotional intelligence is directly beneficial to them, they will be motivated to develop emotional intelligence. Therefore, it is necessary that management links learning with the personal goals of the employees that they value.
 - (vi) **Recognising Readiness to Change.** After completing the above steps of preparation for change, it is desirable to measure readiness of employees to change, that is, to determine whether employees are ready to participate meaningfully in training programme for developing emotional intelligence. Research on behaviour change programmes reveals that employees pass through several stages of readiness for change before they are actually ready to make commitment for change.
2. **Training:** At the second phase of development of emotional intelligence, training is provided to the participants in development programme. There may be training on different aspects of emotional intelligence like overcoming negative emotions, developing interpersonal skills, developing empathic listening, and time management, and so on depending on the participants' individual needs. However, while providing such training, following points should be observed:
- i. **Forging Relationship with Participants:** for a trainer, it is' essential that he forges a positive relationship between him and participants because the relationship between trainer and learner is critically important. The positively motivated, he will not take concrete steps for change. Therefore, it is desirable for the trainer to create a motivating environment for learning by showing empathic, warm, and genuine interest in learners. All these are important ingredients of emotional learning.
 - ii. **Setting Clear Goals:** Emotional learning can be made more effective by setting clear goals. Generally, all persons do not require similar types of emotional training because of individual differences. They have separate sets of strengths and weaknesses. Not control fear or other emotional variables. Therefore, depending on the weaknesses of participants, specific and clear



goals should be set so that training efforts are well directed. The trainer can help the participants to set their own specific learning goals.

- iii. **Breaking Goals into Manageable Steps:** Since larger goals are generally unmanageable especially in the context of emotional change, it is better that these goals are broken into manageable units so that these are achieved step-by-step. When a particular goal, even a small one, is achieved, this increases people's efficacy which, in turn, leads to setting more challenging goals and efforts for achieving them. In this way, achieving of higher goals, that is, development of emotional intelligence, is possible.
 - iv. **Maximising Self-directed Change:** Employees are more likely to develop emotional intelligence when they decide their own goals for developing particular emotional competencies with the help of the trainer. In the same way, training programmes on emotional intelligence are more effective when the trainer adopts, the training to match employees' needs, goals, and learning style preferences. Since individuals differ, a common approach of training for all employees may not be suitable. Rather, individual differences and motivates them for self-directed change.
 - v. **Maximising Opportunities for Practice:** As far as possible, employees should be provided maximum possible opportunities to develop emotional intelligence through practice during the training period. Since development of emotional intelligence is an art, rather than a science, it can be developed through practice and not merely through lectures and other one-sided methods of training. Emotional learning because old, ineffective neural connections need to be weakened and new, more effective ones established. Such a process requires repetition over a prolonged period of time.
 - vi. **Relying on Experiential Methods:** For making training programmes on development of emotional intelligence effective, it is better to rely on experiential methods such as role playing, sensitivity training, emotion-related games, group dynamics training, and other simulation methods. These methods rely more on learners' participation, hence suitable for behavioral change & unlike lectures which emphasis on developing knowledge and not the practice. Lectures are suitable only for understanding various facets of emotional intelligence.
 - vii. **Using Models:** In training programmes for developing emotional intelligence, models must be as far as possible because modeling of the desired behaviour is particularly valuable in emotional learning. By using models, a great deal can be learned as emotional learning is practice-oriented. Learning is further enhanced when the trainer encourages and helps learners to study, analyze, and emulate the models.
 - viii. **Providing Frequent Feedback:** Feedback to employees is very important during the change process as it works as an indicator whether the employees are on right track. Feedback also acts as reinforce and sustains motivation of employees to learn new behaviour. In emotional training, feedback is especially important because learners often have trouble in recognising how their emotional behaviour manifests itself. In fact, self-awareness is an important element for developing emotional intelligence, and it is not necessary that every learner is competent enough to have self-awareness. Feedback fulfils this gap.
 - ix. **Preventing Relapse:** Preventing relapse is necessary in emotional learning. The essence of preventing relapse is to prepare employees mentally to face slips, to recognise that setbacks are normal part of the change process. Participants in an emotional training programme are likely to encounter many setbacks as they strive to apply new behaviors. Without adequate preparation for such setbacks, they may easily become discouraged and give up their efforts for change before the task of neural learning has reached the point where the newly learned Responses become automatic ones.
3. **Transfer and Maintenance:** After finishing training, the learners return back to their normal jobs with old prevailing work environment, the learners find many old cues of behaviour and tend to behave in the ways which have been changed during training process. With the result, newly-learned ingredient of behavioral pattern. Thus, transfer and maintenance of new behaviour become really a challenging task for the Organisation. An Organisation can take two steps for transfer and



maintenance of learning in its employees: encouraging the use of skills on the job and supportive organizational culture.

i. Encouraging Use of Skills: A new behaviour may become a part of an individual's normal pattern of behaviour if it is supported by the persons with whom he interacts in the Organisation. Such persons may be his superiors, peers, subordinates, and outsiders who interact with him. These persons are required to change their behavioral expectations from the individual. If they have the old expectations, they may not appreciate the new behaviour of the individual. Therefore, such persons may also require some kind of change which may occur on their own practice or through training. That is why emotional training is not very effective if it is imparted on isolated basis. Its effectiveness is ensured only through Organisation-wide training.

In addition to change in behavioral expectations, the newly trained employees should be encouraged to work according to the new skills. such an encouragement may come from all the persons interacting with the individual, however, the role of his immediate superior is more important because he is in a better position to provide reinforcement to the new behaviour displayed by his subordinate. It has been seen that reinforcement is necessary for learning and adoption of new behaviour.

ii. Supportive Organizational Culture: supportive organizational culture is necessary for transfer and maintenance of emotional learning because organisational culture is the framework within which the behaviors of the members take place. Organisational culture is the set of assumptions, beliefs, values, and norms that are shared by an organisation's members every with some unique modes of behaviour. These unique modes distinguish an Organisation from others. If the organisational culture is supportive, it facilitates transfer and maintenance of emotional learning by allowing the members to experiment innovation and organisational culture characterized by challenging jobs, linking rewards with performance, emphasis on creativity and innovation, and creating alignment by translating core values into goals, strategies, and practices is more suitable for developing emotional intelligence. Such cultural characteristics motivate organisational members to increase their productivity through more appropriate behaviours. Emotional intelligence contributes significantly to adopt appropriate behaviours.

4. Evaluation of Change: The last phase in emotional development is evaluation of change. In the process of development of emotional intelligence, it should be ensured that the efforts made are proceeding in right direction and these are achieving the results stipulated. The term evaluation refers to a process that focuses on continuous improvement in behaviour due to development of emotional intelligence. it is an on-going process rather than being one-shot action. Evaluation of training programmes for emotional learning, though necessary for measuring effectiveness of the programmes, is often missed by many organisations. With the result, the efforts of such organisations do not produce the results up to desired level. Keeping this phenomenon in mind, many organisations programmes, whether behavioral or others must be evaluated. in evaluating the effectiveness of change efforts related to the development of emotional intelligence, following steps are followed:

i. Defining Change Objectives: Any evaluation of an action is made in the light of the objectives which it seeks to achieve. Therefore, the change programmes related to the development of emotional intelligence must be evaluated in the light of emotional competencies that are to be developed in the participants. However, since such competencies may be of different types, these must be identified in advance. Similarly, the criteria for the acquisition of each type of emotional competencies must also be specified in advance. However, prescribing such criteria may not be easy task because of the operation of a number of factors affecting one's behaviour at workplace. In order to overcome this phenomenon, the criteria may be determined in two forms: immediate criteria and ultimate criteria. Immediate criteria are related to behavioral pattern shown by learners during the training process. These criteria are easily measurable through psychological tests. Problems emerge in the case of ultimate criteria which are defined



in terms of learner's actual behavioural pattern at the workplace. Since behavioural pattern at the workspace is affected by a number of factors external to the learners, these factors must be identified in advance and care should be taken to measure the effects of these factors. After eliminating the effects of these factors, objective evaluation of change efforts can be made.

- ii. **Collection of Information:** For evaluating the effectiveness of change efforts to develop emotional intelligence, information should be collected from various sources. These sources are in the form of learner's immediate superior and other superiors with whom he interacts, his peers and subordinates, outsiders with whom the learner interacts in the course of organisational working, and the learner's own views. In fact, many organisations have adopted this practice for appraising performance of their employees. This system is known as 360 degree appraisal. Besides collecting information from these sources, information should be collected about the actual output of the learner as reflected in the form of productivity, absenteeism, tardiness, etc.
- iii. **Analysis:** Collected information may be analysed to interpret the impact of change efforts for developing emotional intelligence. There may be several aspects is being affected by several factors, the analysis may be carried out further to identify the contribution of change efforts. Two points are important in information collection and its analysis. First, information to measure the immediate impact of change efforts should be collected immediately after change efforts are over because learners may observe the old behaviour even after change efforts if the new behaviour is not gratifying due to various organisational constraints. Second, there should be immediate feedback to the learners concerned so that they are also able to know the results of change efforts. Immediate feedback also acts as energising factor.

EXAMPLES OF EMOTIONAL INTELLIGENCE

1. You are in a meeting when a colleague takes credit for work that you have done. What do you do?
 - a. Immediately and publicly confront the colleague over the ownership of your work.
 - b. After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
 - c. Nothing, it's not a good idea to embarrass colleagues in public.
 - d. After the colleague speaks, publicly thank her for referencing your work and give the group more specific details about what you were trying to accomplish.
2. You are a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?
 - a. Ignore it. The best way to deal with these things is not to react.
 - b. Call the person into your office and explain that their behaviour is inappropriate and is grounds for disciplinary action if repeated.
 - c. Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
 - d. Suggest to the person telling the joke that he go through a diversity training program.
3. A discussion between you and your partner has escalated into a shouting match. You are both upset and in the heat of the argument, start making personal attacks which neither of you really mean. What are the best things to do?
 - a. Agree to take a 20-minute break before continuing the discussion.
 - b. Go silent, regardless of what your partner has to say.
 - c. Say you are sorry, and ask your partner to apologize too.
 - d. Stop for a moment, collect your thoughts, then restate your side of the case as precisely as possible.
4. You have been given the task of managing a team that has been unable to come up with a creative solution to a work problem. What is the first thing that you do?
 - a. Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.
 - b. Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.



- c. Begin by asking each person individually for ideas about how to solve the problem.
 - d. Start out with a brainstorming session encouraging each person to say whatever comes to mind, no matter how wild.
5. You have recently been assigned a young manager in your team and have noticed that he appears to be unable to make the simplest of decisions without seeking advice from you. What do you do?
 - a. Accept that he “does not have what it takes to succeed here” and find others in your team to take on tasks.
 - b. Get an HR manager to talk to him about where he sees his future in the organization.
 - c. Purposely give him lots of complex decisions to make so that he will become more confident in the role.
 - d. Engineer an ongoing series of challenging but manageable experiences for him, and make yourself available to act as his mentor.

LEARNING

Meaning of learning:

Learning is the process by which individuals acquire knowledge & experience to be applied in future reaction to situation. Learning from particular phenomenon depends upon one's personality, perception, motivation & situation. The learning process involves motivation, eyes, responses & reinforcement.

Three general definitions

- Learning may be defined as a relatively permanent change in behaviour that occurs as a result of Prior Experience
- Generally learning is describes as the process of having one's Behaviour modified more or less permanently by what he does & the consequences of his action or by what he observes.
- Learning can be defines as relatively permanent change in behaviour potentiality that results from reinforced practice of experience

Definitions by Authors

Learning could be defined as a relatively permanent change in Behaviour that occurs as a result of prior experience

E.R. Higard

Learning has taken place if an individual behaves, reacts, responds as a result of experience in a manner different from the way he formally Behaved.

W. Mchehee

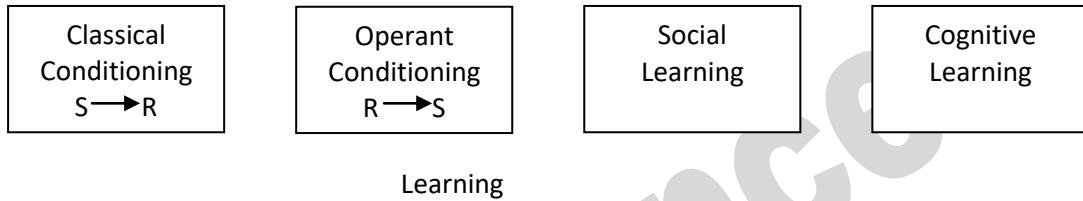
Process of Learning

1. Learning invariably involves a change though not necessary improvement in Behaviour. The learning may be good or bad from an organizations point of view for ex., bad habits, prejudice, work restrictions may be learned by an individual.
2. Change in behaviour must be relatively permanent temporary changes may be only reflexive and fail to represent any learning. Changes called by fatigue or temporary adaptations are not covered in learning.
3. Change in behaviour should occur as a result of Experience, practice or training. The change may not be evident until a situation arises in which new behaviour can occur.



Theories of Learning

There are four theories which explain how individuals learn new patterns of behaviour



1. Classical Conditioning

Learning through classical conditioning (C.C) was first studied by Ivan Pavlov, a famous Nobel Price winning physiologist, at the turns of 20th century. The C.C. theories deals with the association of one event with another desired event resulting in a desired behaviour of learning

Pavlov conducted an experiment on a dog to study the relation between the dog's salivation and ringing of a bell. A simple surgical procedure helped him to measure accurately the amount of salvia secretes by dog. When Pavlov presented a piece of meat to the dog, he noticed a great deal of salivation. He termed the food unconditional stimulus (food automatically caused salivation)

And salivation - an unconditioned Response when the dog sew the meat it salivated during the second stage

Pavlov merely rang a bell (neutral stimulus) the dog did not salivate. Pavlov subsequently introduced the sound of bell each time the meat was given to dog. Thus meat & ringing of bell were linked together. The dog eventually leant to salivate in response to ringing bell even when there was no meat.

2. Operant Conditioning (OC)

O.C is defined as "Behaviour the that produces effect." OC is based on work of B.F. Skinner who advocated that individual's exhibit responses that are rewarded and will not exhibit response that are either not rewarded or are punished.

O.C also called instrument conditioning refers to the process that our behaviour produces certain consequences & how we behave in future will depend on what those consequences. If our action have pleasant effect then we will be more likely to repeat them in future. If however our actions have unpleasant effect we are less likely to repeat them in future.

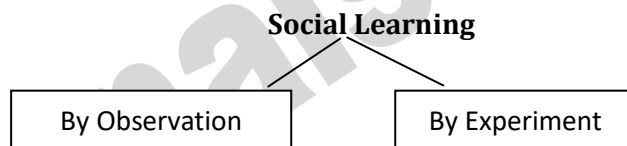
"Thus acc. To theory behaviour is the function of its consequences.

Operant Behaviour & their Consequences

	Behaviour	Consequence
The Individual	Work	is paid
	Talk to others	meets more people
	Enter Restaurant	obtains food
	Enter Library	find a book

3. Social Learning

Also called observational learning, social learning theory, emphasizes the ability of individual to learn by observing others. The important may include parents, teachers, Peers, Motion Pictures TV artists, bosses & others.



Social learning can takes place through:

- Modeling:** People acquire behaviour by directly observing and imitating other. Many pattern of behaviour are learned by watching the behaviour of model such as parent, teacher, film star etc. The following process determines the influence:

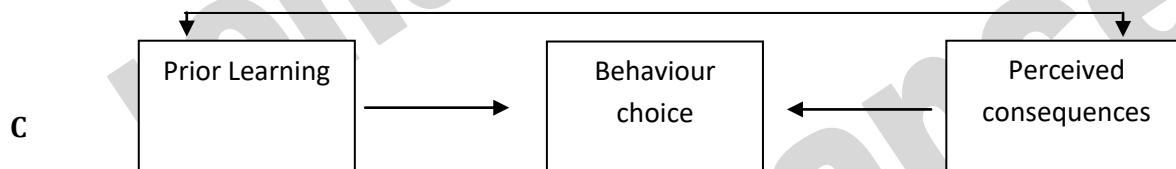


- i. **Attentional process:** People only learn from a model when they recognized and pay attention to its critical feature.
- ii. **Retention process:** A model's influence will depend on how well the individual remember the model action, when after the model is no longer readily available.
- iii. **Motor Reproduction Process:** After a person has been a new behaviour by observing the model the watching must be converted into doing.
- iv. **Reinforcement /process:** Individual will be motivated to exhibit the modeled behaviour if positive incentives or reward are provided.
2. **Symbolism:** It refers to learning through social action reaction symbolization and interaction.
3. **Self Control:** Learning is self development process; people are introduced in self analysis, appraisal and improvement.
4. **Fore thought:** It issued by Person to anticipate, plan and guide their behaviour and action.
5. **Self Efficiency:** It refers to the individual's perception as he or her ability to perform a specific task in a particular situation

4. Cognitive Learning

Relating to the mental process involved in knowing, learning and understanding

Feedback



COMPONENTS OF LEARNING PROCESS

A person receives a variety of stimulus inputs. When specific stimuli become associated with specific responses in a sufficiently permanent manner that the occurrence of the stimuli elicits or tends to elicit a particular response, it is important to understand the role of various components of learning. These components are: drive, cue stimuli, responses, reinforcement, and retention.

1. Drive: learning frequently occurs in the presence of drive any strong stimulus that impels action. without drive, learning does not take place or, at least, is not discernible because drive arouses an individual and keeps him ready to respond' thus, it is the basis of motivation. A motive differs from drive mainly in that it is purposeful, or directed towards the specific goal, whereas drive refers to an increased probability of activity without specifying the nature of the activity. Drives are basically of two types-primary or physiological drives and secondary or psychological drives. These two categories of drives often interact. Individuals operate under many derives at the same time. To predict behaviour, it is necessary to establish which drives are stimulating the most.

2. Cue Stimuli: Cue Stimuli are any objects existing in the environment as perceived by the individual. It is common to speak of cue stimuli simply as stimuli or to use the term cues and stimuli interchangeably. The idea here is to discover the conditions under which a stimulus will increase the probability of eliciting a specific response. There may be two types of stimuli so far as their results in terms of response are concerned: generalisation and discrimination.

(i) Generalisation: generalisation occurs when a response is elicited by a similar but new stimulus. If two stimuli are exactly alike, they will have the same probability of evoking a specified response, but the more dissimilar the stimuli become, the lower will be the probability of evoking the same response. The principle of generalisation has important implications for human learning. It makes possible stability in man actions across the time. Because of generalisation, a person does not have to completely relearn each of the new tasks or objects which constantly confront him. It allows the organizational members to adapt to overall changing conditions and specific new or modified job



assignment. The individual can borrow from past learning experiences to adjust more smoothly to new learning situations. However, there are certain negative implications of generalisation for learning. A person may make false conclusion because of generalisation. For example, stereotyping or halo effect in perception occurs because of generalisation.

(ii) Discrimination: discrimination is opposite of generalisation: this is a process whereby an organism learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. For example, a rat may learn to respond to the white colour but not to the black.

Discrimination has wide application in organizational behaviour. For example, a supervisor can discriminate between two equally high producing workers, one with low quality and other with high quality. The supervisor discriminates between the two workers and positively responds only to the high quality conscientious worker. As there is no positive response (reinforcement), the low quality producing worker may extinguish his learning.

3. Responses: the stimulus results into responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception, or other complex phenomena. Usually, however, learning psychologists attempt measurement of learning in behavioral terms, that is, responses must be operationally defined and preferably physically observable.

4. Reinforcement: reinforcement is a fundamental condition of learning. Without reinforcement, no measurable modification of behaviour takes place. The term reinforcement is very closely related to the psychological process of motivation. However, motivation is a basic psychological process and therefore is broader and more complex than is implied by the learning principle of reinforcement. Reinforcement may be defined as environment events affecting the probability of occurrence of responses with which they are associated. The role of reinforcement in learning is very important. Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction (reinforcement) will be more likely to recur; those which are accompanied or closely followed by discomfort (negative reinforcement or punishment) will be less likely to occur.

(a) Positive reinforcement: Positive reinforcement strengthens and enhances behaviour by the presentation of positive reinforcers. There are primary reinforcers and secondary reinforcers. Primary reinforcement satisfies basic biological needs and includes food, water, and sexual pleasure. However, primary reinforcers do not always reinforce. For example, food may both be a reinforcer to someone who has just completed a five course meal. Most behaviour in organisation are influenced by secondary reinforcers. This includes such benefits as money, status, grades, trophies & praise form other. These become positive reinforcers because of their association with primary reinforcer & hence there are called as conditioned reinforcers

(b) Negative reinforcement: In Negative reinforcement an unpleasant event that precedes behaviour is removed then the desired behaviour occurs. This procedure increases the likelihood that the desired behaviour will occur.

(c) Punishment: punishment is the attempt to eliminate or weaken undesirable behaviour. It is used in two ways. One way to punish a person is to apply negative consequences called punishers following and undesirable behaviour. The other way to punish a person is to withhold a positive consequence following and undesirable behaviour

(d) Extinction: extinction may be defined as loss of memory. Extinction of a well learned response is usually difficult to achieve because once something is learned, it is never truly unlearned. Extinction merely means that the response in question has been repressed or it may be replaced by learning of incompatible response. Thus, under repeated conditions of non-reinforcement, there is a tendency for the conditioned response to decrease or disappear.

5. Retention: The stability of learned behaviour over time is defined as retention and the converse is forgetting. Some of the learning is retained over a period of time, while other may be forgotten. Extinction is a specific form of forgetting.



Attitudes and Values

Introduction

Attitudes constitute an important psychological attribute of individuals which shapes their behaviour. Schemerhorn, have defined attitude as a predisposition to respond in a positive or negative way to someone or something in one's environment. When a person says that he likes or dislikes something, an attitude is being expressed.

Some of the important definitions of attitudes are as follows:

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

G.W. Allport

Attitudes are defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favour or disfavour. Individuals generally have attitudes that focus on objects, people or institutions. Attitudes are also attached to mental categories. Mental orientations towards; concepts are generally referred to as values. Attitudes are comprised of four components referred as

ABCD of attitude:

- 1. Cognitions:** Cognitions are our beliefs, theories, expectancies, cause and effect beliefs, and perceptions relative of the local object.
- 2. Affect:** The affective component refers to our feeling-with respect to the focal object such as fear, liking or anger.
- 3. Behaviour Intentions:** Behavioural Intentions are our goals, aspirations, and our expected responses to the attitudes object,
- 4. Evaluation:** Evaluations are often considered the central component of attitudes. Evaluations consist, of the imputation of some degree of goodness or badness to an attitude object. When we speak of a positive or negative attitude towards: an object, we are referring to the evaluative component. Evaluations are function of cognitive, affect and behavioural intentions of the object. It is most often the evaluation that is stored in memory, often without the corresponding cognitions and affect that were responsible for its formation.

FEATURES OF CHARACTERISTICS OF ATTITUDES

The important characteristics of attitudes are as follows:

- 1. Attitudes affect Behaviour:** People have the natural tendency to maintain consistency between two attitudes or attitude and behaviour. Attitudes can lead to intended behaviour if there is no external intervention.
- 2. Attitudes are Invisible:** Attitudes constitute 3 psychological phenomenon which cannot be observed directly. However, we may observe an attitude indirectly through observing its consequences. For example, if a person is highly productive. We may infer that he has a positive attitude towards his work.
- 3. Attitudes are Acquired:** Attitudes are gradually learnt over a period of time. The process of learning attitudes starts right from childhood and continues throughout the life of a person However, in the beginning, the family members nave a greater impact on the attitude of a child. For example, if the family members have a positive attitude towards business and negative towards service, there is a greater likelihood that the child will inculcate similar attitudes towards these objects.
- 4. Attitudes are Pervasive:** Attitudes are formed in the process of socialization and may relate to anything in the world. For example, a person may have positive or negative attitude towards religion, politics, politicians, countries and so on. At our place of work, We have attitudes towards work, superiors, peers, subordinates, and clients, government and its policies, investors and so on. Thus, there is an endless list of attitude objects.
- 5. Attitude is effective and behavioural:** Attitudes refer to feelings and beliefs of individuals or group of individuals. The feelings and beliefs are directed towards other people, objects or ideas. When a person says, "I like my job". It shows that he has a positive attitude towards his job.



6. Attitude is evaluative: Attitudes are evaluative statements, either favourable or unfavourable. When a person says he like or dislikes something or somebody, an attitude is being expressed.

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

SOURCES OF ATTITUDES

The central idea running through the process of attitude formation is that thoughts, feelings and tendencies to behave are acquired or learned gradually. The attitudes are acquired from the following sources:

1. Direct Personal Experience: The quality of a person's direct experience with the attitude object determines his attitude towards it. For example, if a worker finds his work repetitive, inadequately paid, supervisor too tough, and co-operative, he would develop a negative attitude towards his job because the quality of his direct experience with the job is negative.

2. Association: A new attitude object may be associated with an old attitude object and the attitude towards the latter may be transferred towards the former. For example, if a newly recruited worker remains most of the time in the company of a worker towards whom the supervisor has a favourable attitude, the supervisor is likely to develop a positive attitude towards the new worker also. Hence, the favourable attitude for the old worker has been transferred towards the new worker.

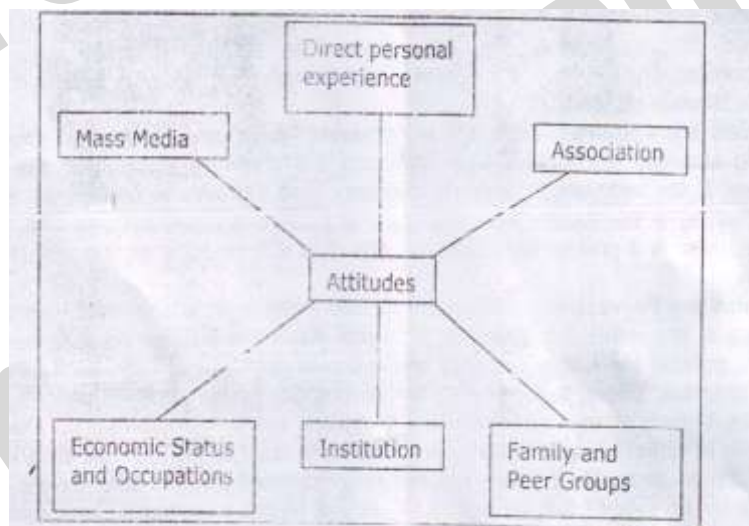
3. Social Learning: Attitudes are also learnt from others as example, from parent, teachers, superiors, models etc. An individual may learn by having contact with others or even watching models over the T.V. In fact, social learning makes it possible for a person to develop attitude towards something even when he has no direct experience of the attitude object. For example, an unemployed person entering the job market for the first time may be favourably disposed towards a government jobs. Thus, the social Learning is a convenient way of developing attitude.

4. Institutional Factors: Religious institutions, social organizations educational institutions, etc. also help in shaping the attitudes of people.

5. Mass media: Attitudes are generally less stable as compared to values. Advertising message, for example, attempts to alter the attitude of the people towards a certain product or service. Similarly social message on TV and in newspapers can have mass appeal among the people. That is why, publicity campaign against use of drugs and tobacco products and for use of iodized salt is carried out in the electronic, media repeatedly.

6. Economic Status and Occupations: Our economic and occupational positions also contribute to attitude formation. They determine, in part, our attitudes towards unions and management and our belief that certain laws are "good" or "bad". Socio-economic background influence both present and future attitudes of people,

THE DIFFERENT SOURCES OF ATTITUDES ARE- SHOWN AS :-





FORMATION OF ATTITUDES

The above mentioned sources are the important ways in which attitudes are learnt. But what type of attitudes will ultimately develop is dependent on the following factors:

1. Psychological Factors: The psychological make-up of a person is made up of his perceptions, ideas, beliefs, values and information etc. It has a crucial role in determining a person's attitudes. For example, if a person perceives that generally all superiors are exploitative he is likely to develop a negative attitude towards his superior who in fact may not be exploitative.

2. Family Factors: During childhood, a person spends a major part of his time in family. Thus he learns from the family members who provide him with ready-made attitudes on a variety of issues such as education, work, health, religion, politics, economics, etc. Every family instills or attempts to instill such attitudes among its members as are considered appropriate to its socioeconomic status in the society. Therefore, a person from a middle class family may hold a different attitude towards spending than a person from an affluent family. In the later years of life, however, any person whom we admire, respect or fear may have greater influence on our attitudes.

3. Social Factors: Societies differ in terms language, culture, norms, values, beliefs, etc., all of which influence a person's attitudes. For example, people in India in general hold different attitudes towards communism than people of China. Similarly, Indians and Americans differ in their attitudes towards religion. Thus, people belonging to a particular nation develop attitudes. Which would be in tune with the needs and aspirations of the society.

4. Organizational Factors: It should be remembered that a worker spends a major part of his life in the institution in which he works. Thus, organizational factors such as nature of job, factory or office layout, fellow workers, quality of supervision, monetary rewards associated with the job, trade unionism, informal group, organization's policies and practices, play an important role in shaping the job attitudes of a person. For example, if a creative person finds the nature of his job to be repetitive, dull, boring, and less changing; he is likely to develop a negative attitude towards his job.

5. Economic Factors: A person's attitudes towards a host of issues such as; pleasure, work, marriage, working women, etc., is influenced by economic factors such as his economic status in the economic conditions. For example, during the Gulf crisis, the Government of India made a big drive to save oil so as to cut the import bill. A big campaign was started to educate people in this regard. It aimed at promoting negative attitude towards pleasure trips and positive attitude towards proper driving and maintenance of vehicles.

6. Political Factors: Politics plays a crucial role in the administration of a country. Therefore, political factors such as ideologies of the political parties; political stability and the behaviour of the political leaders greatly influence the attitudes of the people. For example, the enforcement of emergency and suspension of democracy by King; in Nepal and increased insurgency activities in Bangladesh compelled the government of India to announce its inability to participate in SAARC summit at Dhaka in Feb. 2005.

FUNCTIONS OF ATTITUDE

- 1. Adjustment Function:** Attitude helps the people to adjust their attitude towards anything. Positive attitude towards organization helps the employees to adjust themselves well in that.
- 2. Ego-defense functions:** Ego defensive attitude is formed and used to cope with a feeling of guilt or threat. People form and maintain such attitude to protect their own self-image to satisfy their ego.
- 3. Expressive functions:** This function helps in-
 - a. Expressing individual central value and self-identity
 - b. Expressing the culture, concept, status in behaviour of person
 - c. Expressing the manner in which individuals think and relate themselves to the group.
- 4. Knowledge function:** This function helps in providing a stable, organized and meaningful structure and also provides the standards or frames of reference by which individual judges and object, person or situation. Applicable in consumer behaviour.



CONCEPT OF VALUES

Values are ever encompassing concepts values are tinged with moral favour, involving an individual's judgment of what is right, good or desirable. They are at the core of personality of an individual and, therefore, are a powerful, through silent, force affecting behaviour. Values are so embedded that they can be inferred from person's behaviour and their expressed attitudes. What may 'appear' to be a strange behaviour in an employee can make sense if managers understand the value underlying that behaviour. Values have an important influence on the attitudes, perceptions, needs and motives of people at work. That is why, it is extremely important to study values from an organizational behaviour perspective.

A value is defined as a "concept of the desirable, an internalized criterion or standard of evaluation a person possesses. Such concept and standards are relatively few and determine or guide an individual's evaluation in every day life.

Milton Rokeach, a noted psychologist, has defined values as global beliefs that guide actions and judgments across a variety of situations. He further said, "Values represent basic convictions that a specific mode of conduct (or end-state of existence) is personally or socially preferable to an opposite mode of conduct (or end-state of existence)".

DIFFERENCE BETWEEN ATTITUDE AND VALUES

ATTITUDES		VALUES
1. Attitudes represent predispositions to respond.	1.	Values represent judgment of what ought to be. This judgment is basic to respond in a given way.
2. Attitudes are derived from personal experiences.	2.	Values are derived from social and cultural norms.
3. An attitude represents several beliefs focused	3.	A value represents single belief that guides actions

CHARACTERISTICS OF VALUES

1. Values provide standards of morality.
2. Values are relatively permanent and resistant to change.
3. Values are most central to the core of a person.
4. Values have two attributes-content and intensity. The content attribute stresses that a particular code of conduct is important. The intensity attribute specifies how important that particular code of conduct.
5. Values transcend specific objects, situations or persons.
6. Values are fewer in number than attitudes.

Values contain a judgment element, i.e., they carry an individual's ideas as to what is right desirable. Values have both content and intensity attributes. The content attributes emphasizes that a mode of conduct or end-state of existence is important. The intensity attribute specifies how id is. When we rank an individual's values in terms of their intensity we obtain the values system of that person.

TYPES OF VALUES

All port and his associates have categorized values into six major types as follows:

- Theoretical** : Interest in the discovery of truth through reasoning and systematic thinking.
Economic : Interest in usefulness and practicality, including the accumulation of wealth.
Aesthetic : Interest in beauty form and artistic harmony,
Social : Invest in people and human relationships.
Political : Interest in gaining power and influencing other people.
Religious : Interest in utility and understanding the cosmos as a whole.