

UNIT III

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Attitude and Behaviour

Attitude is explained in various ways.

- “An attitude is how positive or negative or favourable or unfavourable a person feels towards another person, an object or event. This views attitude as a feeling or an evaluation reaction to objects.
- “Attitudes are learned predispositions to respond to an object or a class of objects in a consistently favourable or unfavourable way”. This incorporates the notion of readiness to respond towards an object
- “Attitude is an enduring organization of motivational, emotional, perceptual and cognitive process with respect to some aspect of the individual’s world”. This identifies attitude as a process.
- “A person’s overall attitude towards an object is seen to be a function of (i) the strength of each of the beliefs the person holds about various aspects of the objects and (ii) the evaluation he gives to each belief as it relates to the object”. This dwells on belief. A belief is the probability a person attaches to a given piece of knowledge being true.

In simple terms, attitudes are evaluative statements or judgment concerning objects, people or events.

Components of attitude

According to Stephen P. Robbins attitude is cognitive, affective and behavioural.

Cognitive = Evaluation

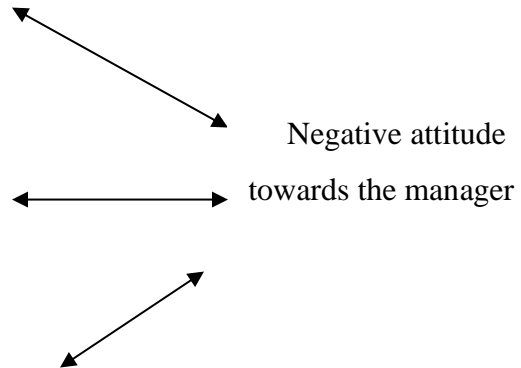
[e.g. My manager promoted my colleague who is in no way better than me . He is biased]

Affective = Feeling

[e.g. I dislike my manager as he is biased]

Behavioural = Action

[e.g. I am leaving the company. I have complained against my manager to the management]



All the three components of attitude *viz* cognition, effect and behaviour are closely related.

According to Fred Luthans, the components of attitude are:

Emotional: It involves the person's feelings or effect *i.e.* positive, negative or neutral about an object.

Informational: It consists of the beliefs and information an individual has about the object irrespective of the type of information, whether it is empirically real or not.

Behavioural: This is a person's tendencies to behave in a particular way towards an object.

Characteristics of attitudes:

- Attitudes have an object, tangible (*e.g.* a car) or intangible (*e.g.* consumerism).
- Attitudes have direction (favourable or unfavourable), degree (how much one likes /dislikes) and intensity (the level of sureness / confidence of expression)
- Attitudes have structure (consistency and interattitudinal centrality.)

- Attitudes affect behaviour of an individual.
- Attitudes are invisible (cannot be observed directly; observed through behaviour.)
- Attitudes are pervasive. (every individual has some attitudes towards the environment.)

Functions of attitudes:

The functions of attitude are manifold:

- Instrumental or adjustment function: This serves as a means to reach a desired goal or avoid an undesirable.
- Ego-defensive: This is to protect one's self-image from threat.
- Value –expressive: This enables expression of one's centrally held values.
- Knowledge function: It is based on a person's need to maintain a stable, organised and meaningful structure of the world.

Factors in attitude formation

- Personal experience, perception or personality.

Example: A person has a negative attitude towards alcoholic drinks because he had experienced certain bad effects of alcoholic drinks or he perceives that alcoholic drink is injurious to health or his strong personality does not allow him to take alcoholic drinks.

- Group associations, Family, Peer groups, Culture / Sub-culture and Reference groups.

Example: A person may develop a negative feeling towards alcoholic drinks as none of his family members or his peer group members take alcoholic drinks or the culture to whom he belongs or the members of his reference group look upon taking alcohol drinks as a sinful act.

Methods to change attitude

Attitude could be changed in social as well as organizational context.

Social context:

- (i) Communication of additional information.
- (ii) Approval or disapproval of a particular attitude.
- (iii) Group influence and
- (iv) Inducing engagement in discrepant behaviour.

Organizational context:

- (i) Group action
- (ii) Persuasion through leadership
- (iii) Persuasion through communication and
- (iv) Influence of total situation.

Job Attitude

Attitude affects various components of job:

- Job Satisfaction: It is a positive feeling about one's job which results from an evaluation of its characteristics.
- Job involvement : It is the degree to which a person identifies with a job, actively participates in it and considers performance in the job is important for self – worth or self – growth
- Psychological empowerment: It is the degree of employees' belief to what extent they affect their environment, their competence, the meaningfulness of their job and their perceived autonomy in the work.
- Organizational commitment: It is the degree to which an employee identifies with a particular organization and its goals and wishes to continue in the organization.

Dimensions of organizational commitment

Attentive commitment: It is an emotional attachment to an organization and a belief in its values.

Continuance commitment: It is the perceived economic value of remaining with an organization compared to leaving it.

Normative commitment: It is an obligation to remain with an organization for moral or ethical reasons.

Guidelines to enhance organizational commitment

The management has to follow certain guidelines to make the employees committed to the organization.

- Commit to people-first values.
- Clarify and communicate the organization's mission
- Guarantee organizational justice.
- Create a sense of community
- Support employee development.

Perceived organizational support: It is the degree to which employees believe the organization values their contribution and cares about their well-being.

Employee engagement: It is an individual's involvement and satisfaction in job. It also involves the employees' enthusiasm in carrying out the job.

Emotional Intelligence

Daniel Goleman, a famous psychologist and journalist, who popularized "Emotional Intelligence (EI)", defined EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship"

- EI is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others.
- EI represents a set of competencies that allow us to perceive, understand and regulate emotions in ourselves and in others.

Dimensions of E.I

EI can be organized into four dimensions representing the recognition of emotions in selves and in others, as well as the regulation of emotions in selves and in others. Each

dimension consists of a set of emotional competencies that people must possess to fulfill that dimension of E.I

Self-awareness: It refers to having a deep understanding of one's own emotions as well as strengths, weaknesses, values and motives. It is the knowledge of true feelings at the moment. Self-aware people are better able to listen to their emotional responses to specific situations and to use this awareness as conscious information [e.g. A manager recognizes that he is angry so he will wait to cool down and gather more information before making an important decision which is going to affect his employees]

Self-management: This represents how well people control or redirect their internal mind-set, impulses and resources. It includes keeping disruptive impulses in check, displaying honesty and integrity, being flexible in times of changes, maintaining the drive to perform well and seize opportunities and remaining optimistic even after failure. It is handling one's emotions to facilitate rather than hinder the task at hand. It is to shake off negative emotions and get back on constructive track for solving problems [e.g. A salesgirl at the counter holds back her impulse to become visibly upset and raise her voice at the customer's unfair complaint and rude behaviour and tries to get more information of what caused the customer to behave so indecently]

Social awareness: It is mainly about empathy. Empathy is to understand and be sensitive to the feelings, thoughts and situations of others. It includes understanding another person's situation, experiencing the other person's emotions, and knowing their needs without their mentioning. Social awareness extends beyond empathy to include being organizationally aware, such as sensing office politics and understanding social networks. [E.g. The manager who knows that his employees are mentally exhausted on completion of a difficult project gives them a day's off.]

Social skills [Relationship management]: This dimension refers to managing other people's emotions. It is the ability to read social situations, engage in smooth interaction with others and form networks. It is also the ability to guide other's emotions and the way they behave. It is linked to a wide variety of practices, such as inspiring others, influencing people's beliefs and feelings, developing others' capabilities, managing change, resolving conflict, cultivating relationships and supporting teamwork and collaboration. These activities require effective emotional expression that is intentionally communicating

emotions to others, usually to influence their emotions and behaviour [The general manager could tell from the nonverbal cues [body language] from his managers that they were not satisfied with the new incentive policy of the management. So after the meeting he visited each of them to explain how they would all benefit].

One more dimension, initially included but later ignored, is **self-motivation**. It is the ability to pursue the goal and overcome negative emotional impulses. [e.g. The newly appointed employee persisting to succeed in completion of an unpopular but innovative project inspite of many frustrations such as lack of resources and top management support]

Advantages and limitations of EI

There are arguments both for and against EI

Arguments favouring EI:

- As most jobs involve social interaction, employees need emotional intelligence to work effectively in social settings.
- Evidence indicates that people with high EI are better at interpersonal relations, perform better in jobs requiring emotional labour and are more successful in many aspects of job interviews.
- Teams whose members have high EI perform better than teams with low EI.
- There is a lot of intuitive appeal to the EI concept. People with street smartness and social intelligence capable of detecting emotions in others and controlling their own emotions are reported to be doing well in their business.

Arguments against EI:

EI is too vague a concept

- To many people it is not clear what EI is.
- Most of the people do not think that being self-aware, self-motivated or having empathy is a matter of intellect. So they consider EI is a misnomer.
- Many a time different researchers focus on different skills [self-discipline, empathy or self awareness] making it difficult to get a definition of EI.

EI can't be measured

- Many critics have raised questions about measuring EI. They argue that as EI is a form of intelligence there must be right and wrong answers about it on tests.

- In general, measures of EI are diverse and researchers have not subjected them to as much rigorous study as they have measures of personality and general intelligence.

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The validity of EI is suspect

- Some critics argue that because EI is so closely related to intelligence and personality, once these factors are controlled, EI has nothing unique to offer
- There has not been enough research on whether EI adds insight beyond measures of personality and general intelligence in predicting job performance.

Managing emotions

Whether the work place environment is insulting or friendly, employees are expected to manage emotions in the work place through emotional labour. Emotional labour refers to the effort, planning, and control needed to express organizationally desired emotions during interpersonal transaction.

Guidelines to manage emotions:

- When interacting with co-workers, suppliers, and others, employees are expected to abide by the rules. These rules are norms requiring employees to show certain emotions and hide others.
- Emotional labour is higher in jobs requiring a variety of emotions. Many a time emotions must be intense [showing happiness rather than smiling weakly]. When interaction with clients is frequent and for longer durations more emotional labour is required.
- How much people are expected to hide or show true emotions in public depends to some extent on the culture. People in Ethiopia, Korea and Austria expect employees to display a neutral emotional behaviour. Kuwait, Egypt, Spain or Russian culture allows or encourages open display of one's true emotions. While Italians are more likely to accept or tolerate people who display their true emotions at work, Japanese consider this as rude or embarrassing.
- Emotional labour can be challenging because it is difficult to conceal true emotions and to show the emotions required by the job.

- Emotional labour tends to create a conflict between required and true emotions, called emotional dissonance. The larger the gap between the required and true emotions, the more employees tend to experience stress, job burnout and psychological separation from self. One way to minimize emotional dissonance is by hiring people with a natural tendency to display the emotions required for the job.
- As it is easier to teach skills than attitudes, there are companies which hire for attitude and train for skill.
- Even with a good fit between a person's natural disposition and the required emotions for the job some acting is required to perform the job.
- Most of the people engage only in surface acting which modifies the behaviour to be consistent with required emotions but continue to hold different internal feelings. However, deep acting, which involves changing true emotions, to match the required emotions is essential. Deep acting generates more positive emotions.
- Managing workplace emotions require considerable emotional intelligence.

The Contents in this E-Material has been taken from the text and reference book as given in the syllabus