

Organizational Behaviour
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Lecture - 10
Attitudes (Contd.)

Welcome back, we will continue with session on attitudes. So, if we remember like in the past two sessions we tried to define what is attitude, what are the defining factors of attitude like attitude is a, it is a strong belief about certain things, it is a predisposition, it is learning, predetermine learning to act and feel about certain things, objects, persons in certain ways and it is a positive and a negative feeling, persistent feeling that you have about certain things and objects and people and your intension to act in that way.

Then, we discussed about attitudes effects on behavior and behaviors effects on attitudes. We discussed about like the the the like theory of reasoned actions, like why attitude may lead to behavior and what are the processes involved, what are the moderating variables which may come in between in the way of attitude leading to behavior. We discussed about the important role of behavior control while while we discussing like how attitude can predict behavior. We discussed about the importance of cognitive dissonance as like and how this dissonance like if it you has to be reduced, if attitude has to predict behavior or behavior has to predict attitude.

Next, in the next discussion and we talked about how attitudes can be changed. Next, in the next discussion we discussed about different types of attitudes present in the world place like we talked about job satisfaction, we discussed about employee satisfaction, factors of job satisfaction, factors of job dissatisfaction, four different ways of expressing the job dissatisfaction. We also talked about your organizational commitment. How to develop organizational commitment, what managers can do to develop organizational commitment and then we talked about your job involvement, what are the factors of job involvement.

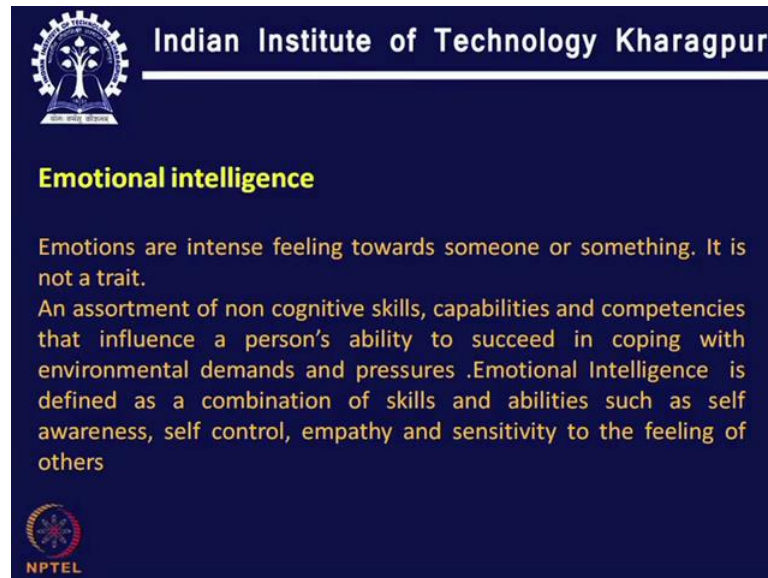
We also talked about employee engagement, what are the defining characteristics of employee engagement and how it is, how it is a very holistic concept consisting of like effective commitment, job involvement, satisfaction and principle of advocacy where where you try to give a discretional behavior like it is it is a voluntary act that you take

very voluntarily decide to do something extra for your organization, though it is not required by the stated job requirements.

Then we discussed about the importance of emotions in the work place, different types of emotions that you have, we talked about work moods, we talked about your positive and negative affectivity like the moods like how how it it sometimes stays with you for hours and weeks and how it may affect the performance. Also we discussed about the importance like the emotion, one of the major areas of concern is of course, emotionally but where where you have to suppress maybe your original emotion and for and because your compensated for your emotions, then sometimes you have to show a different emotion which is totally different from the actual emotion that is may be going through in your mind at that particular point of time and if every day we have to practice that it may lead to burn out of the employees.

So, these are issues that organization should be careful about and take corrective, may like take measures to deal with these factors. We discussed about how organization can nurture a good atmosphere, work atmosphere to so that it generates positive or moods and effective work moods and performance and so on. In this chapter we will continue now with emotional intelligence. What are the different factors of emotional intelligence, what what is emotional intelligence, what are the different factors of emotional intelligence? We will focus also on the values that the people have, the personal values, organizational values, work values in societal values and try to find out how these are similar or different to attitudes and what what is the role then values play in the organizational setup as for as the performance of the employees and the organization is concerned.

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The slide features the IIT Kharagpur logo in the top left corner and the text "Indian Institute of Technology Kharagpur" in the top right. The title "Emotional intelligence" is centered in yellow. The main text is in white and defines emotions as intense feelings, not traits, and describes emotional intelligence as a set of skills for coping with environmental demands. The NPTEL logo is in the bottom left corner.

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Emotional intelligence

Emotions are intense feeling towards someone or something. It is not a trait.

An assortment of non cognitive skills, capabilities and competencies that influence a person's ability to succeed in coping with environmental demands and pressures .Emotional Intelligence is defined as a combination of skills and abilities such as self awareness, self control, empathy and sensitivity to the feeling of others

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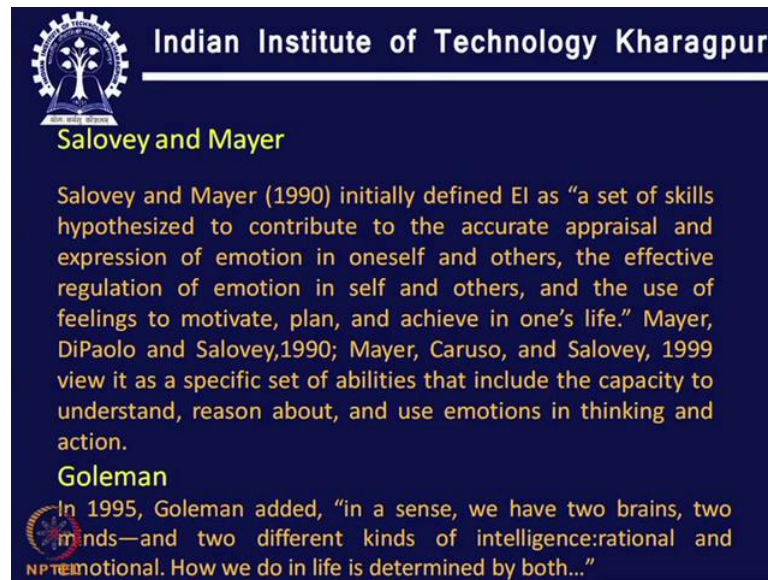
So, we will first start with emotional intelligence. So, emotions as we have already shown emotions are intense feelings towards someone or something, it is not a trait, it is an assortment of non cognitive skills, capabilities and competencies that influence a person's ability to succeed in coping with environmental demands and pressures. Emotional intelligence is defined as a combination of skills and abilities such as self awareness, self control, empathy and sensitivity to the feelings of others.

So, emotional intelligence if you see it is telling like it is an assortment of non cognitive skills, capabilities and competency. So, it is more in the effective domain. How you are feeling towards others, how you are feeling, what is your feeling, what what is your idea about your own self, then how do you, how you are getting aware of needs and aspirations of your own self, how can you control your own self and your emotions and your needs and whether you are empathetic to others or not and whether your sensitivity to the feeling, develop sensitivity to the feelings of others or not.

These come under the domain of emotional intelligence. Emotional intelligence is very important for a person, the different aspects of emotional intelligence and the focus on it is very important to the person from organizational point of view. Because a person who is having a good emotional intelligence is is more desirable as a coworker or as a team member because he has a, he or she has a control of oneself, knowledge of oneself and also knows how to interact with others and be careful about the empathetic to the

feelings of others and there is a good mutual exchange of feelings and it develops atmosphere of cooperation, it develops good morale, we feeling among the team members which lead to better performance.

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Salovey and Mayer

Salovey and Mayer (1990) initially defined EI as “a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one’s life.” Mayer, DiPaolo and Salovey,1990; Mayer, Caruso, and Salovey, 1999 view it as a specific set of abilities that include the capacity to understand, reason about, and use emotions in thinking and action.

Goleman

In 1995, Goleman added, “in a sense, we have two brains, two minds—and two different kinds of intelligence:rational and emotional. How we do in life is determined by both...”

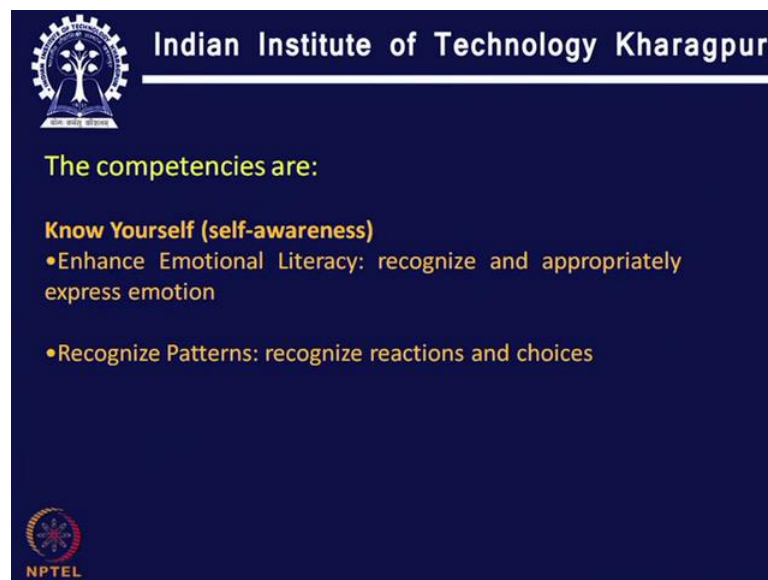
Salovey and Mayer in 1990, they define initially defined emotional intelligence as a set of skills hypothesized to contribute to the accurate appraisal and expression of oneself, of expression of emotions in oneself and others, the effective regulation of emotions in oneself and others and the use of feelings to motivate plan and achieve in one’s life. So, if you see this definition has two three important pointers. It is, emotional intelligence is taken to the set of skills which is contribute to the accurate appraisal and expression of emotion. So, whether you can know what is your emotion and whether you can express it in your proper way both for yourself and for others?

Next is regulation of emotion that is, it is not enough to know about the emotions, but situations sometimes demand that we regulate our emotions. So, whether you are able to regulate emotions in yourself and others and the also whether you can use feelings to motivate plan and plan and achieve in one’s life. So, whether you can use emotion as a tool as as a feeling, as a tool to motivate. It is process to motivate plan and achieve is one’s life. So, there are three aspects of it, you appraise and know what your emotions are and what the others emotions are. You you can regulate the emotions in your own self and in others and you can properly utilize, use more emotions in your life to

motivate yourself and others and achieve what you want and what is good for others and for the organization. So, these three aspects together makes emotional intelligence.

So, Mayer and others in 1999 view it as a specific set of abilities that include the capacity to understand, reason about and use emotions and thinking and action. So, you have to use emotions in your thinking and action. Also, Goleman in 1995 added in a sense we have two brains, two minds and two different kinds of intelligence rational and emotional. How we do in life is determined by both. So, it is very important to use both your brains, right brain and left brain and use emotions in in whatever you do, whatever decision you take in your life and the way you see the processive take to solve problems.

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The slide is a dark blue rectangle with white and yellow text. At the top left is the IIT Kharagpur logo, a gear with a tree inside. To its right, the text 'Indian Institute of Technology Kharagpur' is written in white. Below the logo, the text 'The competencies are:' is written in yellow. Underneath, 'Know Yourself (self-awareness)' is written in yellow, followed by two bullet points in white: '• Enhance Emotional Literacy: recognize and appropriately express emotion' and '• Recognize Patterns: recognize reactions and choices'. At the bottom left is the NPTEL logo, a red and blue circular emblem with the text 'NPTEL' below it.

The competencies required are for emotional intelligence required are first is know yourself which is called self-awareness. Know your self is again divided into two parts, enhance emotionally literacy that is recognized and appropriately express emotions. So, it is very important to know what is the proper expression of a particular emotion. So, you have to recognize the emotion and learn the proper appropriate or the proper way of expressing that emotion. So, next is recognize patterns, recognize reactions and choices. So, we have to know like what are the reactions to the emotions. What others are making, what feedback you are getting from your own self, physiological feedback and then you have to know the different choices for expressing that emotions.

So, it consists of two parts, you know yourself that is enhance emotion. First we have to become literate about your emotions and then you have to recognize the patterns of expressing emotions based on the reactions that you get both from yourself and from others.

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Choose Yourself (self-management)

- Apply Consequential Thinking: evaluate the costs and benefits of choices before acting
- Navigate Emotions: learn from and transform feelings
- Increase Optimism: identify multiple options for changing the future
- Engage Intrinsic Motivation: build internal energy and drive

Give Yourself (self-direction)

- Increase Empathy: respond appropriately to others' feelings

Pursue Noble Goals: align daily choices with principles and purpose

Choose yourself that is self management. Apply consequential thinking. So, evaluate the cost and benefits of choices before acting. So, if you decide to show or express certain emotions and you have two three different choices of how you are going to express your emotions. Then you have to evaluate the cost and benefit associated with each of these choices. Navigate emotions, so learn from and transform feelings. So, what you can do is based on the cost and benefit analysis that we have done, that you can navigate your emotions and transform your feelings like from positive to further positive or negative to less negative emotions and you can move from higher intensity to lower intensity, if it is negative emotions and from like lesser intensity to more higher intensity in case of positive emotions.

You have to or you can if possible try to change shift from negativity to positivity. Increase optimism, identify multiple options for changing the futures of a, if you are having a particular emotional state and people generally tell like you are of this nature and you know also its your of certain nature then what happens like you have to generate, you have to know like what are the multiple options for changing in the future.

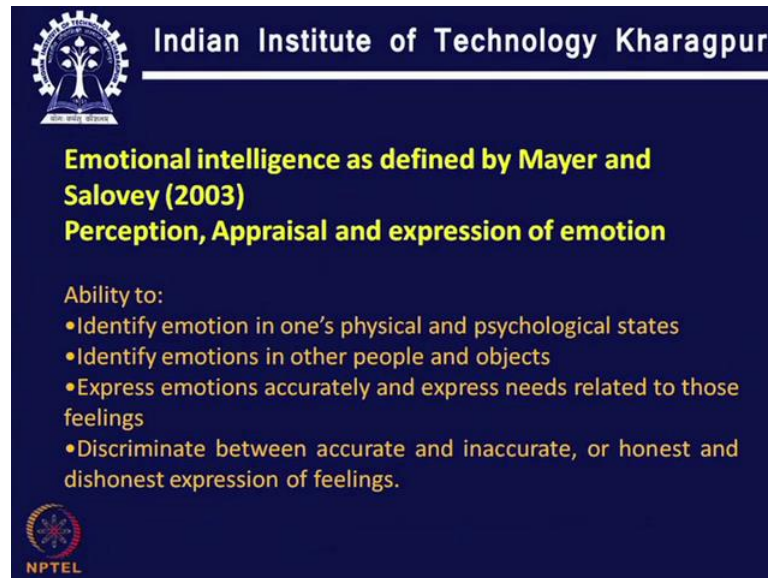
Like what what like, if you want to change yourself in the future, this is because it is self management, if you want to change yourself in the future then what could be the multiple options available.

You have to find out the options for changing like suppose now now generally you go through negative emotions, but but you want to change it to positive emotions in your life, you have to, you like want to nurture positive emotions, positive ways of looking into things, then how you can do it through like small small steps taken to look into the positive aspects, it to the thing take take pleasure, take joy from very small aspects in like and from very simple things in life and try to move in that way. So, that generally you can change in future, very gradually.

Engage intrinsic motivation, build internal energy and drive. So, what you can do is you you can become intrinsically motivated, understand the joy of doing certain things or from, drive the joy from the job itself that you are doing, the work itself you are doing doing and gets. Give yourself, which is self direction. Increase empathy, respond appropriately to others feelings. So, you have to be empathetic to others. Try to understand the problem from that person's point of view. Why that particular person is thinking or doing certain things and without being judgmental about his good or his bad is right or he is wrong, then try to see the fact from that person perspective and try to find out ways of helping that person.

Pursue noble goals, align daily choices with principles and purposes like higher values in like what choices you take, what is the path that you take for reaching certain goals should be always driven by certain principles and purposes that you value in your life, certain values that you nurture for yourself.

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Emotional intelligence as defined by Mayer and Salovey (2003)
Perception, Appraisal and expression of emotion

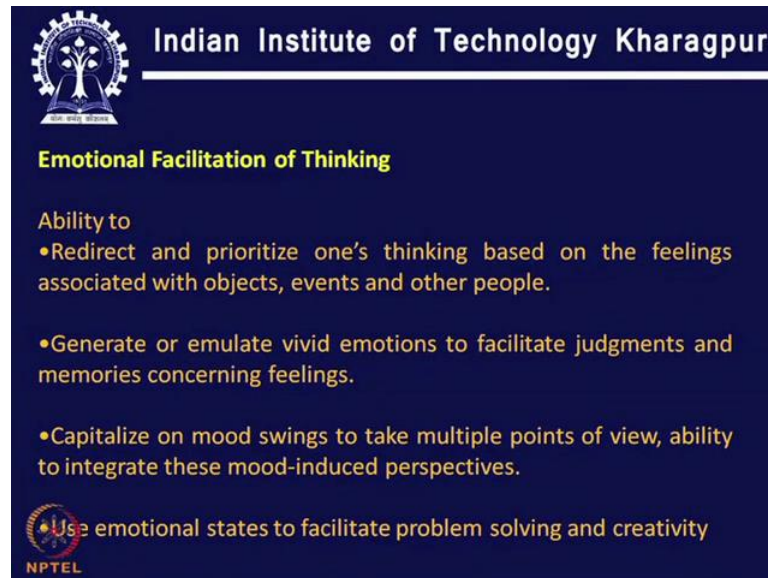
Ability to:

- Identify emotion in one's physical and psychological states
- Identify emotions in other people and objects
- Express emotions accurately and express needs related to those feelings
- Discriminate between accurate and inaccurate, or honest and dishonest expression of feelings.

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Emotional intelligence as defined by Mayer and Salovey tells about perception appraisal and expression of emotion and it is the ability to identify emotion in one's physical and psychological states, identify emotions in other people and objects, express emotions accurately and express needs related to those feelings, discriminate between accurate and inaccurate or honest and dishonest expression of feelings. So, this is very important, you have to understand what is the accurate expression and the honest expression of feelings. And where there is the camouflaging regarding your facially you are trying to project something, you trying to appear to be something, but your emotion are different. So, what is the honest and dishonest expression of feelings, you have to be careful about it.

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The slide features the IIT Kharagpur logo in the top left corner. The title 'Emotional Facilitation of Thinking' is centered at the top in yellow. Below the title, the text 'Ability to' is followed by three bullet points in yellow. At the bottom left, there is a small NPTEL logo and the text 'Use emotional states to facilitate problem solving and creativity' in yellow.

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Emotional Facilitation of Thinking

Ability to

- Redirect and prioritize one's thinking based on the feelings associated with objects, events and other people.
- Generate or emulate vivid emotions to facilitate judgments and memories concerning feelings.
- Capitalize on mood swings to take multiple points of view, ability to integrate these mood-induced perspectives.

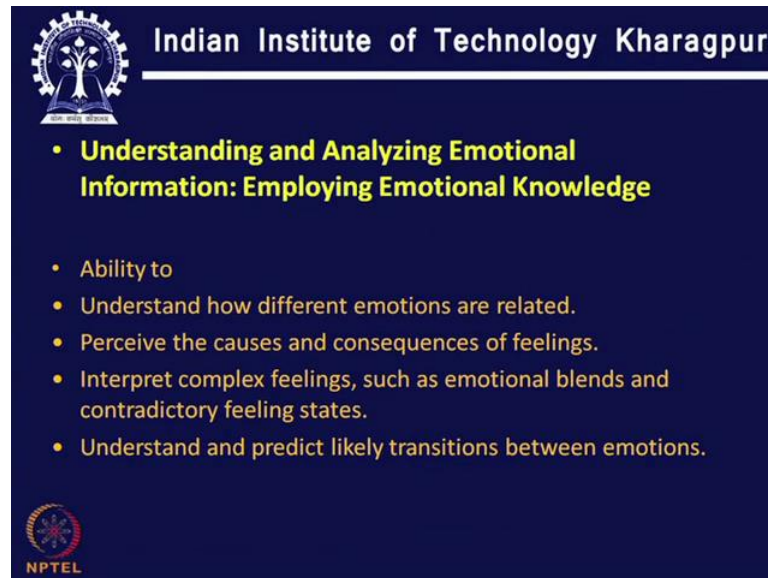
Use emotional states to facilitate problem solving and creativity
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Emotional facilitation of thinking, which is the ability to redirect and prioritize one's thinking based on the feelings associated with objects, events and other people generate or emulate vivid emotions to facilitate judgments and memories concerning feelings, capitalize on moods swings to take multiple points of view, ability to integrate these mood induced perspectives, use emotional states to facilitate problem solving and creativity. So, while we are thinking, while you are, while we are rational thinkers what we generally do, we try to look at objects, we try to look at solve problems very objectively and we try to keep our emotions away from it and then try to find out solutions for the problems, but sometimes these solutions are so like dry on a feelings sort of solutions that people generally do not appreciate it or feel to like identify with the solutions.

So, what because people are rational as well as emotional human beings, we just cannot think of a person without his or her emotions. So, what we can do instead of just separating emotions away from the thinking process and problem solving aspects, whatever you can do is utilize emotions, think from the, keeping the emotional lens open like what will be the solutions and privatize the thinking, based on the emotions attached with the objects, events and other people. Like what could be the possible emotions associated with different things about which we have to prioritize a choices and we have to emulate we have to emulate in the vivid emotions to facilitate judgments and memories for the feelings. So, he he also we can capitalize on different moods swings

which people may have from time to time, to understand, to generate multiple points of view about a particular problem, about issue, about event and then we may try to integrate these perspectives to find out ways of answering of viewing that event and we can use also emotions for problem solving and creativity that because with these generates the passion in solving the problem.

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- **Understanding and Analyzing Emotional Information: Employing Emotional Knowledge**
- Ability to
- Understand how different emotions are related.
- Perceive the causes and consequences of feelings.
- Interpret complex feelings, such as emotional blends and contradictory feeling states.
- Understand and predict likely transitions between emotions.

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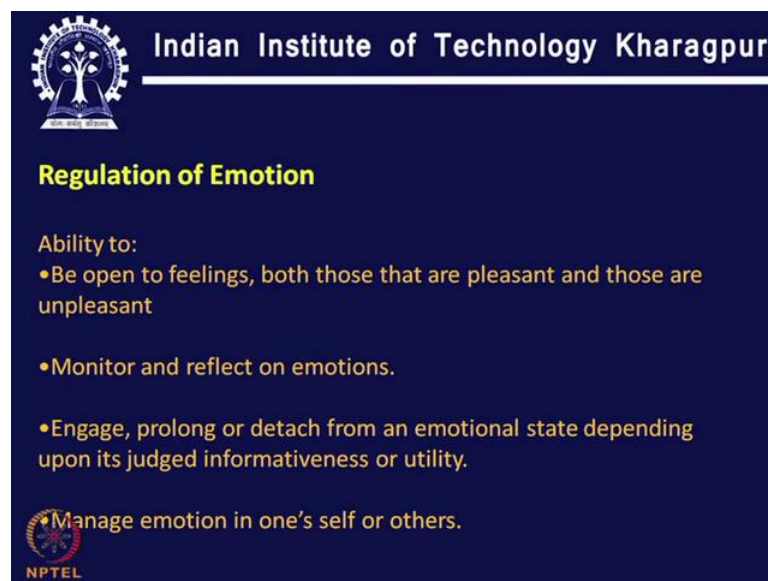
Understanding and analyzing emotional information is employing emotional knowledge which is the ability to understand how different emotions are related, perceive the causes and consequences of feelings, interpret complex feelings such as emotional blends and contradictory feeling states, understand and predict likely transition between emotions. So, it is the, that ability to understand how different emotions are related. The highest of the positive emotion can be related to highest of the negative emotion, like like we tell love is related to high trait.

So, in the in the similar way like when when we have very intense love today, the day due to certain factor that love is not there, that emotions will switch on, will become most intense high trait that the people share about each other, could be. So, these opposites are there and perceive the causes (()) consequences of feeling like what what has led to this feeling and what could be the consequences of a particular feeling that people are having. What is the, if the feeling is very complex in nature what are the blends of emotion like sometimes people are feeling in certain way, but they are not able

to identify the emotions that leading to that particular feeling and it is a blend of emotions and we should be having the ability, the more ability have to identify the emotions which are blending with each other and answer sometime leading to contradictory feeling states.

It is better that we can process the information from this emotional states and understand and the likely transition between emotions, how how you were, what are the factors that triggers like a transformation of a positive emotion to a negative one or vice versa negative emotion to a positive one is is very important to be knows so that we can be we can take important measures for maybe controlling or nurturing this factors when as the situations maybe like when there is a transition between different emotions. And we can, if we can predict also then then then then we can understand when this transition is going to happen and how and we can take like corrective measures or if it is like, we find like to think is positive is to transforming to a negative emotions or we can take on the nurturing factors. Also, if we find like the negative is generally transforming to a positive one. So, as a situations demands we can modify or serves to like, to the, to analyze the emotional information. And so with this emotional knowledge, it leads to better adjustment of the employee within the organization and better like interpersonal interactions also.

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The slide features the IIT Kharagpur logo in the top left corner, which includes a gear and a tree. The text is white on a dark blue background. The title 'Regulation of Emotion' is in yellow. The list of abilities is in white, with bullet points. The NPTEL logo is in the bottom left corner.

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Regulation of Emotion

Ability to:

- Be open to feelings, both those that are pleasant and those are unpleasant
- Monitor and reflect on emotions.
- Engage, prolong or detach from an emotional state depending upon its judged informativeness or utility.
- Manage emotion in one's self or others.

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Regulation of emotion is the ability to be open to feelings both those that are pleasant and those that are unpleasant, monitor and reflect an emotions, engage prolong or detach from an emotional state depending upon its judged informativeness or utility, manage emotion in one's self or others. So, regulation of emotion is, so we should be open to feelings both positive and negative and so that it is very, very important, it is a learning situation make you learn from unpleasant emotions also because that develops our capability to know how to deal with unpleasant situations. It it increases our competence to deal with unpleasant situations, know why situations went unpleasant and what can be done to transform it to pleasant situation.

So, being open to feelings, both pleasant and unpleasant are very essential in a person's life. Monitor and reflect on emotion, you have to monitor an reflect only wow when are the emotions changing, what are the components of the particular emotion, what what different expressions that we are giving to a particular emotion and so on and so forth. So, again we have to understand based on the utility of the emotions and informativeness of the emotion like when we should start detaching ourselves from a particular emotional state or or we have to engage and prolong the particular emotional state based on its utility. So, like this this is particularly relevant when we are talking of counseling sessions.

Some times what happen like while counseling the counselor becomes emotionally also tries empathetic to the counselees problems and at the, at sometime, at a certain point of time these becomes, he or she become so involved in the whole process that this role playing starts as if the she or he takes up the role of the employee and starts to experience those emotions also which which we need to certain extend, mainly to emotional labor on the part of the counselor because at the, he or she is facing different emotions. One is his or her own set of emotions and also tried experiencing the emotions of the counselee.

So, in these cases it is very important also to practice detachment like as long as you are discussing the case like you are empathetic, you remember you try to understand from the employees perspective, from the counselees prospective but once this session is over we have to detach from that particular emotional state or you that that particular consular council session so that we do not move forward with the emotions that generated there in the counseling session. So, that is very important to practice of detachment also is very

important. We have to manage emotions in oneself or in others. So, managing one's own emotions and emotions of others also is very important as for as the regulation of emotion is concerned. Because it is not possible in that in all situations we can express the emotions to the highest degree or intensity. So, what we have to control is the intensity of a particular emotion that we express in certain situations.

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Four Products of Employee-Organization Attitudes

Employee's attitude toward organization	Organization's attitude toward employee	Consequence
Positive	Positive	Employee stays
Positive	Negative	Employee is terminated
Negative	Positive	Employee leaves voluntarily
Negative	Negative	Employee leaves by mutual agreement

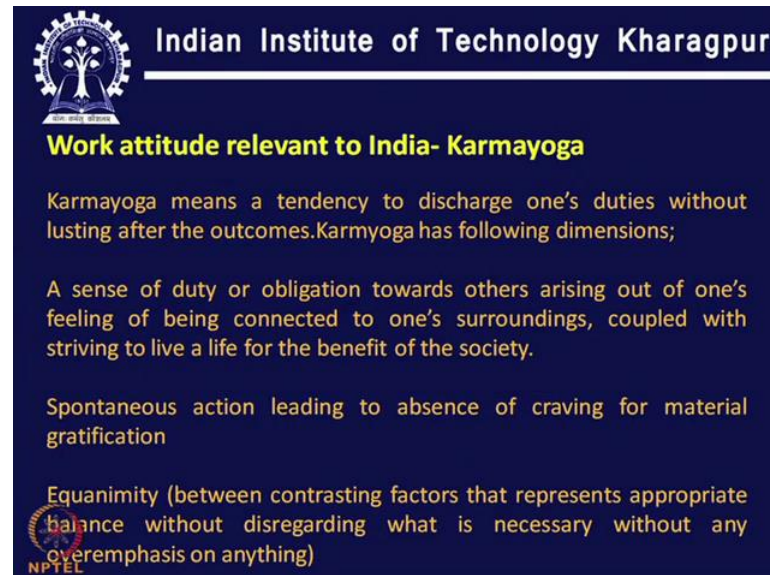


So, based on this like interview we have talked of emotions then what is the emotion or the attitude perceive that employees have towards the organizational organization, also has reciprocal emotional attitude then what is the consequence, is we find like employees attitude to the organization is positive, organizations attitude towards the employee is also positive, employee will stay in the organization. Employee's emotion of the attitude about the organization is positive, but the organization has having a negative feeling about the employee, then the consequences employee is terminated. Employee is having a negative feeling, but the organization is having a positive feeling. What does, what happens is employee leaves voluntarily.

Both of the employees and the organization are sharing negative feeling about each other then what happens they, employee leaves by mutual agreement. So, the, these are the four consequences that may happen when they, there is a match or mismatch between the feeling that the employee is having towards the organization and the organizations

feeling towards the employee, when we are discussing in the past slides, last slide about to detachment.

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The slide features the IIT Kharagpur logo in the top left corner. The title 'Work attitude relevant to India- Karmayoga' is displayed in yellow text. The main content is in white text on a dark blue background, defining Karmayoga and listing its dimensions.

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Work attitude relevant to India- Karmayoga

Karmayoga means a tendency to discharge one's duties without lusting after the outcomes. Karmayoga has following dimensions;

A sense of duty or obligation towards others arising out of one's feeling of being connected to one's surroundings, coupled with striving to live a life for the benefit of the society.

Spontaneous action leading to absence of craving for material gratification

Equanimity (between contrasting factors that represents appropriate balance without disregarding what is necessary without any overemphasis on anything)

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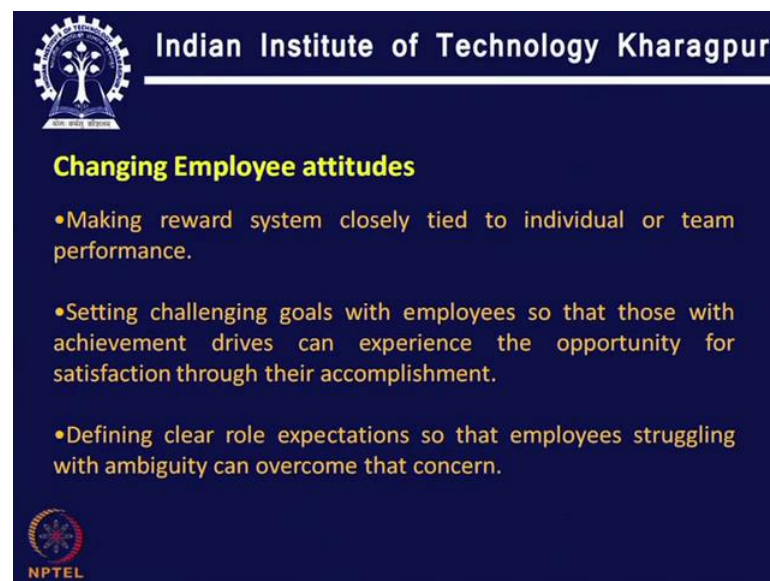
So, what is more like the work attitudes which is relevant in Indian context that is the karmayoga is is one of the principle concepts which deals with how to work without without any attachment to the outcomes that you deserve. So, karmayoga means a tendency to discharge ones duties without lusting after the outcomes. It has the following dimensions. A sense of duty or obligation towards others arising out of one's feeling of one being connected to one's surroundings coupled with striving to live or life for the benefit of the society, spontaneous action leading to absence of craving for material gratification, equanimity between contrasting factors that represent appropriate balance without disregarding what is necessary without any over emphasis on anything.

So, in a short, it is it is like like you work because for the pleasure of working because you see yourself connected to the environment, you see yourself connected to the cosmos though there are initial differences present superficially, but you understand like all things are connected to each other because you realized that eternal connectivity of the different aspects in life. So, what you do you take a spontaneous action. You can define like, these are the factors which may lead to employee engagement as we are discussing now. It is a discretionary voluntary action the passionate work that you undertake for the

joy of working itself without being much more concerned about the outcomes that you get out of that working.

So, when the process its right definitely it will follow like you get a better outcome, but and while as a performer you are you are more you are more satisfied you are more enjoy, but you enjoy is working as a process itself and and you do not crave for any material, in it is a more of intrinsic motivation that that is working and and you find what is the equanimity equality between contrasting factors also you try to find out the commonness between even contrasting things and you see everything in a very holistic concept, is connectivity between every elements present around you and you take a joy in working for others and for it is it is obligation that you find, that obligation that arise out of your feelings of being connected to your own surrounding. So, this is a bit of a concept which tells about like voluntary action and getting in become intrinsically motivated and finding out joy from that action.

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The slide features the IIT Kharagpur logo at the top left and the NPTEL logo at the bottom left. The title 'Changing Employee attitudes' is in yellow. The bullet points are in orange.

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Changing Employee attitudes


- Making reward system closely tied to individual or team performance.
- Setting challenging goals with employees so that those with achievement drives can experience the opportunity for satisfaction through their accomplishment.
- Defining clear role expectations so that employees struggling with ambiguity can overcome that concern.

When we are talking of changing employee attitudes we talk of making reward system closely tied to individual team or individual or team performance. Setting challenging goals with employees, so that those with achievement drives can experience the opportunity for satisfaction through their accomplishment. So, you have to sit along with the employees and have to decide along with them what could be the challenging goals and what they want to experience and give them the opportunity for setting their own

goals and that is will drive more joy while while they set their own goals and they can accomplish those targets.

So, defining clear roll expectations so that employees struggling with ambiguity can overcome that concern, so if if you see like some people are not able to understand what what is the expectation from them from the organization. It is better to set clear expectations about the roles, what they are expected to achieve and that that may help in changing their attitudes from very confused state and they can overcome that struggling from that confused state and they may become positively, they become comfortable because ambiguity is no longer there and they can know, what they have to do to meet the organization expectations.

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- Refraining from attacking the employee's attitude. Using active listening skills instead, because an undefended attitude is more receptive to change.
- Providing frequent feedback to satisfy the need for information about performance levels.
- Exhibiting a caring considerate orientation by showing concern for employee feelings.
- Providing opportunities for employees to participate in decision making
- Showing appreciation for appropriate effort and citizenship behaviours.

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Refraining from attacking the employees attitude. So, we should refrain from attacking the attitudes of employees, instead you should use active listening skills. So, that we know exactly what the attitude or the emotions what the employee is trying to tell and how, what are the cues which can be used for changing the attitudes of these employees. Providing frequent feedback to satisfy the need for information about performance levels, exhibiting a caring considerate orientation by showing concern for employees feelings, providing opportunities for employees to participate in decision making, showing appreciation for appropriate effort in citizenship behavior, these concern about

the employees the concern of the employee of the organization towards the employees feelings recognizing them, empowering them to participate in decision making.

All these providing frequent feedback about the performance, all these creates a positive feeling and like which facilitates the changing of attitudes of the employees by the organizations. So, if this positive atmosphere is there, positive efforts are taken by the organization, then the ground is prepared, ground, basic ground is prepared which and through which there can be the smooth transition of the employees attitude maybe from negative to positive or positive to higher positive or more negative to less negative. So, some small gestures from part of the management, some employer's part of the organization helps a lot in preparing the ground for changing employee attitudes.

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Values
Some facts

- Characteristic of an object
- Attribute possessed by an individual and thought desirable
- Values provide standard of competence and morality
- Are fewer in number than attitudes
- Transcend specific object, situation or person
- Relatively permanent and resistant to change
- Central to the core of a person

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Values some facts are like values are characteristic of an object, it is attribute possessed by an individual and thought desirable, values provide standard of competence and morality, values are fewer in numbers than attitudes, values sometimes transcend specific object, situation or person, relatively permanent and resistant to change, central to the core of a person. So, values is characteristic of an object means we always have values about certain permanent beliefs, high level thoughts about certain objects and so it is a we always have a value about certain object or certain ways of looking into things.

And these are thought to be desirable, something which is given, thought to be worthy, something which is got to be desirable is thought is taken as a value. Values provides

standard of competence and morality. So, it is one of the standards like if you, like honesty, like friendliness. All these are taken to be values which are taken to be standards of competence and morality so values are lesser in numbers than attitudes because it is like, it is a principle that you share in your life that you have in your life. So, sometimes values are very universal in nature and it transcends specific objects, situation or person and these are relatively permanent and resistant to change because values take time to develop.

So, you go through number of phases of check and recheck and acceptance and rejections and all these things. Some values you learn from your parents, your family, some you develop in the ways of your, as you progress in your life because it takes time to develop or it has been tested through generations and has been transmitted to the new generation, then through the cultures, then then it is relatively permanent and it is resistant to change and it is very central to the core of a person because you sometimes get this learning's from your families. And it is being transmitted to you through the family.

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Similarities of values and attitudes

1. Both influence cognitive process and behaviour
2. Both are learned and are acquired from the same source
3. They are enduring and resistant to change
4. They have reciprocal influences

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Similarities, of values and attitudes are both influence cognitive process and behavior, both are learned and are acquired from the same source, they are enduring in nature and resistant to change. They have reciprocal influences on each other.

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Differences of values and attitudes


1. Values represent judgement of what ought to be, Attitude is a predisposition to act
2. Values represent single belief that guides actions and judgements across objects and situations, attitudes represent several beliefs focused on a specific object or situation
3. Values are derived from social and cultural mores, attitudes are personal experiences.



Differences of values and attitudes are values represent judgment of what ought to be done in a particular situation and teach you as a predisposition to act in certain way based on those values. Values represent a single belief that guides actions and judgments across objects and situations, attitude represent several beliefs focused on a specific object or situation.

So, values represents the single belief like it is good to be honest, you do not tell a lie sort of thing and that guides actions and judgment across objects and situations. Attitudes represents several beliefs for present specific attitudes, objects or situations. So, and particular object you may have a positive feeling and because you believe that different aspects of the objects are attractive to you due to certain factors. So, it it can be related to several beliefs and values are derived generally from social and cultural mores and attitudes are your personal firsthand experience with the objects and how it gain through direct experience mainly and so as a result you develop a particular attitude.

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Definition


Gluckhohn et al (1950) 'A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action'. Here they emphasize the affective (desirable), cognitive (conception) and conative (selection) elements as essential to the concept of value

Rokeach (1973) Values represent basic conviction that 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.



Values have been variously defined by different people like if you can see Kluckhohn defined values 1950 as the affective, cognitive and conative elements as essential to the concept of value. Rokeach defined it as a mode of conduct or end state of existence which is personally or socially preferable to an opposite or converse mode of conduct or end state of existence.

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Chakraborty (1987) Values are the manner in which an individual tends to make judgment or choices both about goals and means at different stages of one's life, in different facets of it, as are deemed to lead to the happiness of oneself and society

Values can be of various types like:

Societal values, Cross cultural values, Organizational values
Personal values, and Work values.



Chakraborty 1987 defined values in which an individual tends to make judgment or choices both about goals and means at different stages of one's life, in different facets of

it which leads to happiness of self and society. So, values again can be various types like societal values, cross cultural values, organizational values, personal values and work values. So, value that we attach to different aspects of life.

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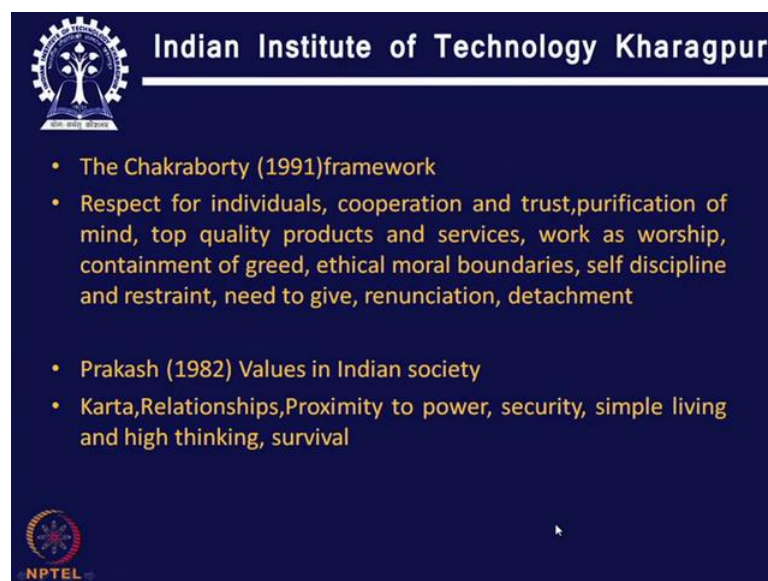
The Kluckhohn-Strodtbeck Framework

- 1. Relationship to the environment
- 2. Time orientation
- 3. Nature of people
- 4. Activity orientation
- 5. Focus of responsibility
- 6. Concept of space

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So, the Kluckhohn Strodtbeck framework is the is the value relationship with the environment, time orientation, we have values regarding nature of people, activity focus on responsibility and concept of space.

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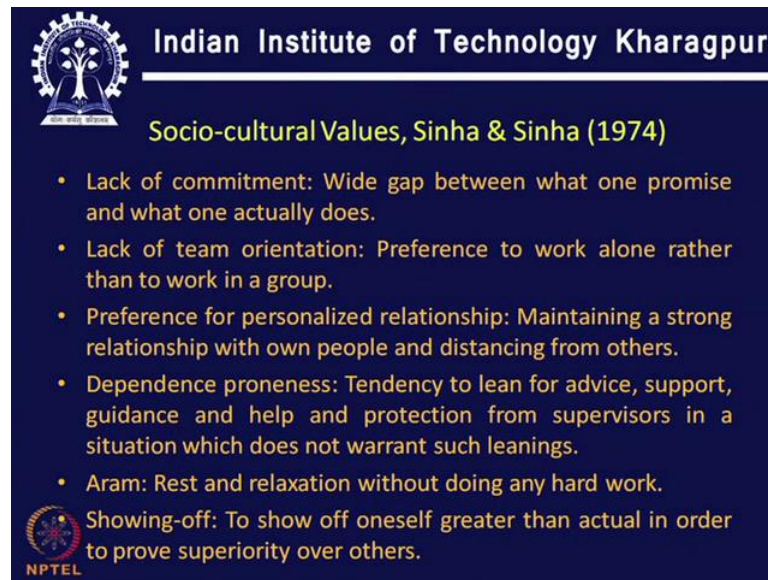
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- The Chakraborty (1991) framework
- Respect for individuals, cooperation and trust, purification of mind, top quality products and services, work as worship, containment of greed, ethical moral boundaries, self discipline and restraint, need to give, renunciation, detachment
- Prakash (1982) Values in Indian society
- Karta, Relationships, Proximity to power, security, simple living and high thinking, survival

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Chakraborty in 1991 tells about the respect for individuals, cooperation and trust, purification of mind, top quality products and services, work as a worship. So, you will find the list of values like given by Prakash also in Indian context.


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Socio-cultural Values, Sinha & Sinha (1974)

- Lack of commitment: Wide gap between what one promise and what one actually does.
- Lack of team orientation: Preference to work alone rather than to work in a group.
- Preference for personalized relationship: Maintaining a strong relationship with own people and distancing from others.
- Dependence proneness: Tendency to lean for advice, support, guidance and help and protection from supervisors in a situation which does not warrant such leanings.
- Aram: Rest and relaxation without doing any hard work.

 Showing-off: To show off oneself greater than actual in order to prove superiority over others.

Sinha and Sinha in 1974 told about the socio-cultural values in the Indian context, like lack of commitment, lack of team orientation, preference for personalized relationship, dependence proneness, Aram, showing off and so we have to find out like whether like this work done in 1974 and may even may try of find out what is the still still the socio cultural valued values nurtured in the present context in the Indian situations. Some of these values may still be prevailing and some of the values may have occurred a change even if a slow change if possible based on the situations that we are now changed. Because more interactions is happening, we are, the mode of the communications are further available, we are interacting with the whole world and so is there any change you are still, still you are continue with the values as mentioned over here in the study, probe can be done that regard.

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Cross Cultural values

- Schwartz's Value system
- 1a) Openness to change- self direction, stimulation
- 1b) Conservation- conformity, security, tradition
- 2a) Self enhancement- achievement, power
- 2b) Self transcendence- benevolence, universalism



Cross cultural values like Schwartz's value systems are like openness to change, conservation, self enhancement, self transcendence. These are some of the cross cultural values and we find like openness to change self direction, stimulation, conservation, conformity, security, tradition, self enhancement is achievement and power, self transcendence, benevolence, universalism. So, these are the values systems nurtured by Schwartz.

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Hofstede's Classification

1. Individualism and Collectivism
2. Power distance
3. Uncertainty avoidance
4. Achievement vs nurturing orientation
5. Long term vs short term orientation



In Hofstede's classification as we discussed in earlier classes also, it talks of individualism, collectivism, power distance, uncertainty avoidance and achievement versus nurturing orientation, long term versus short term orientation and we can classify different nations based on this whether they are individual and collective oriented, whether what is the power distance, whether they tolerate uncertainty or avoid uncertainty, whether they are achievement oriented or not, whether they are short term or long term orientation or not.

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The slide features the IIT Kharagpur logo in the top left corner. The title 'Organizational values' is centered in yellow. Below the title, there are two bulleted lists of organizational values. The first list is attributed to Woodcock and Dave (1989) and includes: (a) power, elitism and reward; (b) effectiveness, efficiency and economy; (c) fairness, team work, law and order; and (d) defense, competitiveness, opportunism. The second list is attributed to Peters and Waterman (1982) and includes: (a) Superior quality and service; (b) being the best; (c) importance of people as individuals; (d) importance of details in execution; (e) importance of informality; and (f) importance of profit orientation and goal accomplishment. The NPTEL logo is in the bottom left corner.

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Organizational values

- Organizational values are core values which are principles that guide a company's actions and practices
- Woodcock and Dave (1989)
 - (a) power, elitism and reward (b) effectiveness, efficiency and economy
 - (c) fairness, team work, law and order (d) defense, competitiveness, opportunism
- Peters and Waterman (1982)
 - (a) Superior quality and service (b) being the best (c) importance of people as individuals, (d) importance of details in execution, (e) importance of informality (f) importance of profit orientation and goal accomplishment

So, organizational values are again values nurtured by the companies actions and practices and we have different researchers giving different values like Woodcock and Dave gave power and reward effectiveness, fairness, team work, law and order, defense. Then Peters and Waterman they also give set of organization values like superior quality and service, importance of people as individuals, importance of details in execution, importance of profit orientation, all these things are there.

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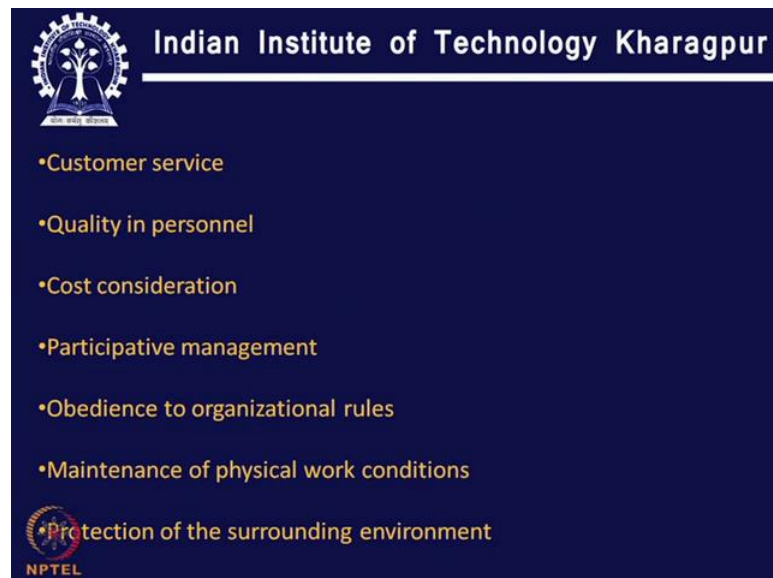


The slide features the IIT Kharagpur logo in the top left corner and the text "Indian Institute of Technology Kharagpur" in the top right. A list of organizational values is presented in the center, and the NPTEL logo is in the bottom left.

- Allport and Vernon(1961)
- Theoretical, Economic, Aesthetic, Social, Political, Religious
- Organizational Values Suar and Khuntia (2005)
- Organizational leadership
- Organization's reputation
- Employee welfare
- Budget stability
- Organizational growth
- Profit maximization
- Product quality

And your Suar and Khuntia in 2005 they have listed like organizational leadership, organization growth, profit maximization, product quality.

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The slide features the IIT Kharagpur logo in the top left corner and the text "Indian Institute of Technology Kharagpur" in the top right. A list of organizational values is presented in the center, and the NPTEL logo is in the bottom left.

- Customer service
- Quality in personnel
- Cost consideration
- Participative management
- Obedience to organizational rules
- Maintenance of physical work conditions
- Protection of the surrounding environment

And customer service, quality of personal, cost consideration, obedience to organizational rules, physical work conditions, protection of the surrounding environment, these are the values listed by different researchers and which may vary from organization to organization.

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- Reward for employees' worthy contribution
- Tolerance for diversity
- Service to the general public
- Development of the community
- Innovation
- Honesty
- Sincerity
- Transparency




Rewards for employee's worthy contribution, innovation, honesty, sincerity, transparency.

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- Organizational values (Mukhopadhyay, 2006)
- work as worship
- social welfare
- Equality
- openness
- honesty



You find a whole list of values. This was a part of my research work, like what we did in a part of, as a part of my PhD thesis and here we found values like work is worship, social welfare, equality, openness and honesty. Other values which which are more important in the organizational contexts which was the rural banks that I worked with. So, the whole list of values which has been listed by different researchers, it is not that

you find that one single organization is practicing or it is encouraging all these values, but it depends on the nature of the organization, about like what they are doing in its purposes and goals.

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Personal value system

- Rokeach's Terminal values
 - 1. A comfortable life 2. An exciting life 3. A sense of accomplishment 4. A world at peace 5. A world of beauty 6. Equality 7. family Security 8. Freedom 9. Happiness 10. Inner harmony 11. mature love 12. National security 13. Pleasure 14. Salvation. 15. Self respect 16. Social recognition. 17. True friendship. 18. Wisdom.
- Instrumental values
 - 1. Ambitious 2. Broadminded 3. Capable. 4. Cheerful. 5. Clean 6. Forgiving 7. Honest 8. Imaginative 9. Independent 10. Intellectual 11. Logical. 12. Loving 13. Obedient 14. Polite 15. Responsible 16. Self controlled 17. Courageous 18. Helpful



Personal value system is the goals of the employee of of each person and you find a list of terminal values which are 18 in nature and instrumental values, these values are what helps to achieve the terminal values, these are also 18. So, total of 18 plus 18 36 values which Rokeach's has listed under the personal value system.


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Work Values

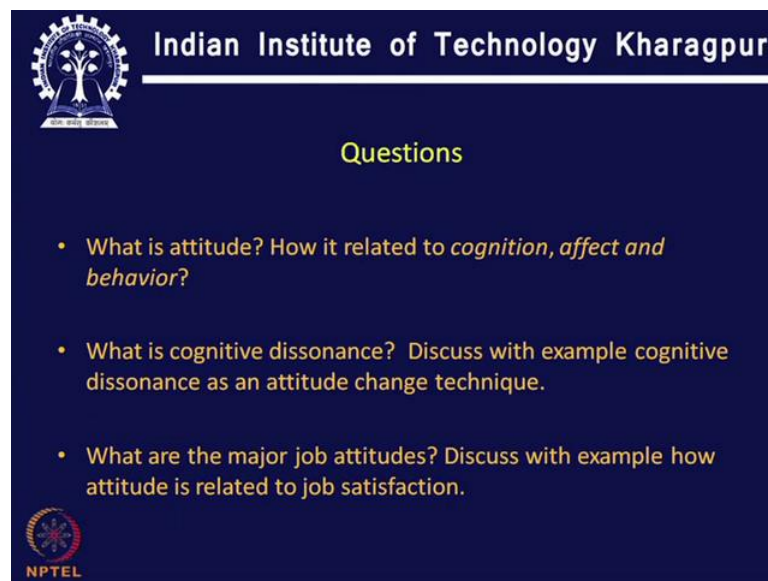
- **Super (1968) 45 Items 15 Values**
 - Altruism
 - Aesthetics
 - Creativity
 - Intellectual Stimulation
 - Independence
 - Achievement
 - Prestige
 - Management
 - Economic Returns
 - Security
 - Surroundings
 - Supervisory Relations
 - Associates
 - Variety
 - Way of life



And super give 45 items to list like 15 15 work values which are very specific to the word that what people tried to derive from the work. So, when like there is a match between the organization values, the works values, the personal value and also the societal values, nurture all these values, then what happens? There is a balance between, there is alignment between all these values and it may lead to better individual and organizational performance, but when the employees values is not matching the organizational values or asset organizational values is not matching with the national values then some conflicts may arise and it requires for accommodations and adjustment either on the part of the employee or on the part of the organization.

So, that if the values can get assimilated with each other. When that is done then it leads to proper and very holistic situation where everybody feels like their values are respected, taking care of and they enjoy that working atmosphere and the love to perform in the organization and organization also person, performs better in that type of national or societal system of which it is a part.

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The slide features the IIT Kharagpur logo in the top left corner and the text "Indian Institute of Technology Kharagpur" in the top right. The title "Questions" is centered in yellow. Below it, three bullet points are listed in yellow text. The NPTEL logo is in the bottom left corner.

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Questions

- What is attitude? How it related to *cognition, affect and behavior*?
- What is cognitive dissonance? Discuss with example cognitive dissonance as an attitude change technique.
- What are the major job attitudes? Discuss with example how attitude is related to job satisfaction.

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With that will come to the questions like, what is attitude? How it is related to cognition, affect and behavior? What is cognitive dissonance? Discuss with example cognitive dissonance as an attitude change technique. What are the major job attitudes? Discuss with example how attitude is related to job satisfaction.

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- Think of an important attitude you have regarding a career. Identify the three components of that attitude and indicates what each outcome response would be.
- What is Emotional Intelligence? What is the relevance of Emotional Intelligence in OB?
- What are personal values and Organizational Values? Discuss with example the importance of values in the workplace.



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Think of an important attitude you have regarding a career. Identify the three components of that attitude and indicate what each come outcome response would be. What is emotional intelligence? What is the relevance of emotional intelligence in organizational behavior? What are personal values and organizational values? Discuss with importance the values in workplace. So, with this we come to the end of this session and hopefully if you find answers to this questions, it will give you a very broad idea about the attitudes, the values, the connectivity of attitudes and values and how it is related with the performance of the individual and the organization.

Thank you.