

# **Behavioural Correlates of Performance in an Electronic Component Industry**

**THESIS**

**Submitted in partial fulfillment  
of the requirements for the degree of**

**DOCTOR OF PHILOSOPHY**

**By**

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Dr. Udai Pareek**



**BIRLA INSTITUTE OF TECHNOLOGY AND SCIENCE  
PILANI, (RAJASTHAN) INDIA  
2005**

***In the Memory of My Mother***

***Singisetti P̄arvatamma***  
***1917 - 2003***

**BIRLA INSTITUTE OF TECHNOLOGY & SCIENCE  
PILANI, RAJASTHAN**

**CERTIFICATE**

This is to certify that the thesis entitled Behavioural Correlates of Performance in an Electronic Component Industry and submitted by Singiseti Janardhana Rao. ID. No. 2001PHXF001 for award of Ph.D. Degree of the institute, embodies original work done by him under my supervision.

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\* \* \*

## *Abstract*

From time immemorial, it is observed that there have been always few people who do brilliantly well in their lives compared to many others even in the same environs. This amazing phenomenon can be seen at all levels across the society, irrespective of geographical, ethnic, economic and religious boundaries. Focus on enhancing performance to such level has been over emphasized on external environmental conditions in which one conducts himself. Internal forces that operate within oneself are often ignored or not properly addressed in practice though large number of studies have been carried out and reported.

To help fill this gap, this doctoral study was initiated to explore the relative importance of internal forces in one's performance improvement. The position taken is strongly influenced by "Intra-Personal Dynamics" theory with the central conception that organizations are both individual and cultural systems and that the core of performance primarily driven by internal forces of individuals. The fundamental assumption is that "The performance behavior of an individual is proportional to the degree of the inner drives of that individual irrespective of the environment in which he/she operates".

The research presented in this dissertation is based on several empirical studies performed within the context of electronic component manufacturing facility of Samtel color limited, a company incorporated in New Delhi, India.

The overall design for the research study is linear, composite method design consisting of two parts. Part I is qualitative approach for building framework for carrying the studies. Part II is quantitative method for model building. Frame work building phase was grounded in extensive self experiences in organizational behavior, in observations done in published case readings, and in an extensive literature review. The model building phase focused on

establishing associations between “inner drives” of individuals and the outcome variable “Performance” by a quantitative survey among 221 employees of the organization.

The findings from the investigation suggest that the key to performance enhancement is a continuous and simultaneous interplay between directional aspirations such as personal vision with achievement orientation and energy generating inner drives such as positive thinking, values, optimism, self esteem and centrality, in an individual context. Also the findings indicate that there exists a strong co-relation between the driving variables.

The overall conclusion on the research opportunity is that one can be a brilliant performer in life by focusing more on the internal forces rather than the factors external to him/her.

The main contribution of the research is to increase the understanding of the influence of internal forces by empirically showing that they are more important than the environmental conditions in which individuals conduct themselves. This understanding can immensely help individuals and organizations to significantly enhance performance.

\* \* \*

## *Acknowledgements*

I shall remain greatly indebted to several persons who have provided help, support and inspiration through out my research work during the last four years. First of all I like to thank my supervisor Dr Udai Pareek for his extensive comments, stimulating discussions and providing right directions. Always made himself available whenever I needed, Thank you, Sir.

My gratitudes are also due to Prof. Somnath Chattopadhyay, Dr Trehan and Dr R.N.Sharma who provided me with inspiration for timely initiating this research work and who remained a constant source of motivation through out this project.

Samtel has remained a robust foundation and an encouraging employer. Thanks to Mr. Satish Kaura for giving me this opportunity and providing me financial support for subsidizing my expenses during the research studies. Thanks are also due to Mr.J.C.Jhuraney for encouraging me professionally and emotionally during this period. He had provided an access to employee performance data for empirical investigation.

I like to thank Prof. S.Venkateswaran, Vice Chancellor; Prof. S.K. Maheshwari, ProVice Chancellor & Director and Prof. Ravi Prakash, Dean, Reseach & Consultancy division of Birla Institute of Technology and Science, Pilani for giving me opportunity to register my self in to their off campus Ph.D. program. I truly appreciate Prof. Sanjay D. Pohekar, In-Charge Ph.D. Program Monitoring, Research & Consultancy Division for his close follow up and review to ensure that the research milestones are met. Whenever I visited the campus, I received all the support, cooperation and guidance with out which this work would not have been complete.

My deepest gratitudes go to my colleague friends Mr. Ullhas Supatkar who helped me intensely whenever I needed his help and inputs through these years and Mr. K K Jude for developing the questionnaire for survey. My professional colleagues Mr. Ravi Gupta, Mr. Diptamoy Goswamy, Ms. Uma Devi, Mr. Ronabir Addy and summer trainees Ms. Anu Deeptika Saxena, Mr Utkarsh Kumar and Ms Deepti Kurian have been of great help during preparation of dissertation report. I extend my gratitudes to them also.

I acknowledge and thank all respondent employees of Samtel for their willingness to participate in my survey investigations with open mind.

Professor P R Lakshmi Kanthan of Indian Statistical Institute, New Delhi has been of great help in providing expertise in statistical treatment of survey data. I shall remain thankful to him for extending untiring and long hours of data analysis and teaching.

Finally I like to acknowledge my family. Specific thanks go to my wife Sujata for her understanding and enduring support. My special thanks to my son Ravi Uday and daughter Swati for keeping up with me during these important years.

\* \* \*

### *List of Abbreviations*

A+,A, B+,B and C ...	Appraisal grades
Ach. Mot ...	Achievement Motivation
A.D. ...	Anno Domini
AEI ...	Achievement, Extention, Expert Influence
AMT ...	Achievement Motivation Thema
CAD ...	Control, Affiliation, Dependency
CPT ...	Color Picture Tube
CEO ...	Chief Executive Officer
CRC ...	Corporate Reward Committee
CSC ...	Central Salary Circle
Dr ...	Doctor
Edu ...	Education
EC ...	External Consultants
e.g. ...	exempli gratia – for example
et. al ...	and other people
etc ...	etcetera – other things
GCCMMF ...	Gujarat Cooperative Milk Marketing Federation
HCL ...	Hindustan Computers Limited
HR ...	Human Resources
HRD ...	Human Resource Development
ie ...	idest - That is
ISI ...	Indian Statistical Institute
JRMGTREW ...	Junior Management Reward
Jr ...	Junior
LG ...	Lucky Gold star

Ltd	...	Limited	
MAO(C)	...	Motivational Analysis of Organizational	Climate
MD	...	Managing Director	
MDMGTTREW	...	Middle Management Reward	
M1, M2.....M10	...	Denote Management Cadres of Samtel	
Mr	...	Mister	
Ms	...	Miss	
NDDDB	...	National Dairy Development Board	
nos	...	Numbers	
OB	...	Organisational Behaviour	
OBSE	...	Organisation Based Self Esteem	
OCB	...	Organisational Citizenship Behaviour	
OD	...	Organizational Development	
OE	...	Organizational Environment	
Per. Vis	...	Personal vision	
Ph. D.	...	Doctor of Philosophy	
PIPE	...	Personal and Inter Personal Effectiveness	
POPS	...	Perceived Organization People Support	
POS	...	Perceived Organization Support	
Prof.	...	Professor	
Pv	...	Positive	
QOL	...	Quality of Life	
R	...	Corrélation Coefficient	
RO1	...	Role Occupant – 1(self)	
RO2	...	Role Occupant – 2 (reporting Officer)	
RO3	...	Role Occupant – 3(reviewing officer)	
ROE	...	Return on Equity	



SAARC	...	South Asian Association for regional Cooperation
SCL	...	Samtel Color Limited
SEDL	...	Samtel Electron Devices Limited
SGL	...	Samcor Glass Limited
SIL	...	Samtel India Limited
SIL(P)	...	Samtel India Limited, Parwanoo
SRMGTTREW	...	Senior Management Reward
TV	...	Television
VIL	...	Videocon International Limited
VIZ	...	For Example
X <sub>1</sub> ,X <sub>2</sub> ,.....X <sub>k</sub>	...	Dénote indépendant variables
Y	...	Dépendent variable

### *List of Symbols*

#	...	Number
/	...	per, or
&	...	And
!	...	Exclamation
?	...	Question
%	...	Percent
√	...	Indicator
x	...	Contra Indicator
"	...	Inches

### ***List of Figures:***

- Figure 4.1: Overall research design consisting of theoretical investigation phase, Quantitative research method and model construction phase.
- Figure 5.1: Explains details of process steps involved in investigation methodology
- Figure 5.2: Instrument development process (Adapted from Saraph et.al 1989)
- Figure 5.3: Pareto chart for population on multiple regression sums of squares
- Figure 5.4: Distribution of Performance
- Figure 5.5: Pareto chart for high performing Employees (Score 18 to 26) on multiple regression.
- Figure 5.6: Final Pareto chart for high performing group on multiple regression, sum of squares after removing unusual observations
- Figure 5.7: Behavioral model showing dynamics between three factors.

### ***List of Tables***

- Table 5.1: Intercorrelations(with P Values) amongst five questions on Values.
- Table 5.2: Intercorrelations(with P Values) amongst five questions on Esteem.
- Table 5.3: Intercorrelations(with P Values) amongst five questions on Centrality.
- Table 5.4: Intercorrelations(with P Values) amongst five questions on Achievement Orientation.
- Table 5.5: Intercorrelations(with P Values) amongst five questions on Optimism.
- Table 5.6: Intercorrelations(with P Values) amongst five questions on Positive thinking.
- Table 5.7: Intercorrelations (with P Values) amongst five questions on personal vision.
- Table 5.8: Mean, Standard deviation and correlation value of each variable.
- Table 5.9: One way anova
- Table 5.10: N, Mean and standard deviations of the variables.
- Table 5.11: Multiple Linear Regression analysis
- Table 5.12: Analysis of Variance

Table 5.13: Sum of Squares  
 Table 5.14: Unusual Observations  
 Table 5.15: Multiple Linear Regression Analysis  
 Table 5.16: Analysis of Variance  
 Table 5.17: Sum of Squares  
 Table 5.18: Unusual Observations  
 Table 5.19: Multiple Linear Regression Analysis  
 Table 5.20: Analysis of Variance  
 Table 5.21: Sum of squares  
 Table 5.22: Unusual Observations  
 Table 5.23: Multiple linear regression Analysis  
 Table 5.24: Analysis of Variance  
 Table 5.25: Sum of Squares  
 Table 5.26: Unusual Observations  
 Table 5.27: Multiple Linear Regression Analysis  
 Table 5.28: Analysis of Variance  
 Table 5.29: Sum Of Squares  
 Table 5.30: Unusual Observations  
 Table 5.31: Multiple Linear Regression Analysis  
 Table 5.32: Analysis of Variance  
 Table 5.33: Sum of Squares  
 Table 5.34: Unusual Observations  
 Table 5.35: Eigen analysis of the Correlation Matrix  
 Table 5.36: Correlation Matrix  
 Table 5.37: Unrotated Factor Loadings and Communalities  
 Table 5.38: Rotated Factor Loadings and Communalities  
                   Varimax Rotation  
 Table 5.39: Factor Score Coefficients  
 Table 5.39: Summary of classification  
 Table 5.40: Squared Distance Between Groups  
 Table 5.41: Linear Discriminant Function for Groups  
 Table 5.42: Summary of Misclassified Observations

# *Contents*

ABSTRACT .....	iv
ACKNOWLEDGEMENTS.....	vi
LIST OF ABBREVIATIONS .....	vii
LIST OF SYMBOLS .....	ix
LIST OF FIGURES .....	x
LIST OF TABLES .....	x
CHAPTER 1 INTRODUCTION .....	1
1.1 Background to Research.....	1
1.2 Research Context.....	2
1.3 Historical Perspective.....	4
CHAPTER 2 LITERATURE REVIEW .....	6
2.1 Case Readings.....	6
2.2 Literature Survey on Performance and Behavioural Correlates.....	14
2.2.1 Performance Excellence Models.....	14
2.2.2 Approaches to Performance Improvements .....	20
2.2.3 Theories of Intrinsic Motivation .....	37
2.2.4 Positive Approaches .....	42
2.2.5 Locus of Control .....	63
2.3 Inferences drawn .....	70
2.4 Organisational Development in Samtel .....	71
2.5 Chapter Summary.....	73
CHAPTER 3 THE RATIONALE OF STUDY.....	77
3.1 Research Gap .....	77
3.2 Research Opportunity and Questions.....	77
3.3 Hypothesis.....	80
CHAPTER 4 RESEARCH METHODOLOGY.....	82
4.1 Identification of Factors with Definitions and Meanings .....	82

4.1.1	Dependent Variable.....	82
•	Performance .....	82
4.1.2	Independent Variables .....	83
•	Personal Vision.....	83
•	Values.....	84
•	Achievement Motivation .....	89
•	Positive Thinking .....	92
•	Optimism .....	92
•	Self Esteem .....	93
•	Centrality .....	97
4.2	Research Method.....	98
4.3	Outline of Thesis.....	101
4.4	Place of Work.....	103
<b>CHAPTER 5</b>	<b>EMPIRICAL INVESTIGATION.....</b>	<b>106</b>
5.1	Investigation Methodology.....	106
5.1.1	Research Design.....	106
5.1.2	Population and Sample.....	107
5.1.3	Data Analysis Techniques.....	107
5.2	Instrument for Measuring the Key Factors.....	114
5.2.1	Performance.....	114
5.2.2	Behavioural Correlates.....	114
5.2.3	Item Creation .....	115
5.2.4	Construction of Measurement Scales.....	116
5.2.5	Validation of Measurement Scale.....	118
5.2.6	Reliability of Measurement Scale.....	122
5.3	Empirical Analysis.....	125
5.4	Result Analysis.....	142
5.4.1	Intention of this Research.....	142
5.4.2	Variables.....	143
5.4.3	Tools used.....	144
5.4.4	Analysis done.....	144
<b>CHAPTER 6</b>	<b>RESEARCH CONCLUSIONS.....</b>	<b>148</b>
6.1	Conclusions on Research Opportunity and Questions.....	148
6.2	Contributions.....	151

6.3	Limitations.....	152
6.4	Further Research.....	153
<b>REFERENCES .....</b>		<b>154</b>
<b>APPENDICES .....</b>		<b>174</b>
<b>Appendix A</b>	<b>SAMTEL Appraisal and Reward System.....</b>	<b>174</b>
<b>Appendix B</b>	<b>Performance Measurement Instruments.....</b>	<b>178</b>
	<b>B.1 Performance Appraisal Form for Junior Management .....</b>	<b>178</b>
	<b>B.2 Performance Appraisal Form for Middle Management.....</b>	<b>180</b>
	<b>B.3 Performance Appraisal Form for Senior Management.....</b>	<b>183</b>
	<b>B.4 Operational Meaning for the Parameters of Individual reward Form.....</b>	<b>186</b>
<b>Appendix C</b>	<b>Questionnaire.....</b>	<b>189</b>
	<b>C.1 First Version of Questionnaire and the Key.....</b>	<b>189</b>
	<b>C.2 Questionnaire for Validation and the Key.....</b>	<b>196</b>
	<b>C.5 Final Questionnaire and the Key.....</b>	<b>211</b>

# *Chapter 1*

## *Introduction*

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*“Human behavior is the function of  
both the person and the environment”  
Kurt Lewin.*

### *1.1: Background to Research*

During 34 years of exposure to industry, many aspects such as technology, engineering, process management, managing businesses and working with people have had a profound influence on my life. But what impacted me most is the aspect of people and their behavior at work, probably because observing human beings and their responses has fascinated me from my childhood. Different people respond differently to the same situation and the same person responds differently at different times to the same situation.

It is observed number of times that few people have always outperformed others under similar conditions. For instance few gardeners in our company consistently do great job in comparison to other gardeners. They always worked with so much of care and precision. They have created wonderful and green lawns, nurtured saplings into healthy plants and brought out beautiful flowers. The flora was always maintained wonderfully. While as the working conditions, salaries and other facilities remain same to all belonging to this category of employees. This fascinating quality is observed in people not only in gardeners but also in other category of employees at all levels, such as supervisors, officers, managers, executives and even in entrepreneurs. Among industrialists working in the same country, same industry display similar phenomena as well. This amazing

and unique human phenomenon caught up my passion for initiating this investigation.

### ***1.2: Research Context***

“Personal excellence” has been a subject of great interest to psychologists, thinkers and spiritualists alike, for decades. Great deal of thought and research had gone in for understanding this subject to generate revolutionary insights. People of different schools of thought have attempted different ways to unravel the secrets behind the behaviors that lead to excellent performance in life. One such outstanding piece of research was accomplished by Howard Gardner, America’s one of the most interesting psychologists of present day (Gardner, 1995).He has extensively studied the published biographies of the world’s greatest leaders ranging from Margaret Miad (1901~1978) to Margaret Thatcher (1925 ~ ) including Martin Luther King, Jr. and Mahatma Gandhi. While contrasting differences were observed in some traits in the personality profiles, there were some striking similarities in their behavior patterns. All of them were seen to be driven by personal dreams and aspirations. Every one displayed high degree of commitment to the cause which seemed to have close connection to the meaning of their lives as perceived by them.

These behavior patterns offer an interesting opportunity for additional studies for further establishing relationship of the motivational factors to the behavior. Kurt Lewin is most renown for his development of field theory. The field theory is the proposition that human behavior is the function of both the person and the environment: expressed in symbolic terms,

$$\mathbf{B} = \mathbf{f}(\mathbf{P}, \mathbf{E}).$$

This means that one’s behavior is related both to one’s personal characteristics and to the social situation in which one finds himself. (Jones, Millie V.)



Lot of work has been done in the area of environment for identifying factors responsible for motivating people for achieving desired results. Environment provides tremendous stimulus to people for performance and therefore environment is a great force for motivation. (Luthans, 1998 and Selden & Brewer, 2000).

As mentioned earlier, during my long years of experience in industry, it is observed consistently that within the same environmental conditions there are always some people who have shown brilliant and outstanding performance. I wondered how such behaviors are displayed and what the stimulations behind such behaviors are. It appears that though environmental factors are great motivators, greater are some internal drives of a person, which are far more stimulating and facilitating for achieving excellence in quality of his/her performance.( Seibert & Crant, 1999) This pertinent observation has generated a burning desire deep inside me to investigate this wonderful phenomena. This investigation will focus on observing the behavior patterns among such employees in Samtel and to understand the driving forces behind those patterns. This examination will lead to establishing correlations between those inner motivators and their performance outputs within the same environmental settings.

Stephen C. Lundin says ( Lundin, 2001 ) “ There is something I know about you that you may not even know about yourself. You have within you more resources of energy than have ever been tapped, more talent than has ever been exploited, more strength than ever been tested and more to give than you have ever given”.

Lundin’s statement seems to be in agreement with the above observation.

### ***1.3: Historical Perspective***

The history of the development of science shows that, none of the exact sciences were as exact as we find them today. At some stage or the other a need for quantification was felt. In that effort mathematics was used as a tool and in the process mathematics also got evolved to higher planes. Also exact sciences progressed tremendously and became specific. Though there have been attempts in the past, social sciences even today continue to be not specific and exact to desirable levels. When a phenomenon in any branch of science is expressed mathematically, it lends itself to deeper analysis, prediction and hence will be controllable.

Social scientists back in 1943 ~ 52 attempted to bring specificity to this subject. Clark L. Hull attempted this approach through using mathematical modeling for the first time (Hull, 1951). Hull occupies a distinguished position in contemporary psychological theory. In an article on “deductive behaviorism” he says that “No one else, except of Kurt Lewin, was so keenly devoted to the problem of scientific methodology. Few psychologists have had such a mastery of mathematics to psychological theory in a manner used by no other psychologist. Whatever exists, Hull believed, exists in a certain quantity; whatever relationships have to be discovered by science, they have to be presented by mathematical equations”. After that considerable progress has been made in this direction. In this project I am attempting to explore the work done so far and develop a model for today’s application.

Seligman (Seligman, 1990) argues that the science of psychology not always cared about individual styles of thinking or about individual human action or the individual at all. Quite the opposite. At that time people were assumed to be product of their environment. The prevailing explanation of human action was

that the people were “pushed” by their internal drives or “pulled” by external events. Though the details of pushing and pulling depended on the particular theory you happened to hold, in outline all the fashionable theories agreed on this proposition. The behaviorist followers of Clark Hull held that we were goaded into action by the need to reduce drives and satisfy biological needs. Starting around 1965, the favored explanations began to change radically. A person’s environment was considered less and less important in causing his behavior.

More recent authors like Anthony Robbins, Stephen Covey and few others have studied this aspect of the subject very extensively and came out with various models which are very effective and gained wider acceptance (Robins, 1989 and Covey 1989). All these models are mostly explained in a very lucid and qualitative manner but lacked in quantitateness. Therefore applying measurements to these processes become difficult and hence cannot be predicted and controlled with precision (Juran & Gryna, 1995).

This research work will proceed to examine various quantitative aspects of correlations that exist between a person’s inner drives with his performance behavior. This will help in reaching the goals of the proposed research work.

# *Chapter 2*

## *Literature Review*

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*“We are what we think. All that we are arises with our thoughts. With our thoughts, we make the world”*  
*The Buddha*

### *2.1: Case Readings*

For empirical investigation of the proposed research project, the initial task of quantitative research method was to identify variables (inner drives) which have potential to trigger better performance. Thus given an opportunity, in the same environment, a model of better performers can be arrived at. For this purpose, various resources were scanned to identify the variables of performance. These included business magazines, books, and previous research studies.

The purpose of scanning was to find a pattern and number of variables. These variable has been either personally experienced, or the successful leaders of top notch organizations believe that, these variables are essential for a better performance. From various resources, these variables were selected based on their repeated occurrence, either talked by the CEO's, expressed in interviews, shared in an article or were written in a book.

Thus the idea was to investigate these frequently expressed variables, with a hypothesis that, interaction of these variables within a person has a possibility to trigger better performance irrespective of the environment in which he/she performs. Following are some of the brief extracts of expressions, shared by some of the well known personalities of business communities and international leaders.

Arora, Girish (2004) Managing director, Base Corporation, says that “leaders must give operational freedom to responsible team members. The main challenge of a leader lies in identifying responsible individuals, delegating task to them and empowering them to do the right thing their own way.”

Chaudhari, Pramod (2001) founder – chairman & MD, Praj Industries Ltd, Pune, says that, “I am a robust optimist. I like to dabble, implement ideas, touch a chord, make a difference. You have to find the zones, which are evocative, easily aroused. You must have pills for the ills of the customers. That helps you become a business man.”

Dhanrajgir, Humanyun (2001) the retired MD of Kodak India Ltd says that, he was greatly influenced by his disciplined ways and value system.

Jain, Bhavarlal (2001) Founder, chairman, Jain Group, believes his achievement was largely on account of his vision, supported by solid hard work.

Kanegaonkar, Deepak (2004) Chairman, DK group, says, “I overcome my hurdles to prove myself. The family background did not help, it was not congenial. I swam against currents. Adverse circumstances built the confidence that if I struggle and work intelligently, good things will happen to me. I was determined not to work for others. I said to myself I will create my own universe. Deepak calls himself an opportunity looker, believes that, “what I want to achieve is possible”, a born struggler with a phenomenal drive to overcome obstacles. Martin Seligman the author of “Learned Optimism” identifies these as basic traits of an optimist. Deepak is proud of his optimistic outlook, capacity for monumental effort and non-stop thinking. “I am an indefatigable optimist, difficult to demoralize.

Katzenbach, Jon R.(2000) in his book, “Peak Performances”, states that, in identifying high performing workforce, when we looked at each institution and found that the most compelling commonalities were, “They believe strongly in

each employees-and that the strategic value and performance potential of the workforce can determine the relative success or failure of the enterprise. "Employee will truly demonstrate of what this enterprise stands for, what their specific work group can accomplish, and what they can contribute, both collectively and individually; their pride will be continually reinforced with external and internal recognition." At Morton Grove plant employees share, I take a lot of "*personal pride*" in the quality of our products ...particularly the products that I work on. I like the opportunity you have here to learn a lot more-and I like knowing where I stand.

"We have to create the best original fragrance and reach then to the customer in record time." Says Kelkar, Bhausahab(2001) Chairman and managing director of S H Kelkar & Co, turnover 150 crore. In 1965 the Kelkar group won the prestigious Sir C.P.Ray award. The Indian chemical manufacturers association gives this award for pioneering research in the development of fragrance chemicals from Indian turpentine oil, using novel methods.

Khanna, Ravi (2001) Chairman, Managing director, Control group has nine companies. Ravi attributes his amazing achievements to his constant urge to set his goals even higher. He is not content with an ordinary performance but strives to be, if not the best, at least among the three best. This is true of everything he undertakes. At one stage, for example, he had set himself the goal to play golf well. A clear evidence of striving for higher standards. "*Achievement Imagery*" as McClelland, David C (1985) the Harvard guru of social motivation states is the trigger for better performance.

Khera, Pramod (2004) CEO & MD, Apteck, says, " Great leaders display unwavering faith in their dreams and remain focused with a strong will to pursue those dreams" Good leaders are also those who remain humble in their disposition because humility allows them to learn even from subordinates who

may have a few good lessons to teach”. “Given a context and a situation, good leaders are those who create a vision, a belief that they are passionate about and who have the ability to put together a team that believes in their vision. This is what leadership is all about. An organization has to be led with a vision. The vision can only be achieved if the right team is in place. Leaders facilitate this while not allowing themselves to be sidetracked into areas that do not form a part of their core vision. Great leaders display unwavering faith in their dreams and remain focused with a strong will to pursue those dreams.”

With an annual milk production of 70 million tones, India has displaced the US to become the world’s number one milk producer. Nurtured by Kurian, Verghese(2004) The Gujrat Cooperative Milk Marketing Federation (GCMMF) today has a turnover of Rs 2219 crore and a compound growth rate of 18 per cent. Kurian was for many years the chief of the National Dairy Development Board (NDDB), which has set up 175 dairies in 22 states in India. The Amul Brand has made history, symbolizing quality with its products like milk, butter and ghee. Kurian pioneered the Anand Pattern when he was the general manager of the Kaira District Cooperative Milk Producers’ union. It demonstrated that, democratic institution in villages within a specific economic sector, could help an entire village community develop. He nurtured the union from a daily collection of 500 liters a day in 1948 to one million litres a day in 1990.

Maheshwari, Arun (2004) MD & President, Computer Science Corporation, says that effective leaders are those who value systems, the value system is the religion used to achieve the vision.” He further says that, “Effective leaders are those who are able to articulate a clear vision and value system and motivate their people to work towards realizing them. If the vision is comparable to achieving heaven, the value system is the religion used to achieve it. Yet leaders are practical, political people. They understand the need for a workable

strategy to translate their vision into reality. Arun believes that strong leaders do not vacillate. They hold steadfast to their vision and values.“ Leaders have absolute belief in themselves, even to the point where they may appear arrogant to the uninitiated. Only such a degree of self belief can help them overcome the vicissitudes of life. A true leader does not bend in the face of what a crowd demands”.

Nancy Reagan (2004) says “Throughout virtually his whole life, Ronald Reagan, the President of United states of America, seemed to cling to an unchanging vision of an America that the Hollywood of his youth tried both to express and create. It was a Norman Rockwell vision of elm-shaded village life, of freckle-faced boys going fishing, of parading on July 4; it was a Horatio Alger vision of hard work and thrift and virtue rewarded. If the Gipper died young, he nonetheless died a hero. That was the America in which Ronald Reagan wanted Americans to believe, and in which many Americans themselves wanted to believe. And to a surprising extent, they succeeded”. She also says that, “I don’t think that many people knew this. Ronald Reagan was an eternal optimist-the glass was always half full, not half empty. I think his faith and his comfort with himself accounts for that optimism”.

Narayan Murthy (2001), Founder, chairman, Infosys, says that, “Looking ahead, no business is so fortunately placed in a unique synergy at the turn of the century. Murthy says, our vision is to be a globally respected software corporation delivering best of breed solutions to our customers, employing best in class professionals on a global scale”.Murthy constantly talks of “*values*” for example of ethical behavior, family values, willingness to sacrifice for opportunities etc. His mind appears to be habitually evaluating performance against each value. Says Murthy, “I really value honesty, I also place a high value on a strong commitment to society. I want to be a doer; I have tremendous respect



for people who do things, rather than just talk. I am impressed by people who are honest, transaction based, hard working and intelligent. If a corporation wants to run a marathon, it requires a value system.

Narayan Murthy says that, “We wanted to prove to ourselves that we could generate wealth by leveraging sweat equity, or brains, without much finance. Software was one industry in India where professional competence could be leveraged.” India has a large number of trained, quality professionals to produce high quality, world class work. The best and the brightest in India opt for software development. What is good about this industry is that it produces quality jobs, disposable incomes and provides a challenging work environment and opportunity. From above it can be inferred that “*centrality*” may play an important role for achievers.

Parekh, Deepak (2001) is very optimistic, “it is going to be a millennium of wealth and wisdom” As can be seen from above examples that, “*Optimism*” is a powerful driver, which may trigger or lead to extraordinary performance from individuals.

Peale (1952) says “Become a possibilirian. No matter how dark things seem to be or actually are, raise your sights and see the possibilities – always see them, for they are always there.”. “Any fact facing us is not as important as our attitude toward it, for that determines our success or failure” Lincoln said “Most folks are about as happy as they make up their minds to be” Schweitzer says “The greatest discovery of any generation is that human beings can alter their lives by altering the attitude of their minds” These cases suggest “*positive thinking*” contributes immensely in improving oneself.

Pinckney, William (2004) MD and CEO Amway India states that, “Leadership is build on trust. Leaders need to ensure that their conduct inspires

the confidence of the people they lead. They must consistently espouse and act upon their values, standards and principles in their public as well as private lives.”

“Leaders show the way in organization, while clear vision, sound judgment, knowledge and passion are qualities essential for successful leaders”.

Ramamurthy, J.V.(2003) President and CEO, HCL Infinet shares that, “ It is the responsibility of leaders to provide vision and purpose to their teams, even while encouraging team members to achieve their creative potential.” He says that, “The most important task a manager can perform for his or her organization is to help employee focus on their strengths and help them realize their potential”.

Ramesh,T.G.(2003) President & Member of board, Quintant Corporation, explains that, “Great leaders are born far-sighted. They look at things in a large perspective and do not restrict their vision to things that are near at hand. The primary differentiator of a leader from a non leader is precisely this far-sightedness. A leader who is able to ask, “What can I get out of my team?” instead of a “what does my team want from me?” is the one whose team members go out of way to help him realize his vision.

Salgame, Rangnath (2004) President (India and SAARC Operations), Cisco Systems, states that, “The role of a leader is to define the future of the organization by creating a vision for it. A good leader is someone capable of using all available skills to get the best out of his team. A vision can succeed only if the team is sufficiently empowered to pursue that goal. Participative leadership, therefore, is about creating a shared vision and empowering team members to surpass their individual capabilities and potential to realize the organization’s goal. Finally, what sets a true leader apart is the knowledge that the collective is much more than the sum of the individuals that comprises it and an ability to spell out a vision that unleashes the energies of that collective to fullest.

shaw, Kiran Muzumdar (2001) founder, MD of Biocon Group, bagged the businesswomen of year for 2003 award by Economic Times, was awarded Padmashri in 1989, states that, "I sold my colleagues the vision of biocon and my own personality". "One needs to have a very strong belief in what one wants to achieve, a sense of conviction and purpose along with a single minded determination to succeed" says shaw. She says, "My deeply ingrained sense of ethics and integrity is derived from my father, as he really practiced, 'honesty is the best policy', I therefore evolved a forthright personality". Another important aspect was my father's belief that every human being has strengths and it is the ability to draw and develop these strengths that differentiates a good manager from an incompetent one. What traits of her does she think influence people in achieving astounding results? Kiran Says "It is perhaps my effusive personality, which means I enjoy sharing in peoples success or interesting results. Kiran is a lady of conviction and passionate "*commitment*".

Surana , Dilip(2004) MD, Microlabs, strongly believes that, "leadership is all about living values- if vision gives direction then values set the boundaries. Values demand that leaders be completely transparent. Values transmit trust, which is the cementing force that holds an organization together during challenging times."

Thatcher, Margaret Hilda (2004) the prime minister of Great Britain says that, "I have a habit of comparing the phraseology of communiqués, one with another across the years, and noting a certain similarity of words, a certain similarity of optimism in the reports that followed the summit meetings during the ensuing years"

Walton, Samuel Moore, CEO, Wall mart, the biggest retailing chain in America says, "outstanding leaders go out of their way to boost the "*self-esteem*"

of their personnel. If people believe in themselves, it is amazing what they can accomplish.”

## ***2.2: Literature Survey on Performance and Behavioural Correlates***

### ***2.2.1: Performance Excellence Models***

The most acceptable and visible as well as measurable dimension of performance is result or the output.( Rao, 2004) It describes the consequence of inputs in a summary form or a final or semi-final product form or service form. It describes the standard. It is easily measurable. For example getting 95 percent is the result. Salary figures, customer numbers, financial targets, production targets, completion of tasks to meet some deadlines, etc. are all stated in result form/output form. Sometimes these are also called key result areas. Normally all performance management starts with this final targeted performance. It is to achieve this performance output the performance activities need to be planned. Performance activities are the inputs to be given by the individual.

As per Rao, Performance management involves thinking through various dimensions of performance such as planning, reviewing and developing and enhancing performance and related competencies. It is simple, commonsensical and enjoyable. Performance has many dimensions.

1. output or result dimension
2. input dimension
3. time dimensions
4. focus dimension
5. quality dimensions, and
6. cost dimension

Performance, for organization means to achieve its goal in spite of all odds and constraints. Therefore the organizations challenge is to enable all the employees' performance at their best and it means to realize and optimize the

potentials in spite various factors operating on individuals from within and in the environment.

Performance does not mean “success every time.”(Drucker, 1993) Performance is rather a “batting average.” It should, indeed have room for mistakes and even for failures. What performance has no room for are complacency and low standards.

Performance is not hitting the bull’s eye with every shot-that is a circus act that can be maintained only over a few minutes. Performance is rather the consistent ability to produce results over prolonged periods of time and in a variety of assignments. A performance record must include mistakes. It must include failures. It must reveal a man’s limitations as well as his strengths. And there are as many different kinds of performance as there are different human beings. One man will consistently do well, rarely falling far below a respectable standard, but also rarely excel through brilliance or virtuosity. Another man will perform only adequately under normal circumstances but will rise to the demands of a crisis or a major challenge and then perform like a true “star.” Both are “performers.” Both need to be recognized. But their performances will look quite different.

Performance is a dynamic concept in relation to the process of achieving a set goal. (Modi, 1995) History is witness to many great performers in various fields of activity who pursued their missions with great intensity and consistency. Such pursuits of performance are based on a deep desire to achieve excellence at every milestone, on every plateau and every peak. Everyone seeks excellence in life, yet how many actually work towards a common organizational goal. Excellence in performance is superior performance within a time-frame, whether compared to one’s own past performance or against competition.

The key to excellent performance is not only the end result, being involved in a task and experiencing the satisfaction that excellent performance brings is crucial to achieving satisfactory results at the end (Modi). This sense of performance comes from being involved in an activity that is felt to be worthwhile. Precious little can be accomplished if this sense of involvement and achievement is missing. It is the observation of Modi that many managers involved in projects are visually thrilled to see the results of work that kept them intellectually and emotionally involved. It is a kind of a self-evaluation by the performer, and the level of satisfaction is directly proportional to the depth of involvement and complexity of the task accomplished. This satisfaction gives additional impetus and confidence to the performer to take up and pursue higher and more difficult goals.

Excellence in an organizational context by the individual performers is achieving the target above the normal expectations and quality levels in terms of the above mentioned outputs of performance. To achieve excellent performance as the manager of a business enterprise, you have to make an assessment of your customers – their whereabouts, needs, expectations and aspirations as well as requirements. You have to keep your eyes, ears and mind open. You must be responsible enough to pick up the mildest signals from the environment. Having found out what the customer really wants, your business can then proceed to direct its resources towards achieving customer satisfaction.

Personal Performance depends (Modi, 1995) on the certain qualities within a person – they are keeping track of time – The correct management of time is crucial to the success and that of your firm. Maintaining the delicate balance between your professional and private life, so necessary for a stress-free existence, is possible only if you learn the art of managing time.

(Modi, 1995) The pursuit of excellence can take various forms. It could be trying to do something better than before. It could be doing something better than anyone else, or in other words, competing better. I prefer to think of it as the pursuit of something that is in itself completely rewarding and satisfying. In business, such a level of performance calls for nothing less than unleashing the potential of the human spirit.

### **Characteristics of a Peak Performer (Clark, 2004)**

#### **A) They Envision the Result**

An effective individual, when presented with a new project or job, will quickly identify what the end result should be. And if the result is not immediately obvious to them, they will concentrate on getting it clearly defined before they start. Consequently, in looking at a new area or project, a top performer will typically ask questions like:

1. "What are we trying to achieve here?"
2. "What's the main objective of this project?"
3. "Where are we going with this?"

In simple terms, a top performer is results-oriented, so they will just naturally have their eye on the overall target. They will also want to put the results they achieve into context with the rest of the operation. They will quickly align their results with the overall objectives of the bigger picture.

They either know what the results should be already, or they will get them nailed. And they do this before they begin to operate in the new environment, or start to run the new project or job.

Take an office cleaner, for example. If they are good at their job, and they are a top performer, they will know what a clean office should look like. They will know that the end result of their efforts is to achieve a clean office. You don't have to come along after them and point out that they missed the windows, or that the corners are still dirty. They know what the objective is before they get into action - they can envision the end result.

What a joy it is to work with such people! By contrast, how frustrating it is to work with people who cannot see what they are supposed to be achieving. Non-performers have to be continually directed. You cannot take your attention off their area because you know it will go off the rails if you do. What does this do for executive sanity?

### **B) Their Actions are Effective**

Have you ever had someone continually come back to you with problems? Top performers don't do that. Top performers will find a way. They will go over, under, through or around the barriers they meet. They are not robots following blind orders. They will use their intelligence to figure a way to overcome the obstacles. Sometimes the barriers are considerable indeed, but the measure of the top performer is their ability to get the result, come what may. Of course, there has to be a degree of intelligence in the way in which they "make it happen".

### **C) The Theoretician**

Sometimes you see someone who is very big on ideas. They can seem to be top performers as they apparently have the first attribute of being able to see the end result. The only problem is, it's all theory, with no ability to get into action to produce those results.



Such people put a lot of importance on their academic achievements, or their titles. They seem to feel that having such status is all they need. But they fall dramatically short when it comes to getting results, so don't be fooled.

A top performer, when they get into action, will not come back to you with endless problems and reasons why they cannot get the result. They find a way!

#### **D) They Measure Their Performance**

One attribute by which you can easily recognize a top performer is that they know what their results are. The fact that they are results-oriented means that they are very interested in what results they produce.

- They measure them.
- They record them.
- They are very happy to tell you about them.

A top performer is always seeking to improve their results. If things went well, they want to know why, so they can repeat the same strategy next time. And if things did not go well, they also want to know about it, so they can correct that shortcoming in future.

How many times have you seen someone get a bad result, then proceed to do the same job in exactly the same way next time? Is that smart? No, but if the person has no concept of what they are supposed to be achieving, that's most likely what they will do.

So, the third characteristic of a top performer is their constant awareness of, and interest in, the measure of their results. Ask a top performer what results they have achieved in the past. You will usually get a clear statement of achievements

from them immediately. They don't have to think about it. They are actually proud to tell you of them. And they don't forget them.

### **2.2.2: *Approaches to Performance Improvements*** **Importance of having a personal vision:**

Numerous experts on leadership and personal development emphasize how vital it is to craft one's own personal vision for his life. Peter Senge(1990), Warren Bennis(2003), and others point out that a powerful vision can help an individual to succeed far beyond where he would be without one. That vision can propel him and inspire those around him to reach their own dreams. It's good to create or revise the 'personal vision' one has for his life. A compelling vision can help an individual to succeed, be more satisfied with his life, and get the most out of all his relationships and experiences.

According to Senge (1990), our personal vision is what we want to create of ourselves and the world around us. As individuals, each person's personal vision is just that – personal..!

There are three aspects to personal vision :

1. Vision (a picture of the future state )
2. Current reality ( existing conditions, good or bad, contradiction or support to the future state )
3. Visible steps and efforts taken by the individual with a determined mindset of reaching the painted vision picture, against all odds, difficulties or frustration.

Against such a described characteristics of personal vision attributes, there are very few such persons in a large population sample of an organization.

In the literature concerning leadership, vision has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goal. Vision provides guidance to an organization by articulating what it wishes to attain. It serves as "a signpost pointing the way for all who need to understand what the organization is and where it intends to go" (Nanus, 1992). By providing a picture, vision not only describes an organization's direction or goal, but also the means of accomplishing it. It guides the work of the organization. Seeley (1992) describes vision as a "goal-oriented mental construct that guides people's behavior." Vision is a picture of the future for which people are willing to work.

However, vision is more than an image of the future. It has a compelling aspect that serves to inspire, motivate, and engage people. Vision has been described by Manasse (1986) as "the force which molds meaning for the people of an organization." It is a force that provides meaning and purpose to the work of an organization. Vision is a compelling picture of the future that inspires commitment. It answers the questions: Who is involved? What do they plan to accomplish? Why are they doing this? Vision therefore does more than provide a picture of a desired future; it encourages people to work, to strive for its attainment. For educational leaders who implement change in their school or district, vision is "a hunger to see improvement" (Pejza, 1985).

As important as it is to know what vision is, it is also important to know what vision is not. Nanus (1992) states that vision is not "a prophecy, a mission, factual, true or false, static, [or] a constraint on actions." Fullan (1992) warns against visions that blind and states that there is a tendency for "over attachment to particular philosophies or innovations."

To assist leaders in developing an appropriate vision, Nanus (1992) maintains that the "right vision" has five characteristics:

- attracts commitment and energizes people,
- creates meaning in workers' lives,
- establishes a standard of excellence,
- bridges the present to the future, and
- transcends the status quo.

Other descriptions of vision provide more explicit information especially pertinent to educational leaders. Seeley (1992) defines two types of vision, both related to Cuban's (1988) concepts of first and second order changes. Using the construct of first order changes, those that deal with improvements, Seeley asserts that these changes are connected to first order vision or program vision. An example of a change requiring program vision is a school's adoption of a new reading program.

Second order changes are those that require restructuring or a reconceptualization of an organization's roles, rules, relationships, and responsibilities. Seeley (1992) asserts that such second order changes require system vision. "The leader has to visualize not just how a new program or practice would work, but how whole new sets of expectations, relationships, accountability structures, etc., would fit together into a coherent whole" (Seeley, 1992).

### **Shared Vision**

In addition to providing a picture of the future, a vision inspires people to work to make it come true. It motivates people to join the campaign to realize the desired vision. A leader's efforts to develop a shared vision have been described as "bonding" by Sergiovanni (1990): leader and followers with a shared set of values and commitment "that bond them together in a common cause" in order to meet a common goal. In Chrispeels's (1990) report of effective schools, she states "if a school staff has a shared vision, there is a commitment to change." The concerted

efforts of members of an organization increase the possibilities of the vision's accomplishment. "A vision is little more than an empty dream until it is widely shared and accepted" (Nanus, 1992).

Many leaders begin with a personal vision realizing that it ultimately will be implemented by others in the organization. Johnson's (1992) study of vision and superintendents reported that they found both advantages and disadvantages to superintendents' personal vision as well as to the collaborative development of a shared vision. The advantages of a superintendent entering a district with a personal or a "ready made" (Johnson, 1992) vision were its clarity, coherence, and potential for rapid implementation. Disadvantages of these 'ready made' visions were that it was expected of the superintendent to attain the vision alone and resistance to a superintendent's 'ready made' vision existed from the onset. Superintendents who developed shared visions stated that the time invested to collaborate and develop such visions fostered mutual responsibility and more readily fit the context of their districts. However, the collaborative process required to develop shared vision did not help in meeting urgent needs for change or demands for quick action.

Whether the vision begins with a leader's personal concept or a group's consensual image of a school or district of the future, it is important that there be a sense of ownership of the vision. "Studies indicate that it is the presence of this personal vision on the part of a leader, shared with members of the organization, that may differentiate true leaders from mere managers" (Manasse, 1986) added. A leader's vision needs to be shared by those who will be involved in its realization. The shared vision becomes a "shared covenant that bonds together leader and follower in a moral commitment" (Sergiovanni, 1990). Murphy (1988) applied the concept of shared vision to studies of policy implementation. He found that those studies identified gaps between policy development and

implementation, and concluded that this gap also applies to current discussions of vision. Murphy (1988) stressed the need for the development of a shared vision. "It is rare to see a clearly defined vision articulated by a leader at the top of the hierarchy and then installed by followers." The vision of a school or district, developed collaboratively or initiated by the leader and agreed to by the followers, becomes the common ground, the shared vision that compels all involved to realize the vision. "Vision comes alive only when it is shared" (Westley & Mintzberg, 1989).

### **Administrators and Vision**

"All leaders have the capacity to create a compelling vision, one that takes people to a new place, and the ability to translate that vision into reality" (Bennis, 1990). Current leadership literature frequently characterizes the leader as the vision holder, the keeper of the dream, or the person who has a vision of the organization's purpose. Bennis (1990) writes that leaders "manage the dream." This aspect of leadership has been frequently called visionary leadership. According to Westley and Mintzberg (1989), visionary leadership is dynamic and involves a three stage continuum:

- an image of the desired future for the organization (vision) is
- communicated (shared), which serves to
- "empower those followers so that they can enact the vision."

The important role of vision is also evident in the literature concerning instructional leadership (Blumberg & Greenfield, 1980; Leithwood & Montgomery, 1984; Manasse, 1986; Mazzarella & Grundy, 1989; Pejza, 1985). Visionary educational leaders have a clear picture of what they want to accomplish. The vision of their school or district provides purpose, meaning, and significance to the work of the school and enables them to motivate and empower the staff to contribute to the realization of the vision.

Outstanding superintendents studied by Mahoney (1990) were described as individuals who "knew where their school system ought to be headed and why." He stated that "top school leaders create a vision for their school systems and develop a plan for the future." In Crowson and Morris's (1990) study of superintendents, vision included "deciding what's the correct thing to do." Vision guides the work of superintendents and influences the work of others. "School leaders are creative visionaries willing to take risks in pursuit of cherished values and able to cling to a vision with a tenacity that is contagious to nearly everyone" (Papalewis, 1988).

The importance of principals' visions also appears in the literature concerning instructional leadership (Blumberg & Greenfield, 1980; Lightfoot, 1983; Méndez-Morse, 1991; Niece, 1989; Pejza, 1985). Principals have a vision or a picture of what they want their schools to be and their students to achieve. Pejza (1985) stated that "leadership requires a vision. Without a vision to challenge followers with, there's no possibility of a principal being a leader." The vision provides guidance and direction for the school staff, students, and administration. Niece (1989) reported that several authorities included "providing vision and direction for the school" as a component of instructional leadership.

### **Teachers and Vision**

While administrators' visions tend to focus on district- or school-wide instructional issues, teachers' visions are more likely to address teacher roles and student outcomes (Bellon & Beaudry, 1992; Boles & Troen, 1992; Murphy, Everston, & Radnofsky, 1991; Wasley, 1991). Murphy, Everston, and Radnofsky (1991) found that teachers emphasized changes in student and instructional issues such as interdisciplinary curricula, varied student grouping patterns, and instruction that included basic literacy as well as "critical thinking, creativity,

inquisitiveness, and independence of thought" (Murphy, Everston, & Radnofsky, 1991).

Teachers' vision also included school changes that would result in more participatory and decision-making roles for teachers. Two teachers, Boles and Troen (1992), reported from their personal experience with restructuring that their vision for improved student achievement necessitated changes in instructional approaches and teacher leadership roles. Similarly, other researchers found that teachers participating in school improvement programs included the need to change the school's structures and instructional methods in order to better address students' needs (Bellon & Beaudry, 1992; Murphy, Everston, & Radnofsky, 1991; Wasley, 1991).

The relationship between teachers' and administrators' visions is important. Administrators' visions tend to encompass the whole system; their vision is an organizational vision. Teachers' visions appear to focus primarily on the individual or personal actions for school change. However, closer examination of the two may reveal that both groups of educators are attending to different aspects of the same vision. It is because of the differences in teachers' and administrators' perspectives that makes the development of a shared vision important.

School administrators who have developed a shared vision with their faculty have created common ground that serves to facilitate or promote action toward the realization of their vision. Although, they may begin with a personal vision to forge a shared vision with their staff, the leader's communication of the vision is such that it attracts others to join in the endeavor to attain it. School leaders not only must have a vision of their school or district but also the skills to communicate that vision to others, in developing a shared one. They invite and encourage others to participate in determining and developing this shared vision. The process promotes collegial and collaborative relationships. Although the



process needed for developing a shared vision may be time consuming, the resulting shared commitment to the realization of the vision is the reward for the time and energy invested in such a collaborative process. The steps for such a process is discussed in the following section.

### **Developing A Shared Vision**

There are various approaches that have been suggested for the actual development of a shared vision that then is expressed in a vision statement (Blokker, 1989; Nanus, 1992; Rogus, 1990). Educators will undoubtedly adjust the steps listed below to their unique situation since there is a different focus when applying the steps at the district or school level. Four steps facilitate the conceptualization of vision and lead to its becoming a vision statement.

#### **Know your organization.**

During the initial phase of formulating a vision, it is important to learn everything about the organization as it currently exists. This corresponds to Manasse's concept of organizational vision, "a comprehensive picture of the existing system within its environment." She suggests that organizational vision involves a systems perspective to determine the components of a school or district and how they are interrelated. Boyd (1992) provides a comprehensive list of contextual factors that influence the change process which can serve as a guide to knowing a school or district. It is important that a school leader understand the important role of a school's ecology - the physical and material aspects such as school size - and a school's culture - the attitudes and beliefs, norms, and relationships. Nanus (1992) suggests that "the basic nature" of an organization can be defined by determining its present purpose and its value to society. Knowing what a school or district is about and the reason for its existence is the first step in developing a vision statement. Knowing the collective understanding

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of an organization is the second step and includes the participation of constituencies.

### **Involve critical individuals.**

The individuals or groups identified as constituencies include those that are the most critical, both inside and outside, to a school or district. These 'critical' individuals can be those who are essential, such as a representative of a major business in the community and those people who tend to judge severely, such as the consistently vocal parent. Consider the major expectations or interests of these critical constituents as well as any threats or opportunities that may originate from these groups or individuals. Educators should involve individuals such as students, parents, business leaders, and other community members. They should also ensure the participation of children advocacy groups that work with their students and major employers of their students, as well as representatives of post-secondary institutions that serve their students.

The involvement of critical individuals often presents challenges to the development of a shared vision. Rogus (1990) suggests having the participants write their ideas before a meeting; identify consensus statements first and then grapple with non-consensus statements at the meeting. Remember that consensus is the absence of serious disagreement, not total agreement with everything. Aside from describing the organization and discussing its purpose, the group participates in discussing the factors that could impact the school or district.

### **Explore the possibilities.**

In her definition of future vision Manasse (1986) advocates considering future developments and trends that may influence a school or district. Possible major changes in the economical, social, political, and technological arenas that will impact a school or district should be explored. Specific questions that educators should consider are:

- What are possible future trends of students' needs?
- What are possible future trends in parents' needs or requirements that will impact our students?
- What are possible future expectations or requirements of our students from employers or post-secondary institutions?
- What possible changes in social, economic, political, or technical areas will impact our organization?

The exploration of possible futures can be encouraged with the provision of literature concerning future trends. Another strategy that can assist participants to speculate about the future is to view and discuss videotapes that have been produced by futurists.

### **Put it in writing.**

The final step is writing a clear and concise vision statement. This step uses all the information gathered and discussed, the descriptions of the school or district, as well as the predictions of future developments and trends that will impact a school or district. It flows from the discussion of the most probable future of the school or district. Rogus (1990) suggests using the consensus statements to begin writing the vision statement, getting one "last set of reactions," and having the total faculty determine its final form. This final step is the result of much discussion by the people involved and aside from 'distilling' the issues discussed, it focuses the group's attention to what they agreed upon and their united vision for their school or district. This vision then is committed to document.

Treating people with respect makes your world a better place to live in. And it's easy – all you have to do is treat people the way you like to have them treat you.

Rookaya (2004) Respect focuses on the moral obligation to honor the essential worth and dignity of the individual. Respect prohibits violence, humiliation, manipulation and exploitation. It reflects notions such as civility, courtesy, dignity, autonomy, tolerance and acceptance.

Crigger (2001) The philosophical foundation of the eHealth Code is the principle of **respect for persons**; that is, the ethical obligation to treat each individual as having dignity and moral worth him- or herself, and never simply as a means to someone else's purposes. The principle of respect requires that we treat individuals as independent decision makers and allow them to make choices -- about what products to buy, what services to use, what is most important in living a good life -- based on their own values. Obviously, that doesn't mean that anything goes, that we should or do permit individuals to make just any choices or act in just any ways. We do not condone murder, or permit people to voluntarily sell themselves into slavery; we condemn torture, exploitation, and a host of other activities. But the principle of respect for persons does mean that we have a strong ethical duty to acknowledge individual dignity and allow individuals to make well thought through decisions about how they live their lives.

### **Candor & Honesty**

To treat someone with respect, and as an autonomous decision maker, requires that we be forthcoming and truthful with him or her. We must present ourselves fairly, neither withholding information a reasonable individual would want to know in dealing with us nor presenting information in ways that lead him

or her to form mistaken impressions about us. That is, the principle of respect requires that we both be candid and honest.

Shiring (1993) says "I think there is a lack of respect in today's classrooms (environment) and this situation needs to be improved. If someone puts time and thought into work, the teacher (individual) should at least have the common courtesy to look at what has been done. And if that cannot be done, then the work should not be assigned in the first place". Brase (1999) of the university of California explains how Supervisors Communicate Respect for Employees.

Supervisors communicate clear expectations,

- trust subordinates' judgment,
- take time to listen and understand employee views,
- help employees understand "the bigger picture,"
- show respect when communicating,
- care about employees as individuals,
- involve employees in developing objectives, performance measures, and plans,
- do not gain advantage by holding back information, and
- do not make employees feel stupid when they disagree.

Colby et al (2003) A central goal for the American Democracy Project is to help students learn to be responsible community members. Students must come to appreciate not only the rights but the obligations of community membership. Like all communities, institutions of higher education have expectations for and make demands on their members as well as providing them with benefits. Academic integrity is one clear and essential expectation for higher education, so it is worth paying special attention to how this norm is conveyed and enforced. Strong honor codes and the kinds of conversations they stimulate not only help deter academic dishonesty, they can also foster a climate of trust, civility, self-restraint, and

mutual respect. Creative attention to academic integrity can also help foster an awareness of the critical place of integrity and trust for communities more broadly. Another central value for higher education institutions is respect for people whose backgrounds, cultures, or beliefs differ from one's own. The campus culture can play an important role in supporting growth in students' understanding of unfamiliar cultural traditions and in promoting respectful engagement across difference, thus preparing graduates to function well in a diverse society and a globally interdependent world.

A campus climate in which these values are salient can help students become more reflective about their own cultural backgrounds as well as developing better understanding of and respect for others. All campuses offer "teachable moments" for moral and civic development. Often these moments represent responses to real dilemmas with no obvious right answer – clashes of values within or across groups. These conflicts can be especially powerful teachable moments, because they require students to learn how to deal constructively with competing interests within a community. When an institution uses these and other strategies to develop aspects of its culture that support positive moral and civic development, the efforts may clash with existing practices or "underground cultures" that are inconsistent with the fundamental values of higher education. When the discrepancies are apparent to students, they can lead to cynicism and a sense that the institution's affirmation of positive values is hypocritical. Some campuses have problems with patterns of hazing or substance abuse, for example, while others have had to confront racial or ideological intolerance, such as when those who have one viewpoint prevent those with other views from receiving a fair hearing. Unfortunately, after *Educating Citizens* was published, we became aware of a very serious conflict at one of our case-study institutions, the U.S. Air Force Academy. In that case,

institutional efforts to foster mutual respect among cadets clashed with a pattern of sexual harassment and assault among a minority of cadets and the apparent toleration of such behavior by some in the Academy's administration. This case was particularly troublesome, but most campuses could benefit from attention to discrepancies that may exist between the institution's core values and ongoing violations of those values by some in the community.

Roberts et al (1999) The purpose of this study was to investigate the role that perceptions of equity and justice play in sales force commitment to the organization and intent to turnover. The sample chosen for the present analysis were outside salespeople. Results indicated that facets of both internal and external equity were significant factors in explaining organizational commitment and intent to turnover. And, contrary to previously findings (Folger and Konovsky 1989; McFarlin and Sweeney 1992 and others), distributive justice was more important to organizational commitment and intent to turnover than procedural justice. The above findings have important implications for sales force management and future research endeavors.

Amato and Amato (2002) This paper examines the relationship between commitment to Quality of Life and firm size, profitability and industry. Mission statements were content analyzed for Day's (1987) societal QOL goals and Maslows's hierarchy. Including firms from Forbes Best Small Businesses and the Fortune 200 Insured firm size diversity.

Findings include significant ( $-.05$ ) relationships between firm size and several Maslow's criteria. Return on Equity (ROE) is positively correlated ( $=.05$ ) with workforce wellbeing. Industry effects suggest that financial services often include societal goals in mission statements, while ecological and safety goals are frequently mentioned in mining, metals and construction.



Abraham(2003), in his thesis submitted to St. Clements University states that, “ It is therefore conceivable that work influences man on one hand, and man equally influences work dynamics on the other hand. The congruence of these influences can be symbiotic, catalytic, parasitic, antagonistic, synergistic, or a combination of some of these elements. Thus one fundamental way to understand the behavior of human beings, and eventually groups, would be to examine how work affects or influences the life of the individual, his counter-response, and his general relationship with the society at large.

From the point of view of the employer, work connotes carrying out orderly instructions/assignments by an individual or groups culminating in the achievement of set goals and objectives for the overall performance of the organization. The process of carrying out these instructions/assignments requires exertion of physical or mental efforts or energy. Therefore, the capability, capacity, willingness and commitment of the individual or group to the organizational goals and objectives directly and reasonably influence the performance of the individual or group in question.

Maxwell (2004) Commitment lasts when it is based on values – The only way to sustain commitment is to link it with the personal values of an individual. Once the commitment is based on an individual’s values he will have no problems in sustaining it. Values are what drive one’s choices; they transcend your talents and skills and they stand up under the tests of adversity.

Fuller et al (2003) The article presents an overview of a study on the relationship between perceived organizational support and organizational commitment from a social identity perspective. Perceived organizational support (POS) is defined as people's global beliefs about the extent to which the

organization cares about their well-being and values their contributions. Social identity theory suggests that people remain loyal when they feel that their organizations value and appreciate them. However, social identity theory maintains that when people feel that their organization values and appreciates them, it is a sign of organizational respect for them or of their high status within the organization. High status is likely to increase people's organizational commitment because it enhances their social identity. Therefore, because social identity is reflected in people's self-esteem, the relationship between people's perceived organization people support (POPS) and organizational commitment is likely to be mediated to some degree by their organization-based self-esteem (OBSE). OBSE is an employee's evaluation of his or her personal adequacy and worthiness as an organizational member. In short, the results suggest that for U.S. convenience store employees, POS might be related to organizational commitment partly because of its impact on OBSE, and that organizational support theory might benefit from expansion of its theoretical foundation to include a social identity perspective

Wasti (2003) This study investigated whether cultural values of individualism and collectivism measured at the individual level influence the salience of different antecedents of organizational commitment. The findings indicated that satisfaction with work and promotion are the primary determinants of affective and normative commitment for employees who endorse individualist values. For employees with collectivist values, satisfaction with supervisor was found to be an important commitment antecedent over and above satisfaction with work and promotion. Similar results were obtained for continuance commitment. The results indicate that although some antecedents of organizational commitment are common across the two groups, the emphasis placed on task versus relationships differs across individuals with varying cultural orientations

Dixon et al(2003) Increased use of sales teams reduces salespeople's latitude to operate as "lone wolves." A lone wolf prefers to work alone when making decisions and setting goals, has little patience for group process, sees others as less effective, and seldom values others' ideas. Research investigating lone wolves suggests they lack organizational commitment. However, no current scale exists for identifying lone wolves. Using sales representatives and student samples, we validate a lone wolf scale and demonstrate how lone wolves differ from autonomous individuals. Having good psychometric properties, the scale is useful to practitioners for assessing representatives for sales team contexts.

Bowen et al (2004) This study examined the relationships between job satisfaction, organizational commitment, family structure, and work characteristics of 4-H agents.

#### Procedures Findings

The majority of the agents were female (54%), middle aged (39 years), married (67%), and almost all were white (97%). The highest degree held by more than half of the respondents was a master's degree (59%), followed by bachelor's (32%) and doctorate (7%) degrees. On average, agents had 11 years of work experience. The majority of agents had responsibilities in a single county (75%), and their salaries were paid from both state and county funding (71%). Agents were satisfied (mean = 4.13) with their jobs and were somewhat committed (mean = 3.61) to their state Cooperative Extension organization. Significant positive relationships were found between job satisfaction and commitment ( $r = .66$ ;  $p < .001$ ) indicating that agents who were satisfied with their jobs were also committed to their organizations. Similar findings were reported by Kemp (1967).

Results of this study suggest that 4-H agents are satisfied with their jobs and are committed to cooperative extension. Older, married, and more

experienced agents had higher levels of job satisfaction and were more committed to cooperative extension than younger, single, and less experienced agents. This suggests that younger, single, and less experienced agents may still be deciding what they want to do for a career. Deciding on a choice of work for life or for a given period of time may preclude job satisfaction and organizational commitment. Significant relationships between job satisfaction and commitment reinforce the suggestion that job satisfaction may preclude organizational commitment and the one does not exist without the other.

### ***2.2.3: Theories of Intrinsic Motivation.***

#### **Psychoanalytic Theories**

The psychoanalytic theories of motivation propose a variety of fundamental influences. Freud (1990) proposed that all action or behavior is a result of internal, biological instincts that are classified into two categories: life (sexual) and death (aggression). Many of Freud's students broke with him over this concept. For example, Erikson (1993) and Sullivan (1968) proposed that interpersonal and social relationships are fundamental; Adler (1989) proposed power, while Jung (1953, 1997) proposed temperament and search for soul.

#### **Humanistic Theories**

One of the most influential writers in the area of motivation is Abraham Maslow (1954), who propounded his theory of motivation based on hierarchy of needs.

## **Transpersonal or Spiritual Theories**

Most of the transpersonal or spiritual theories deal with the meaningfulness of our lives or ultimate meanings. Abraham Maslow (1954) has also been influential in this approach to motivation. Other influential scholars included Gordon Allport (1955), Victor Frankl (1998), William James (1997), Carl Jung (1953, 1997), Ken Wilber (1998).

## **Achievement Motivation - David C. McClelland (1985)**

Over the years behavioral scientists have observed that some people have an intense need to achieve; others, perhaps the majority, do not seem to be as concerned about achievement. This phenomenon has fascinated David C. McClelland. For over twenty years he and his associates at Harvard University studied this urge to achieve. McClelland's research led him to believe that the need for achievement is a distinct human motive that can be distinguished from other needs. More important, the achievement motive can be isolated and assessed in any group.

## **Characteristics of people with a high need for achievement**

McClelland illustrates some of these characteristics in describing a laboratory experiment. Participants were asked to throw rings over a peg from any distance they chose. Most people tended to throw at random—now close, now far away; but individuals with a high need for achievement seemed carefully to measure where they were most likely to get a sense of mastery—not too close to make the task ridiculously easy or too far away to make it impossible. They set moderately difficult but potentially achievable goals. In biology, this is known as the overload principle. In weight lifting, for example, strength cannot be in

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performance. It provides them with a means of assessing their progress and comparing their achievements with those of other people. They normally do not seek money for status or economic security.

### **Feedback**

A desire by people with a high need for achievement to seek situations in which they get concrete feedback on how well they are doing is closely related to this concern for personal accomplishment. Consequently, achievement-motivated people are often found in sales jobs or as owners and managers of their own businesses. In addition to concrete feedback, the nature of the feedback is important to achievement-motivated people. They respond favorably to information about their work. They are not interested in comments about their personal characteristics, such as how cooperative or helpful they are. Affiliation-motivated people might want social or attitudinal feedback. Achievement-motivated people might want job-relevant feedback. They want to know the score.

### **Why do achievement-motivated people behave as they do?**

McClelland claims it is because they habitually spend time thinking about doing things better. In fact, he has found that wherever people start to think in achievement terms, things start to happen. For example:

College students with a high need for achievement will generally get better grades than equally bright students with weaker achievement needs.

Achievement-motivated people tend to get more raises and are promoted faster because they are constantly trying to think of better ways of doing things. Companies with many such people grow faster and are more profitable.

McClelland has even extended his analysis to countries where he related the presence of a large percentage of achievement-motivated individuals to the national economic growth.

### **A taught skill?**

Can this motive, the need for achievement, be taught to people? McClelland was convinced that this can be done. In fact, he also developed training programs for business people that were designed to increase their achievement motivation. He also developed similar programs for other segments of the population.

### **Achievement-motivated people**

Achievement-motivated people can be the backbone of most organizations, but what can be said about their potential as managers? As we know, people with a high need for achievement get ahead because as individuals they are producers they get things done. However, when they are promoted, when their success depends not only on their own work but on the activities of others, they may be less effective. Since they are highly job-oriented and work to their capacity, they tend to expect others to do the same. As a result, they sometimes lack the human skills and patience necessary for being effective managers of people who are competent but have a higher need for affiliation than they do. In this situation, their overemphasis on producing frustrates these people and prevents them from maximizing their own potential. Thus, while achievement-motivated people are needed in organizations, they do not always make the best managers unless they develop their human skills. Being a good producer is not sufficient to make an effective manager.



McClelland has found that achievement-motivated people are more likely to be developed in families in which parents hold different expectations for their children than do other parents. More importantly, these parents expect their children to start showing some independence between the ages of six and eight, making choices and doing things without help, such as knowing the way around the neighborhood and taking care of themselves around the house. Other parents tend either to expect this too early, before children are ready, or to smother the development of the personality of these children. One extreme seems to foster passive, defeated attitudes as children feel unwanted at home and incompetent away from home. They are just not ready for that kind of independence so early. The other extreme yields either overprotected or over-disciplined children. These children become very dependent on their parents and find it difficult to break away and make their own decisions.

### **The Herzberg Link?**

McClelland's concept of achievement motivation is also related to Herzberg's motivation-hygiene theory. People with high achievement motivation tend to be interested in the motivators (the job itself). Achievement-motivated people want feedback. They want to know how well they are doing on their job.

On the other hand, people with low achievement motivation are more concerned about the environment. They want to know how people feel about them rather than how well they are doing.

### ***2.3.4: Positive Approaches***

Staples (1999) stated that, it is the fact that we become what we consciously think about the most and that we can control this process by choosing the thoughts we allow our mind to entertain. Thus thinking becomes very

important. Successful people think about opportunities, affluence, challenge and change. They think about success. On the other hand, unsuccessful people most of the time think about problems, poverty, set backs, lack and limitations. They think about failures. So simply by changing our thoughts, we can change who we are and hence every aspect of our life.

Shuller (1988) introduced a similar concept of possibility thinking, which is also based at positive thinking. Possibility thinker is someone who has practiced and is practicing a positive mental outlook.

Goller (2004) defined positive thinking in a portfolio context as “it implies a mental manipulation of the objective probability distribution of assets return”. As per Sasson (2004) thinking positively means admitting into the mind only thoughts, words and images that are conducive to growth, expansion and success. It is the expectation of good and favorable results. A positive mind anticipates happiness, joy, health and a successful outcome of every situation and action.

As per Marston (2000) true positive thinking is more than just repeating shallow happy phrases. Thinking positively does not mean that you ignore the negative things which come along, but rather that you put forth the real effort to invalidate and change those things. True positive thinking is reality thinking. True positive thinking realistically sees the positive as well as the negative of any situation and chooses to give effort and support to positive side. Thinking positively requires effort, and that is why it works so well. It takes effort to see the positive aspects when everyone else sees only the dismal side. Yet it is that effort, which distinguishes winners from losers. It is that effort which underlies all great achievements. “Being defeated is often a temporary condition. Giving up is what makes it permanent”. This quote of Marilyn Vas Savant underlines the importance of the positive thinking.

A similar concept to positive thinking is optimism. Optimism can be defined as “the belief that bad event are temporary, are not one’s fault, and that are confined to present circumstances”.

Hinze & Suire (1997) have defined optimism as a cognitive bias, a dispositional attitude and as a belief, all of which lead an individual to over estimate their chances for positive outcomes and to underestimate ones chance for negative outcomes across situations in one’s future. A bias, attitude, or belief has its effect by directly influencing one’s cognitive appraisal of future expectations. Freedman (2000) has also expressed similar views and stated that optimism means believing that positive results are likely.

McCann (2002) stated that optimism is a characteristic that is the basis of positive thinking. It is a psychological resource that gives people a generalized expectancy that they will succeed in their endeavor. Expected success, in turn, gives people the will to extent efforts to realise, If they expect failure they will put less efforts into a task and are more likely to give up as soon as an obstacle appear.

As per Kozlovskaya (2004), our subconscious cannot tell the difference between what we think and what we do. It tends to believe whatever we tell, it listens to our thoughts and takes its cues from them. So it’s important that we control what we feed into it. Looking at the above words positive thinking becomes very important. The first step towards positive thinking is the realization that we are in control of our thoughts – if we choose to be. Recent studies indicate that people who rate themselves highly, with a high self esteem and positive outlook on life tend to perceive their jobs positively as well and they tend to be in the jobs that are more personally satisfying and complex.

Nudel and Nudel (2004) linked positive thinking to healing. Positive thinking is an effective way to achieve mastery of bio-energy healing.

Maintenance of a positive energy level in a healer's own bio-energy field reduces stress and emotional tension in the healer and in others. Positive emotions and feelings and a positive mental attitude can improve the quality of people's lives and heal their bodies of illness and stresses. On the other hand negative emotions shorten the span of life.

Positive thinking does improve the quality of life of patients with a life-threatening disease by inducing in them to reduce their subjective probability of dying. It also seems to generate a positive placebo effect on the objective health risk (Gollier, 2004).

Recent studies have correlated long life with optimism, with positive thinking and with a lack of hostility, anxiety and depression. Dr. Howard S. Friedman, a psychologist of the university of California at River Side, who studied personality traits with longevity has said that "it is definitely the case that certain people who are psychologically healthier live longer" (Duenwald, 2000).

As per Levy et al (2002) in a study conducted by Harvard school of public health and the department of veterans in the year 2001 in Boston, it was found that "the people who viewed the world more optimistically had half the risk of coronary heart disease compared to their more pessimistic counterparts. In another study conducted at Yale University in 2002 found that thinking positively about ageing adds approximately seven and a half years to your life.

Further research, published in the American Psychology Associations Journal of Personality and Social Psychology in 2002 reveals that optimists tend to have happier lives and are healthier, regardless of the degree of stress they experience. The joint research project by staff at Brigham and Women's Hospital, and Harvard Medical School, suggests that attitude strengthens the immune system (Levy et al, 2002).

Studies indicate that people who rate themselves highly while valuing their own self worth, indicating that they have high self esteem and having a high positive outlook on life tend to perceive their jobs positively. At the same time they tend to be in jobs that are more personally satisfying and are more complex. It appears that these people seek challenge and complexity. When they find it, they seek out more. As long as there are challenges they make great employees (Bona et al 2000).

Bona et al (2000) conducted a study on 351 participants where their personality and attitude towards life, perceived job characteristics, job complexity and job satisfaction was assessed. And it was found that participants who indicated a positive self concept also indicated that they saw their jobs as being significant in the scheme of things, allowing freedom in how work is done, giving them positive feedback and task variety. They reported that they felt mostly enthusiastic about and satisfied with their jobs. Interestingly, the significant relatives of the participants like spouses were also asked to rate the personality of the participants and their rating also matched the rating of the participants.

*"I can hardly imagine living without hope. As for the future of the world, there is a colorful spectrum of possibilities, from the worst to the best. What will happen, I do not know. Hope forces me to believe that those better alternatives will prevail, and above all it forces me to do something to make them happen."*

*Vaclav Havel, dissident playwright, political prisoner,  
President of Czechoslovakia*

Scheirer and Craver (1985) have described dispositional optimism as an activity related to goal attainment and self-regulation. According to the definition, self-regulators plan ahead for handling obstacles that might thwart

their goals. They also exhibit confidence, that in spite of difficult obstacles, they will still persist in achieving their goals.

Buchanan & Seligman (1995) have outlined optimism in terms of explanatory style which has its roots in attribution theory. According to this approach, an optimistic explanatory style involves attributing favorable events to personal, permanent, and pervasive causes, and unfavorable events to external, temporary, and situation-specific causes. Conversely, a pessimistic explanatory style implies externalizing positive events and attributing them to temporary, situation-specific causes, while internalizing negative events and attributing them to permanent and pervasive causes. Seligman (1991) has also emphasized that optimism is a learnable state that can be developed over time and has documented the positive impact optimism can have in a variety of life domains including work, education, athletic performance, politics, and health. He has even gone so far as to suggest specific career fields where optimism is a must (sales) and other career fields where mild pessimists (low-defeat jobs) have a good fit (auditors).

Seligman (1991) and others ( Peterson, 2000) have also described the importance of “flexible optimism,” which is the ability to use both optimistic and pessimistic explanatory styles and the adaptive capacity that allows for the use of alternative explanatory styles depending on the situation. In other words, “flexible optimism” faces reality with a positive outlook without dwelling unduly on the negatives. Similarly, Seligman (1991) and others (Schneider, 2001) have also highlighted the importance of “realistic optimism,” which does not take an extreme in internalizing good events and externalizing negative ones. This approach has recognized the importance of understanding that there can be a downside to too much and/or false optimism. Schneider (2001) has outlined three forms of “realistic optimism” which include the following:

1. Leniency for the past, or the benefit of the doubt principle (accepting what cannot now be changed, not second guessing yourself, and preventing the debilitating effects of perfectionism);
2. Appreciation for the present, or the appreciate the moment principle (staying alert to the positive aspects of the current situation); and
3. Opportunity-seeking for the future, or the windows of opportunity principle (an assignment or project is viewed as a challenge, not a problem).

Finally, there is considerable evidence on the importance of optimism related to physical and psychological health (Seligman, 1991). Optimism has been linked to desirable characteristics such as perseverance, achievement, health, and happiness.

Attributional or Explanatory style (Peterson & Seligman, 1984; Seligman, 1991) identifies someone as optimistic or pessimistic, depending on how they explain past positive and negative events; however, research has shown that the differences between optimists and pessimists are more consistent and pronounced with regards to negative events.

According to this model, individuals having a pessimistic explanatory style habitually explain negative events in their lives by telling themselves that "It's all my own fault" (Personal); "my whole life is a mess" (Pervasive), and "things will always be this way" (Permanent). These individuals are less likely than others to succeed in study, work or sport and are more likely to become depressed. Conversely, individuals with a more positive explanatory style tend to see negative events in a less personal ("I could only control certain aspects..."),

pervasive (“thank God my whole life isn’t this bad”), and permanent (“this won’t last forever”) manner, and are less likely to become depressed.

Seligman’s goal with learned optimism is to help instill people with what he calls ‘flexible optimism’. Flexible optimism is optimism “with its eyes open” (Seligman, 1991). If one has flexible optimism, then one will be accurate in explaining both negative and positive events in terms of attribution.

Learned optimism is the product of reformulated helplessness theory (Abramson, Seligman, and Teasdale, 1978). This theory has been characterized as a diathesis-stress model in which an individual’s style of attributing negative outcomes to internal, stable, or global factors is a diathesis for depressive reactions, and the negative life events are a stress for depressive reactions (Metalsky, Abramson, Seligman, Semmel, & Peterson, 1982). An internal explanation (taking responsibility for negative events) is associated with a loss of self-esteem. A stable explanation (assuming that the cause is long lasting or consistent over time) is associated with a lasting sense of helplessness, whereas a global rather than specific explanation is associated with pervasive deficits

In learned optimism, Seligman proposed a technique designed to help an individual develop a more positive or optimistic explanatory style (Seligman, 1991).

Another related conceptualization of optimism is that of “positive illusion”. In contrast to positive illusion, which suggests a set of unhealthy cognitive distortions, Taylor & Armor (1996) define positive illusion as a set of mentally healthy responses to trying situations. Taylor and Armor distinguish optimism as an illusion (responsive to reality) from optimism as a delusion (Taylor, 1989), where optimism may be counterproductive, inappropriate, or numb us to the reality of human suffering.



Delusional optimism suggests a degree of unreality, perhaps indicative of an inability to cope with reality. One could say that delusional optimism is optimistic bias at its strongest and worst. An individual who fails to grasp the reality of a dangerous or situation, for example, will not be able to take action to deal appropriately with that situation. The essential difference between illusional and delusional optimism is that the former is responsive to reality, and may assist an individual in dealing with reality in a healthy and productive manner. The latter demands that the individual disengage and take no action whatsoever, as no danger is perceived. Any sense of self-esteem or control would be based on further distortion, as one cannot develop these characteristics by denying the negative events that produce them.

It has been found that those who have high self-esteem, high self-confidence, and a sense of control in their lives tend to grow and develop in response to stressful events (Taylor & Armor, 1996). Maintaining a slightly unrealistic (or illusory) sense of optimism tends to be quite rewarding, in that it lowers anxiety and contributes to an individual's sense of mastery and control. Positive illusions are therefore self-reinforcing, much like learned optimism. They can also be maintained in negative situations, as individuals typically select, interpret, or recall information that is consistent with their prior beliefs (Taylor & Brown, 1988). Delusional optimism would presumably not bestow the same benefits, as a denial of the gravity of the situation is inferred. A stressful situation would therefore be construed as pleasant or merely challenging, and developing a sense of control would seem unnecessary.

### **Optimistic Bias**

The term "optimistic bias" refers to an individual's tendency to underestimate the chances of negative events and overestimate the chances of positive events happening to him or her. This phenomenon occurs when the

individual perceives the event to be controllable or when they have some degree of commitment or emotional investment in the outcome (Weinstein 1980; Van der Velde et al., 1992). For example, a billiards player may ascribe a loss to luck on the part of her opponent, and a win to her own skill.

Weinstein feels that this kind of optimism is a kind of armor that individuals use to help themselves feel safe and protected. This type of optimism is quite prevalent, says Weinstein, regardless of age, sex, level of education, or occupation (Weinstein, 1982, 1987). Weinstein attributes this “unrealistic optimism” in part to an individual’s tendency to be egocentric, and to underestimate the chances of bad things happening to him or her (Weinstein, 1987). Fowers and his colleagues (2002) reported that decades of research have provided clear evidence of optimistic bias in self-reports of relationship satisfaction. Most couples rated their marriages as being above average, and their marriage partners as better than average people. In addition, most individuals, single or married, rated themselves as being less likely than average to be divorced later in life.

Scheier and Carver (1985) have developed the concept of “dispositional optimism”. They define dispositional optimism as the global expectation of positive outcomes. In other words, they feel that there are people who tend to be optimists, regardless of the situation, and those who tend to be pessimists. To Scheier and Carver, optimism is more adaptive than pessimism in that it allows people to engage in goal directed behavior, and makes them more likely to continue expending effort toward a successful outcome. According to Scheier and Carver, if people encounter an obstacle when pursuing a valued goal, they temporarily disengage from the valued goal and conduct an assessment. If the person feels confident in his or her ability to realize the goal (based on a record of success), then more effort will be expended to overcome the obstacle. If the

obstacle is insurmountable, then the person will disengage from that goal. Once disengaged, it is to be hoped that the person will substitute a more realistic goal, so as to not remain immobilized. Scheier and Carver argue that pessimists are less likely to choose a new goal to pursue at this point than optimists. They argue:

Giving up a goal because of doubts about its attainment can be adaptive, when doing so leads to engagement with another goal...a person who feels a deep sense of pessimism about all of life is a person who has nothing else to turn to...this absence of substitute goals – which seems to exemplify this person’s situation – is a very serious problem. (Scheier & Carver, 2001.)

Scheier and Carver theorize that optimism and pessimism are best thought of as existing on a single dimension, and that people are either more or less optimistic.

Overall, research in dispositional optimism has suggested that people who are dispositionally optimistic tend to cope better than those who are more pessimistic. One of the main reasons for this is that optimists tend to be more goal-oriented and constructive in their thinking than pessimists.

Closely related to Scheier and Carver’s (2002) model is Snyder’s (1994) Agency-Based Hope. Snyder has found that due to an underlying sense of Agency (goal-directed determination) and “Pathways” (planning of ways to meet goals), those who possess a high degree of hope are more likely to select and attain more difficult goals. They are also more likely to have a healthy lifestyle, avoid life crises, and possess better coping strategies as compared to those with less hope (Snyder et al., 1991; Snyder, 1994, 2000).

Lazarus (1999) suggests that Snyder’s marriage of hope to a sense of self-efficacy (Bandura, 1997) dilutes the strength of true hope:

True hope, Lazarus argues, always incorporates an element of doubt. In this respect, he says, dispositional optimism is “pat and simple minded” as it treats optimism/pessimism as a single construct rather than two constructs that can co-exist in healthy individuals. In the same way, Snyder and others have reduced hope to the expectation of a positive outcome tied to an individual’s agency and pathways thinking. If we follow Lazarus’ thinking, there is no meaningful difference between hope and optimism. If hope is agency based, then it seems to lose its distinctiveness; being hopeful and optimistic would be redundant, as both depend upon our own agency and the means to achieve our goals.

It would only be fair to outline what Snyder (2000) points out as the central difference between optimism and hope. The first difference is one mentioned in a paper by Scheier and Carver (1985): “there exists a substantial minority of people for whom a sense of optimism derives from external causes.” The focus of hope is on one’s own sense of agency, as well as one’s own ability to find a way out of a given situation (pathways thinking). In addition, Snyder points out that while Scheier and Carver are focused only on the expectancies themselves, agency and pathways can be seen as the bases of those positive expectancies (Schneider, 2001).

### **The Positive Impact of Optimism on Workplace Performance**

Conceptually, the idea that optimism can be linked with higher workplace performance has considerable face validity. This face validity is supported with relevant research which has shown that optimists are more likely to formulate a plan of action for difficult situations (Strack, et al., 1987), are less likely to give up (Seligman, 1991), and have a more positive outlook on stressful situations (Carver & Gaines, 1987). Beyond face validity, there is also more direct empirical support which has linked optimism to workplace performance. Perhaps the most famous example to date concerning the linkage between optimism and

workplace performance was conducted by Seligman (1991) in the life insurance industry. In this comprehensive study, Seligman found that high optimism insurance sales agents sold 37 percent more insurance their first two years on the job and had less turnover. The Seligman studies have provided considerable research back-up for the view that optimism leads to higher productivity and lower turnover in the workplace and that there is a positive relationship between optimism and workplace outcomes.

There is also some evidence that optimism can be positively linked with affective measures of employee attitudes such as increased job satisfaction and organizational commitment. Although direct empirical support for this association is limited, a case can be made for this linkage. For example, Wanberg and Banas (2000) found that personal resilience (defined in this study as a composite of self-esteem, optimism, and perceived control) was related to higher levels of change acceptance and that lower levels of change acceptance were associated with less job satisfaction, more work irritation, and stronger intentions to quit.

The relationship between optimism and job satisfaction and organizational commitment seems particularly important because of prior research which has demonstrated the positive impact these affective states can have on performance and turnover. For example, Lum et al. (1998) outlined the relationship between turnover intent, job satisfaction, pay satisfaction, and organizational commitment. Results indicated a complex multistage process that included attitudinal, decisional, and behavioral components which could be used to predict nursing turnover. In particular, job satisfaction was found to have an indirect effect on intent to quit while organizational commitment was found to have the strongest direct impact. Interestingly, organizational commitment was described in this

study as a global attitude reflective of a general affective response (optimism or pessimism).

Rich (1999) conducted empirical study on salesperson optimism. First, the extent to which sales managers can enhance their optimism among their sales people was explored by examining the influence of three leader behaviors (positive feedback, articulating a vision, and individualized support). Second, optimism was associated with three important outcome variables (in-role performance, and helping and sportsmanship organizational citizenship behavior). Data were collected from a sample of 122 salesperson/sales manager dyads from five companies, and hypotheses were tested by fitting a structural equations model. Results suggest that sales managers can enhance the salesperson optimism through individualized support; and that optimistic salespeople were more likely to be productive, and more likely to engage in sportsmanship organizational citizenship behavior.

*“Parents need to fill a child’s bucket of self esteem so high that the rest of the world can’t poke enough holes in it to drain it dry.”*

*Alvin Price*

Branden (1969) a well known psychotherapist, defined self-esteem several years ago as “The disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness.” The National Association for Self-Esteem modified this to define self-esteem as “The experience of being capable of meeting life's challenges and being worthy of happiness.” Muruk (1999) a psychology professor at Bowling Green University, reports in his book *Self-Esteem: Research, Theory, and Practice* that of all the

theories and definitions proposed, this description of self-esteem has best withstood the test of time in terms of accuracy and comprehensiveness.

Currently, there is a debate between two groups of theorists:

- (1) Those who believe low self-esteem causes most social problems like school failure, strained relationships, drug use, unwanted pregnancy, delinquency, and all kinds of troubles. They, of course, advocate building children's self-esteem but mostly by giving rewards and praise even for easy tasks in school. Self-esteem is considered so vital that some even say "don't make your kids feel bad if they lie and steal."
- (2) The other theorists think it is the other way around, i.e. that failing in school, getting in trouble, fighting in the street and at home, being irresponsible and anti-social, etc. cause low self-esteem. I suspect both views are right to some extent, i.e. self-esteem can be both cause and consequence of undesirable behavior (Bednar & Peterson, 1995). Having self-esteem would help with many social problems, but it will take more than teachers full of praise to develop motivated students and good citizens with high self-esteem. It will take a supportive (perhaps even demanding) environment, removal of fears and resentment, development of high values, good interpersonal relationships, life plans, useful life skills, knowledge, actual praise-worthy achievements, and on and on.

Although feeling negative about one self is an unpleasant situation (such people especially get down on themselves when they fail), it isn't always entirely bad. Fears and feeling inferior may sometimes compel us to work very hard to succeed. Most of the time, however, failure makes us (especially if we are extrinsically motivated or conclude we are stupid) feel incompetent and uninterested in the task (Kohn, 1994). Certainly, as we will see, there are better

ways to motivate ourselves, but nevertheless self-doubts, fears, and guilt can help us strive to be better. At the other extreme, there are highly arrogant people who are mean, dishonest, immoral, lazy, and all sorts of bad stuff. Dalrymple (1995) reminds us that the Nazi leaders had such inflated self-esteem that they felt invincible and were unfazed by their atrocities. So, high self-esteem can be part of a serious problem as well as parts of solutions.

Deci and Ryan (1994) speak of contingent self-esteem as distinguished from true self-esteem. Contingent self-esteem is like conditional love; your self-acceptance or self-love is based on living up to your and other's expectations--passing all the tests of life. So, you feel good only when things are going well. This tenuous, conditional self-esteem is not a secure foundation (and is associated with an external orientation, such as seeking money, fame, and attractiveness).

On the other hand, true self-esteem, according to Deci and Ryan(1995), involves a more secure, solid sense of self and self-acceptance, regardless of what happens in the outside world (and is associated with intrinsic motivations, such as seeking relationships, self-improvement, and serving others). Of course, contingent self-esteem might even be gained by being proficient at something you don't value (like pretending to like someone or being a thief) but *true* self-esteem comes only when your actions are highly valued and freely chosen or self-determined.

Coopersmith (1967) suggested that high self-esteem requires two things: setting high goals *and* some success in reaching your goals. In other words, you must DO SOMETHING. Contrary to popular opinion, self-esteem in children is *not* related to good looks, being tall, mother being at home, and social or economic status of the family. Kids who like themselves had parents who set high standards (yes, expected politeness *and* housework, not "do your own thing"), showed respect for the child (democratic decision-making where everyone is



heard) and showed love (not necessarily overtly but in terms of caring about "how things are going"). You can't change the past but you can talk to yourself. You can say such things as "don't be lazy just because you were pampered as a child." You can do something !

If you assume responsibility for improving your life, if you learn to have more control over your life, and if you put in time and effort on good causes, you will like yourself better and others will admire you. So, in a sense, all self-help enhances self-esteem. Conversely, self-esteem facilitates self-help (Bandura, 1977b). For instance, good students feel responsible for doing well while poor students blame teachers, the school, or the tests (Coleman, 1966).

Mental health professionals did not consider any book very helpful in building self-esteem (Stantrock, Minnett & Campbell, 1994). Professionals find two books, besides McKay & Fanning, especially helpful: Johnson (1986) and Briggs (1986). Additional useful books are Burns (1993) who has a 10-day self-esteem building program, Wegscheider-Cruse (1987) who stresses self-acceptance, Gardner (1992) who focuses on children's self-esteem but is more for therapists, Palmer (1989) who addresses teens and young adults, and two good books by Branden (1983, 1994) who is a recognized scholar in this area. Johnson (1986) emphasizes doing your own self-evaluations and weaning yourself away from others for your self-esteem.

A recent book (Bednar & Peterson, 1995) found low self-esteem in many disorders; they focus on getting their clients to attack their problems with coping skills rather than just liking themselves better. Three other books, Truchses (1989), Sanford & Donovan (1984), and Bepko & Krestan (1990), address the problem of low esteem in women as related to our culture's demands that women be self-sacrificing and of service to others. Cash (1995) helps people get a better body image. Lastly, Taubman (1994) has attempted to go deeper than curtailing

the internal critic and accentuating the positive. He calls it developing "deep confidence" based on knowing yourself and your psychological history very well.

Building self-esteem is considered by many psychologists and educators to be so vital to good mental health, education, and physical health that research interest in this area should stay high. However, in an excellent review of self-esteem research by Kohn (1994) there is little hard data showing that self-esteem is related to helping others, academic achievement, or good citizenship. Kohn says the current self-esteem building programs in school aren't working. He thinks this is because high achievement, for example, produces self-esteem, not the other way around. Unfortunately, this interpretation of the data may lend some support to the misguided conservative position opposing to all affective education (conservatives distrust change). I think the "basics" should not just be the "three R's"(Respect for self and others, Responsible for one's actions and Relationship with people) but also self-understanding and self-control, relationship skills, and practical career skills; these skills would surely increase one's self-esteem.

Another new theory challenges the practicality of merely increasing positive thoughts about one's self. Mark Leary(1995), a psychologist at Wake Forest, believes that humans, being very social animals, have great sensitivity to how we are getting along with others. Just as any movement in our environment attracts our attention, an angry face in a crowd stands out. When we detect any indication that we might be rejected, our feelings of self-esteem immediately plummet. It is a signal to mend our relationships.

Baumeister et al ( 2003) Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits—an assumption that is critically evaluated in this review.

Appraisal of the effects of self-esteem is complicated by several factors. Because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals.

The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive. Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. Alternatively, self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that high self-esteem facilitates persistence after failure.

People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships.

High self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects. Relative to people with low self-esteem, those with high self-esteem show stronger in-group favoritism, which may increase prejudice and discrimination.

Neither high nor low self-esteem is a direct cause of violence. Narcissism leads to increased aggression in retaliation for wounded pride. Low self-esteem may contribute to externalizing behavior and delinquency, although some studies have found that there are no effects or that the effect of self-esteem vanishes when other variables are controlled. The highest and lowest rates of cheating and bullying are found in different subcategories of high self-esteem.

Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstances. Some studies support the buffer hypothesis, which is that high self-esteem mitigates the effects of stress, but other studies come to the opposite conclusion, indicating that the negative effects of low self-esteem are mainly felt in good times. Still others find that high self-esteem leads to happier outcomes regardless of stress or other circumstances. High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self-esteem are negligible. One important exception is that high self-esteem reduces the chances of bulimia in females.

Overall, the benefits of high self-esteem fall into two categories: enhanced initiative and pleasant feelings. We have not found evidence that boosting self-esteem (by therapeutic interventions or school programs) causes benefits. Our findings do not support continued widespread efforts to boost self-esteem in the hope that it will by itself foster improved outcomes. In view of the heterogeneity of high self-esteem, indiscriminate praise might just as easily promote narcissism, with its less desirable consequences. Instead, we recommend using praise to boost self-esteem as a reward for socially desirable behavior and self-improvement.

Pedersen, Seidman (2004) In this study have investigated the contribution of achievement in team sports to adolescent girls' self-esteem development. Adolescent girls ( $N= 247$ ) from racially and ethnically diverse backgrounds were surveyed as part of a larger study investigating the development of poor urban youth. Participants responded to items tapping global self-esteem, team sports achievement, and athletic self-evaluations. The results of hierarchical regression analyses indicate that girls' team sports achievement experiences in early adolescence are positively associated with self-esteem in middle adolescence. This relationship is partially mediated by team sports self-evaluations. Applications of these findings to the development of interventions designed to enhance the self-esteem of young women and girls are discussed.

It is well documented in the sociological social psychology literature that work experience impacts self-evaluation (Kohn and Carmi, 1973; Mortimer and Lorence, 1979; Staples, et al., 1984; Schwalbe, 1985). The two dimensions of self-evaluation discussed in the literature are self-esteem and self-efficacy. Self-esteem refers to an individual's sense of self-worth, whereas self-efficacy indicates a sense of control or competence (Rosenberg, 1979; Gecas, 1982; Schwalbe, 1985). Research investigating the relationship between work and self-esteem shows that work conditions or job characteristics are positively related to self-esteem. The work condition that most studies in this area find to be most consequential for self-esteem is work autonomy. Findings from several studies reveal that the degree of freedom or control the worker has over his or her work has an impact on self-esteem (Mortimer and Lorence, 1979; Staples et al., 1984). Schwalbe (1985) identifies three contributions of autonomy in work to positive self-esteem: 1) autonomy via self-perceptions-allows individuals to take responsibility for their own actions and success; 2) autonomy via reflected appraisals-autonomy is experienced as a reward for demonstrated competence and

reliability; and 3) autonomy via social comparison-autonomy as a status indicator in the workplace culture is used for social comparison with other workers. Results also indicate that, in order for autonomy to have a positive effect on self-esteem, it must be valued by the worker.

Despite the fact that African Americans are more likely to be concentrated in occupations with low work autonomy, research investigating this relationship among African Americans is rare. However, findings from the 1980 National Survey of Black Americans, examining how social processes influence black self-perceptions, indicate that job characteristics have a weak relationship to the self-esteem of African Americans (Hughes and Demo, 1989). Rather, self-esteem is found to be related more to family, friendship and religious involvement. Similarly, Johnson (1990) found that underemployment and underpayment did not lower the self-esteem of African American males. However, diversification among African American workers was not addressed in these studies. According to Bowman (1991), African American primary and secondary workers identify differently with various subjective indicators of work life quality. Therefore, it is quite possible that job conditions may impact the self-esteem of African American primary and secondary workers differently, depending on the specific measures used and their diverse work values.

### **2.3.8: *Locus of Control***

A wide variety of theorists have emphasized the importance of perceptions of personal control and suggested that the desire to control the world around them is a fundamental characteristic of human beings. (Schultz, et al. 1994) Reflecting these varied theoretical perspectives, the literature exhibits varying conceptualizations of "perceived control". Most well known is the concept of "locus of control" which derived originally from Rotter's social learning theory

(Rotter et al, 1972) and which focuses on “beliefs that individuals hold regarding relationships between actions and outcomes”

Various other constructs related to personal control include powerlessness (Seeman,1975) and self-efficacy (Bandura,1977), Powerlessness is conceptualized in terms of an individual’s general perceptions of a lack of power(vs. “control”), encompassing elements of lack of autonomy, fatalism, and inefficacy(Seeman,1991).This is also similar to peripherality which is polar opposite to the concept of centrality. A person with a low sense of centrality also known as peripherality shall depreciate his own existence which will be reflected in terms of his behavior. He will not value his own existence and may allow others to treat him as a doormat. Such a person will be taken granted by others around him in his family, organization and by society at large.

The self-efficacy construct also differs from personal control in the sense that self-efficacy beliefs or expectations focus on evaluations of one’s ability to accomplish certain behaviors or achieve certain outcomes(Bandura,1977) whereas personal control expectancies are related to judgments about whether actions can produce a given outcome (i.e. the extent to which a given outcome is controllable) Bandura differentiates self efficacy from personal control, suggesting that whereas personal control beliefs focus on the question of whether one can control an outcome, self-efficacy beliefs focus on the evaluation of one’s ability to effectively perform the behaviors necessary to realize the outcome (Bandura,1977). Self-efficacy is closer to centrality. The greater the sense of centrality, higher will be the efficacy of an individual’s behavior. One can sense the centrality of the person by listening to him since he is likely to make statement of his own perceived importance of his existence and will be visible through action in his behavior in terms of effectiveness and a sense of pride for his own work.

The research on work and self-efficacy suggests that work is important to the development of self-efficacy. Work gives rise to action that allows individuals to experience themselves as a causal agent in their environment (Gecas, 1982; Gecas and Schwalbe, 1983). Since work creates possibilities for engaging in efficacious activities, certain job conditions can either enhance or constrain the formation of self-efficacy. Although institutional inequality and discrimination are identified as important causes of low self-efficacy among African Americans, with few exceptions very little research has examined how the quality of African Americans' work life or job conditions impact self-efficacy. An investigation by Hughes and Demo (1989) is one notable exception. These investigators found that the job characteristics (e.g., job security, expected mobility, self-perception of work quality, and job satisfaction) used in their study were unrelated to self-efficacy.

In addition, research on the social psychology of work suggests that autonomy has the strongest effect on job satisfaction and other emotional repercussions, including self-esteem and self-efficacy (Mortimer and Lorence, 1995).

Locus of Control is another valuable construct in studying factors behind an individual's persistence and motivation. It is the degree to which people believe that they are the masters of their own fate. Some people believe that they are the masters of their own fate. Other people see themselves as pawns of fate, believing that what happens to them in their lives is due to luck or chance. The first type, those who believe that they control their destinies, have been labeled internals, whereas the latter, who see their lives as being controlled by outside forces, have been called externals.

A large amount of research comparing internals with externals has shown that internals perform better on their jobs, search more actively for information



before making a decision, are more motivated to achieve, have a greater self control and make a greater attempt to control their environment.

Evidence suggests that persons with internal locus of control are more cognitively able, mentally aware, better predisposed to learning, and more motivated than persons with external locus of control. For example, studies suggest that internal and external subjects differ in cognitive ability and mental awareness.(Stone & Jackson,1975; Erlund,1984)

Rotter addresses the concept of locus of control and contends that persons with internal locus of control show more overt striving for achievement than persons with external locus of control, who feel that they have little control over their rewards and punishments. (Rotter,1971; Joe,1971; Erlund,1984) Deci, Weiner, and Parsons see internal locus of control as a facilitator of achievement in relation to attributions.(Deci,1975;Weiner,1972,1978;Parsons,1983). Lefcourt (1991) contends that people who believe they can influence the outcome of their work are more likely to be motivated to perform.

Further an extensive body of literature supports the premise that individuals who score high on achievement motivation assume personal responsibility for their work and attribute success to something they personally do, rather than to luck or ease of task. (Coleman, 1966; Parsons,1983; Weiner,1978; Strain,1993)

Joe reports that his survey of studies on locus of control supports ...the hypothesis that internals not only will show more initiative and effort in controlling their environments but also control their own impulses better than externals. It appears safe to conclude that internals, in contrast to externals, would show a greater tendency to seek information and adopt behavior patterns which facilitate personal control over their environments. (Erlund, 1984; Joe, 1971) Roueche and Mink further address the value of internal locus of control in individuals:

They have a higher self-concept and are generally better adjusted, more independent, more achieving more creative, more flexible, more self-reliant, show more initiative and effort in controlling the environment ,are less anxious, have higher grades, show more interest in intellectual and achievement matters, etc. It would seem reasonable then to try and aid people in changing to a more internal orientation, to help them realize the contingencies between their own behavior and relevant aspects of their environment, thus increasing the efficiency and effectiveness of their behaviors.(Erlund,1984;Roueche & Mink,1976)

Pareek (1993) has reported high positive correlation between role efficacy and internal locus of control. Analysis of data about 500 bank employees by Sen (1982) revealed positive and significant correlation between role efficacy and internality, and significant negative correlation between role efficacy and externality of all kinds (relating to others, relating to chance and the total). It seems persons with high role efficacy have a higher belief in influencing the outcomes relevant to them, and vice versa. These findings have been confirmed by Surti (1983) for working women in various vocational categories,in her sample the negative correlation between role efficacy and externality (relating to others) was much higher(significant at 0.001 level)

Diefendorff, Brown, Kamin and Lord (2001) A recent meta-analysis concluded that job involvement was unrelated to job performance. The present investigation proposed that the null findings reported in this meta-analysis stem from the choice of performance criteria and the use of job involvement measures that are James M. Diefendorff, Douglas J. Brown, Allen M. Kamin and Robert confounded with work centrality in the primary studies included in the meta-analysis. The current study found that job involvement, when assessed with a recently published measure is a significant predictor of supervisor ratings of organizational citizenship behaviors (OCB) and in-role performance, controlling

for work centrality and other individual difference variables. Consistent with recent findings, there is evidence that sex moderates some of the job involvement and OCB relationships, with females having a stronger, positive relationship between these constructs than males.

Lewis and Krishnan( 2004) This study looked at perceived power of men and women and how it is affected by their value systems and network centrality, using a sample of 84 customer service executives (42 men & 42 women) from two organizations in India. Results show that centrality is positively related to power for men but not for women. Analysis of variance reveals that women have less power than men have, and analysis of covariance shows that this difference in power between the sexes continues to exist even after controlling for centrality. While value systems of men and women differ, sex differences in value systems do not affect centrality or power. Suggestion is made that women should tap personal sources to increase their power.

Successful managers are perceived as being more similar to men than to women in terms of emotional stability, aggressiveness, leadership ability, self-reliance, certainty, vigor, desiring responsibility, seriousness, objectivity, knowledge, and straight forwardness. The developmental experiences of women include more of non-authority relationships as compared to men (Lyness & Thompson, 2000). It would therefore be worth investigating if women have less network centrality and if they are perceived as having less power as compared to men.

Power is an important variable since one needs power to get things done in an organization (Pfeffer, 1992). Kurland and Pelled (2000) argued that power as a dependent variable is worth studying for its own sake. Having more power means having more resources under one's control, and one having more resources will generally be more successful than one having less resources. Power has been

shown to affect various outcomes in an organization. For example, Welbourne and Trevor (2000) studied the role of power in job evaluation outcomes in a university setting. They found that position power of resource recipients enhanced the main effects of departmental power on new positions and position upgrades. Sources of power could be grouped into two broad categories—behavioral and structural. Personal attributes and strategies constitute the behavioral sources of power. According to Brass (1984), "While personal attributes and strategies may have an important effect on power acquisition, structure imposes the ultimate constraints on the individual."

### **Network Centrality**

Networks could be of different types. Sparrowe, Liden, Wayne, and Kraimer (2001) found that individuals who were central in their work groups' advice networks had higher levels of in-role and extra-role performance than did individuals who were not central players in such a network. The social network approach to structural power is often associated with a resource dependency framework (Emerson, 1962) where power is viewed as the inverse of dependence. People in central network positions have greater access to, and potential control over, relevant resources such as information. People who are able to control relevant resources and thereby increase others' dependence on them are in a position to acquire power.

Centrality might be more dependent on factors like the nature of the job done and the opportunities that it provides for working with and controlling resources that are needed by others in the organization. This would have greater bearing than value systems on the degree of centrality possessed by an individual. This study provides preliminary evidence for women having less power than men have in organizations, even though this cannot be attributed to their differing value systems or differences in network centrality. Women may have values that

are different from men, but this does not determine the degree to which they would be perceived as having power. Moreover, centrality is positively related to power only in the case of men. Thus, the study establishes that while women do have less power than men do in organizations, they must not concentrate too much on their network centrality as this might or might not lead to their having more power. Attempts to enhance power of women need to focus less on network centrality and more on formal hierarchical level and some personal aspects of power.

### ***2.3: Inferences drawn***

Thus it can be said that there are some individuals who have unclear or no personal vision and some individuals who have a clear personal vision of lower or a higher dimension. Such individuals make their vision sharper or more crystallized as they interact with their environment and reality.

Values appear to be at the core of high achievers and successful people. This literature review suggests that respect and commitment form the core value system to large number of very accomplished personalities.

According to David C. McClelland's research, achievement-motivated people have certain characteristics in common, including; the capacity to set high ('stretching') personal but obtainable goals, the concern for personal achievement rather than the rewards of success, and the desire for job-relevant feedback (how well am I doing?) rather than for attitudinal feedback (how well do you like me?).

Positive thinking people think of success, challenges while negative thinking people are obsessed with failure and problems. Positive thinking is to fill your mind with thoughts of faith, confidence and success. This is what drives people at the top. Thus it can be safely concluded that positive thinking, forms the foundation for achievement and success.

The linkage between human resources with high optimism levels and positive workplace outcomes seems clear. Beyond its face validity, a significant amount of relevant research back-up has been provided to support this relationship.

There is no direct evidence that self esteem always leads to high performance. Rather the inverse seems to be true that experience of success generates high self esteem in people. It is also reported in some studies that low self esteem can sap one's energy and result in to negative outcome.

Literature of past research clearly shows that centrality plays a very important role in one's work life. A person with a high sense of centrality will take pride in his/her work and will try to excel in whatever he/she does. It can also be conclude that the dimension of centrality is a very important attribute in self-efficacy of a person. It enables him to play his role more effectively in organization and he takes pride in his accomplishments, ultimately influencing his performance.

The literature review is strongly indicating that the following factors may be playing very significant role in achieving success. Those factors are:

- 1) Personal Vision
- 2) Values
- 3) Achievement Motivation
- 4) Positive Thinking
- 5) Optimism
- 6) Self esteem and
- 7) Centrality.

Therefore these seven factors have been finally chosen for further studies through empirical investigation.

#### ***2.4: Organizational Development in Samtel***

Samtel, the leading manufacturer of picture tubes, had its days of success during 1975-86. Gradually, the changes in the business climate began to make their claims, especially in terms of competition and a growing demand for quality. In early 1990, the senior management group's forum on quality recognized the

need to make a switch from the 'task orientation' to the 'people orientation.' It considered the option of seeking help to address 'people-related concerns.' Following a series of discussions with consultants in 1991, the members of the senior management decided to go in for OD. From 1991-93, a series of interventions were launched at the senior management level. The major interventions are as follows:

### **Organizational diagnosis:**

After an all-India search, OD Consultants Prof. Somnath Chattopadhyay, Dr. Deepankar Roy (Who shall be referred to as the external consultant or EC) have been identified and contacted. The EC decided to make an independent diagnosis, for which they used the OE (organization environment) and MAOC (motivational analysis of organization climate) questionnaires, in addition to interviews and observations. The responses to the MAOC indicated that Samtel's orientation was one of control, affiliation and dependency (CAD). This combination was considered to be inappropriate. It was felt that an orientation combining the achievement, expert influence and extension (AEI) aspects would be more conducive to raising the level of motivation - one of the main purposes of launching OD in Samtel.

### **Intervention:**

The diagnostic data were discussed with a group of the senior most managers at an off-site retreat. As a result, a programme of action was drawn up to take the process further. Broadly, the interventions included

- (a) establishing a semi-permanent structure to lead the OD movement,

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maintain a balance between their career and personal life. The peak performers envision the results, their actions are effective, they are able to measure their performance, take feedback and initiate corrective actions to reach their standards of peak performance. To achieve optimal performance, setting goals is important and they visualize a mental model of an event or situation, anticipating risks. Performers concentrate i.e. focus of attention on selected target and also they direct their belief towards success.

Human beings are different from other creatures as they have the ability to dream, called as telemorphism, projecting themselves to the future. A vision has been described as an image of an individual's ideal, distinctive and achievable future state. A powerful vision can help an individual to succeed far beyond where he wants to be from where he is. If you don't identify your vision, others will plan and direct your life for you. Different people have different values. Values lay the foundation for the understanding of attributes, motivation and ultimately one's behavior. Values influence attitudes and personal behavior. We can improve our lives by committing to the values we already believe in or by adopting new ones. When our values are clearly known because our goals in life are known, we have sound basis for making correct choices in different situations. The most important values that have been identified for high performance are respect and commitment. Respect has been defined as unconditional valuing of other person's existence. This will manifest in one's involvement in active listening to what others say, look for things to appreciate, be sensitive to feelings and try to learn something from others. Commitment refers to a promise that an individual makes to himself and to others. Commitment is not an emotion, it's a character quality that enables us to reach our goals. To conclude we can say that our principles, values or beliefs are the lens through which we see the world. Our values shape our character and culture.

Motivation is an internal state or condition that serves to activate or energize behavior and give it direction to reach goals. A learned behavior cannot occur unless it is energized. Explanations regarding the sources of motivation have been categorized as extrinsic and intrinsic in nature. Theories of motivation are described as behavioral as well as cognitive. McClelland's theory of Achievement motivation manifests in four types of behaviours. 1. Competing with the standards set by self 2. Competing with standards set by others 3. A unique accomplishment 4. Long term involvement. They take moderate calculated risks and seek feedbacks to ensure achievements.

Positive thinking is a mental process that increases subjective probability of accomplishing results. It also explains learning to control our thoughts which can do much to improve our well-being. Positive thinking includes the thoughts of faith, confidence and success. Three crucial dimensions have been explained as permanence, pervasiveness and personalization. Positive thinking can improve the quality of people's life and heal their bodies. On the other hand negative emotions shorten the span of life. Optimism is expecting good things to happen even in defiance of reality. People with optimist thinking tend to overcome most obstacles and achieve positive outcomes. Optimistic expectations are based on positive illusion. Many contemporary approaches to optimism have been explained such as learned optimism and attributional/explanatory style where research shows that the difference between optimist and pessimistic are more consistent and pronounced with regards to negative events. Optimist bias has been defined as a tendency to underestimate the chances of negative events and overestimate the chances of positive events. Dispositional optimism has been defined as a global expectation of positive outcomes. Optimists tend to be more goal oriented. People with high degree of hope are more likely to select and attain more difficult goals.

Self-esteem has been defined as the experience of being capable of meeting life's challenges. Self esteem is any program aimed at self-improvement. People with low self-esteem focus on trying to prove themselves or impress others. Worthiness has been considered as the psychological aspect of self-esteem and competence as the behavioral or sociological aspect of self-esteem. Many parts of one's personality have been explained by many theorists. One of the theorists explains that self-esteem can be both the cause and consequence of undesirable behavior. High self-esteem requires two things, setting high goals and some success in reaching your goals. Self-esteem is also related to helping others or good citizenship. Self understanding and self control, relationship skills and practical career skills would surely increase one's self-esteem.

Centrality means a person is central figure in his own universe and situations around him but it doesn't result in devaluing others existence. Behavior of an individual is shaped by his personality. A person with a low sense of centrality depreciates his own existence. Locus of control is another valuable construct in studying factors behind an individual's persistence and motivation. A person with high sense of centrality will take pride in his own work and will try to excel in whatever he does. The essence of centrality is mattering of self in most of the times and situations.

Seven factors have been chosen for further investigation through empirical analysis. Those factors are: 1) Personal Vision 2) Values 3) Achievement Motivation 4) Positive Thinking 5) Optimism 6) Self Esteem and 7) Centrality.

Organizational Development initiative in Samtel has some very interesting learning experience that performance can be improved significantly through employee growth and development by focusing on values, self esteem and achievement orientation.

# ***Chapter 3***

## ***The rationale of study***

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*"An unexamined life is not  
Worth living"*

*Socrates*

### ***3.1: Research Gap:***

Most of the researchers in OD, so far have studied performance in the context of interaction between person and environment. Management gurus have leveraged organizational environment by altering various structures, systems, policies and processes on one hand and by focusing on individuals and groups competencies on the other hand for enhancing organization's performance.

From the literature review we understand that the researchers have emphasized on one or two variables for performance. For instance McClelland worked exclusively on "achievement" or "Power". Seligman worked on "optimism". Peale worked on "Positive thinking". Bandura worked on "Centrality". It is not clearly coming out whether there could be more than one variable that are responsible for one's performance. If there are more than one variable, then how these variables interact with each other. What is the combination effect on the performance? It appears that the issue of inner drives has not been examined in totality.

The intended research proceeds to investigate this gap.

### ***3.2: Research Opportunity and Questions:***

In this section, the research opportunity and questions are explained. Though I discussed this issue earlier briefly, I like to first comment on the title of the thesis to reveal some of the most important assumptions.

## *Thesis Title*

### *Behavior Correlates of Performance in an Electronic Component Industry.*

The title of thesis has three key elements, which are elaborated below:

- **Behavior Correlates:** The perspective taken in this thesis is recognition of the fact that the internal forces are key drivers of one's performance in life irrespective of conditions in which he operates. Therefore the major focus of this investigation is on "Internal forces" of individuals. These internal forces or inner drives are referred as behavioral correlates as mentioned in the title. This investigation covers both theoretical and empirical.
- **Performance:** Performance here is referred to one's own accomplishments as a result of his efforts. This is measured through the company's performance management system.
- **Electronic Component Industry:** This element defines the physical boundary of the investigation. This industry has been chosen as place of research work because I have been working in this industry for 34 years which gave me deeper insights into the human dynamics. This knowledge gives me a tremendous advantage in terms of influencing the system, access to data and information and enabling the progress of investigation.

Despite the extensive focus and increasingly recognized importance of internal drives in the research community, very few empirical studies have been reported in application in the corporate world. This doctoral study was basically initiated to bridge this gap to a reasonable extent and to open up new avenues for further research.

Therefore the opportunity exploited in this thesis is:

### ***Research Opportunity***

***What are the internal drives of an individual and how they enable enhancement of his/her performance significantly?***

We are aware that many people are genuinely working hard to reach their dreams and goals of life very passionately, but very few are successfully able to accomplish. It is obvious that there are wide variations in the approaches adopted by different people. Some of them work and majority doesn't work. Basically I am arguing that understanding those variations in terms of inner drives can open up immense possibilities for those who are keen to enhance their capacity to excel in life.

To sharpen the focus of the investigation, the research opportunity explored in this thesis can be formed fundamentally in to the following four questions.

### ***Research Questions***

***Q 1: What are the inner behavioral attributes of high performing people?***

**First question focuses on identifying key behavioral attributes of high performing individuals. A theoretical investigation and Qualitative case studies answer the question.**

***Q 2: How these factors independently or in combination influence the performance?***

**Second question examines as to how the presence of these factors impact performance. Statistical analysis of the survey data answers this question.**

***Q 3: How these factors are correlated to each other?***

**To further enhance our knowledge, this question proceeds to discover whether there is any influence of one factor on another and to what extent. Statistical analysis of employee survey data answers this question as well.**

***Q 4: Whether there could be possible model.***

**This question explores the possibility of developing a working model so that the same could be easily applied to any individual/organization. Modeling of the learnings of this research work answers this question.**

Answers to these questions together constitute the main contributions of this research work.

### **3.3: Hypothesis:**

#### **Objectives:**

The basic objective of the proposed study is, how the performance is triggered by the core construct of inner drives of an individual irrespective of the environment in which he is working. The proposed research aims at

1. Studying and analyzing the work done so far on behavior modeling for achieving excellence at work.
2. Identify and study various kinds of inner drives and their influence on behavior of individuals in the study group.
3. Evolve a model which will help in enhancing quality of performance not only in industry but also will be intrinsically expandable for application in other behavior issues as well.

#### **Hypothesis:**

Many people think that science is basically fact-gathering activity. It is not. As Cohen says: There is .... No genuine progress in scientific insight through the Baconian method of accumulating empirical facts without hypotheses or anticipation of nature. Without some guiding idea we do not know what facts to gather ..... We can not determine what is relevant and what is irrelevant.

It is not always possible for a researcher to formulate his problem promptly, clearly and completely. He may often have only a rather general, diffused, even confused notion of the problem. This is in the nature of the complexity of scientific research and it is more so in social science research, where there is no concrete parameter to measure and hence has to devise an instrument to measure the intangible variables. Therefore the hypothesis testing

serves a great service to verify the facts scientifically with certain guaranty against the assumptions, declarative statements, opinions and beliefs.

A hypothesis is a conjectural statement of the relation between two or more variables and hypothesis carry clear implications for testing the stated relations. This means that the hypothesis statement contains two or more variables that are measurable or potentially measurable and that they specify how the variables are related.( Gates and Taylor, 1925; Langer and Imber, 1980)

There is little doubt that hypotheses are important and indispensable tools of scientific research. There are three main reasons for this belief. One they are, so to speak, the working instrument of theory. The second reason is that hypothesis can be tested and shown to be probably true or false. The hypotheses are powerful tools for advancement of knowledge because they enable scientist to get outside themselves. Though constructed by man, hypothesis exists, can be tested, and can be shown to be probably correct or incorrect apart from man's values and opinions. This is so important that we venture to say that there would be no science in any complete sense without hypothesis.

The proposed study is based on the hypothesis that,

***#1 "Level of performance of an individual largely depends on the critical inner drives of the person".***

***#2 "Degree of each one of the inner drives in a person is positively correlated to level of his/her performance".***

***#3 "These individual inner drives complement each other"***



# ***Chapter 4***

## ***Research methodology***

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*"The mind is its own place, and in itself can  
make a Heav'n of Hell, a hell of heav'n"*

*John Milton*

### ***4.1: Identification of Factors with Definitions and Meanings***

This investigation is focused on the relationship between the inner drives of a person and his performance outputs. Based on review of previous research and the relevant literature the following possible factors (inner drives) have been identified and examined for the purpose of this investigation. External factors have been intentionally ignored as discussed earlier and hence remain outside the scope of this study.

#### **Dependent Variable**

##### **# *Performance:***

Performance is what is expected to be delivered by an individual or a set of individuals within a time frame. What is expected to be delivered could be stated in terms of results or effort, tasks and quality, with specification of conditions under which it is to be delivered. It is the act of performing, of doing something successfully, using knowledge as distinguished from merely possessing it. Performance is a recognized accomplishment. Performance implies the carrying out or bringing to completion, a physical activity or production of some significance, which displays one's knowledge and judgment while engaged in the task.

It is the degree to which a project or institution operates according to various criteria or quality standards, such as efficiency, effectiveness and

relevance. Past performance does not guarantee future performance. The Oxford dictionary gives following meaning for the word performance. “The act or process of performing a task, an action, etc.”

It has been decided to use Samtel’s present reward and recognition system for measuring this factor.

### **Independent Variables**

Each of the seven inner drives as identified from literature review in *Chapter 2* has been discussed below in terms of definition and meaning for better understanding.

#### **# *Personal Vision:***

One of the most important characteristics that separate human beings from other creatures on the planet is their ability to dream. This is called teleomorphism; projecting themselves into the future. The noted psychologist and philosopher Martin Buber said that, people are defined teleomorphically not historically; they are more affected, for better or worse, by visions of their personal future than they are by the realities of their personal pasts. Everyone has dreams and aspirations but often they lack density and clarity.

Among all the living beings, human nature is expressed in its constant search for creating and manipulating the world. We seek meaning and purpose in our existence through religion, philosophy, science, and business. Institutions and organizations are created to carry out this creative drive in an orderly fashion, so that many may experience the benefit. It could be said that humans possess an intrinsic visionary drive; each of us is born with a potential to fulfill. Through the fortune of circumstances a person fulfills that potential as fully as possible. Some people receive support for their endeavors and are mentored in their pursuit. For others, their potential is squashed by cultural and social rules, lack of education and opportunity or impoverishment; some rise above the constraints. The concept

of vision is most frequently applied within an organization; Since organizations consist of humans, it would be laudable to apply the same template to an individual's life.

Too many people dismiss their visionary thoughts as pipedreams, as fantasies. But isn't this a spark of life? To feel motivated, awakened, hopeful and enthusiastic about something? To want to grow, to develop, to manifest and create? Vision not only gives us joy and hope, it quickens our health.

Having a clear awareness of one's own personal vision is an important part of learning to live with effect, with meaning, with intent. A vision that reveals one's inner heart ( values and feelings ) and one's mind ( beliefs and goals ) is the root of a satisfied life. Vision is a mental picture of the way things could or should be in the future. It involves a visual reality, a picture of conditions that do currently exist, at an internalized and personal level. It is not somebody else's view of the future, but one that is unique to the individual. A person's dreams of what he wants to become in life. It channelises his efforts, aligned with organizational goals will give additional advantage.

#### **# Values:**

Is capital punishment right or wrong? How about racial quotas in hiring – are they right or wrong? If a person likes power, is that good or bad? The answers to these questions are value laden. Some might argue, for example, that capital punishment is right because it is an appropriate retribution for crimes such as murder and treason. However, others might argue, just as strongly, that no government has the right to take anyone's life.

According to Robbins (2000), values represent basic conventions 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.” They contain a judgmental element in which they carry an individual's ideas as to

what is right, good, or desirable. A value is a belief, a mission, or a philosophy that is really meaningful to a person. Whether we are consciously aware of them or not, every individual has a number of personal values. Values can range from the common place such as the belief in hard work, self reliance, and punctuality, to more psychological values, such as concern for others, trust in others, and harmony of the purpose.

When we examine the lives of famous people we often learn of the important personal values that propelled them to great success and achievement. For example, one famous actor was motivated by his commitment to social justice in its field, leading to important acting roles related to that value; while a famous business CEO was motivated by the personal value that computers should be easy to use for the average person, which he implemented in his company, enabling it to rise to the pinnacle of success. It was ultimately their commitment and follow-through to see that the value was implemented in the details of their lives that led to great success.

Values have both content and intensity attributes. The content attributes say that a mode of conduct or end state of existence is important. The intensity attribute specifies how important it is. When we rank an individual's values in terms of their intensity, we obtain that person's value system, which is a hierarchy based on a ranking of an individual's values in terms of their intensity.

Are values fluid and flexible? Generally speaking, No! Values tend to be relatively stable and enduring. A significant portion of the values an individual holds is established in his early years – from parents, teachers, friends and others. As children we are told that certain behaviors or outcomes are always desirable or always undesirable.

Values lay the foundation for the understanding of attitudes and motivation and because they influence our perceptions. Individuals enter an organization

with preconceived notions of what “ought” and what “ought not” to be. Of course, these notions are not value free. On the contrary, they contain interpretations of right and wrong. Furthermore, they imply that certain behaviors or outcomes are preferred over others. As a result values cloud objectivity and rationality.

Values generally influence attitudes and behavior. Suppose an individual enters an organization with the view that allocating pay on the basis of performance is right, while allocating pay on the basis of seniority is wrong. How will he react when he finds that the organization he has joined rewards seniority and not performance? He is likely to be disappointed – and this can lead to job dissatisfaction and the decision not to exert a high level of effort since “its probably not going to lead to more money, anyway.” (Robbins 2000)

Everything we do is bases consciously or unconsciously on our beliefs, attitudes and values.

Values are directly connected to our vision of life. When I know the destination that I have to reach, I can choose the correct path when I come to a crossroad. When our values are clearly known because our goal in life is known, we have a sound basis for making the correct choices in different situations. Without a clear sense of purpose and values, we are rather lost and confused. For example, whether to spend an evening at a casino or to spend it in quiet reflection on my work will depend on my values. Similarly, the choice of one’s career and the kind of organization one chooses to work in, is dependent on the contents of our minds.

Most minds are a bundle of conditioning inherited from our parents, our society and our surroundings. Our notions of good and bad, right and wrong are like software handed down from others. The underlying assumptions are rarely questioned. They remain in the sub-conscious mind and act like red and green

lights in moving traffic. They tell us from inside what we should, or should not, do. They are our inner static road maps to guide us through the territory of life.

Wakhlou (1999) took a fresh look at values. The ultimate source of all values is our own real self. When we probe deeper into why we value things, we will see that the reason is the heart. For example, when we value friendship, we are valuing our own inner ocean of connectedness on which we are but transient waves, superficially separated but deeply connected all the same. When we value a beautiful work of art, we are actually the deep silence that occurs in the moment of rapturous wonder as we see a thing of great beauty.

**Types of values:** Milton Rokeach created the Rokeach Value Survey (RVS). The RVS consists of two sets of values, one set called the terminal values and the other set called instrumental values.

Terminal values refer to the desirable end state of existence. These are the goals that a person would like to achieve during his or her lifetime. Instrumental values, refers to the preferable modes of behavior, or means of achieving the terminal values.

The Brahmakumaris, a spiritual group residing in Mount Abu have distilled a list of about forty values into a condensed list of 'Twelve wonderful values'. Their view is that if these twelve values are adopted in all professions and in all age groups, it would make our world a better place.

### **Twelve Wonderful Values**

Respect,	Commitment,	Simplicity and contentment,
Honesty and Justice,	Purity,	Effort for Excellence,
enthusiasm,	Positive thinking,	Tolerance,
Truthfulness,	Forgiveness,	Non-violence,
Equanimity	and peace	

Among all the above given values we shall restrict our study to the two most important values which are “*respect*” and “*commitment*”.

**Respect:** What is Respect? Many would define respect as “being courteous” or “having good manners”. However respect involves much more than these limited meanings. Respect involves caring about how other people feel. Respect is, and always will be, a foundation in the development of high fundamental values.

Respect is the core value which creates a foundation for all other values. Respect involves acknowledging the rights, needs, inherent worth and dignity of others. Ultimately, respect means showing others that they matter to us and treating them in the ways that we would like to be treated.

The way one shows respect varies, but its essence is the display of regard for the worth of people, including oneself. People are not things and everyone has a right to be treated with dignity. We have no ethical duty to hold all people in high esteem or admire them, but we are morally obligated to treat everyone with respect, regardless of who they are and what they have done. We have a responsibility to be the best we can be in all situations, even when dealing with unpleasant people.

**Commitment:** Black (1995) We all make commitments to things which are important. A commitment is a pledge, a promise, an obligation, or an agreement to be involved in something, to follow through on something. Commitment refers to a promise that an individual makes to himself

To achieve success in any part of your life, you need to be committed to it. This means that no matter what the difficulties and the obstacles that you come up against, you will pursue your goals. Nothing will detract you from moving forward towards your goal. The path to the goal might not be a straight line, and might include many steps backwards, but the overall movement will be towards your goals until you reach it.

Commitment to a goal or a purpose is something that no one but yourself can give. You have to decide whether you are committed to your goal or not. Being committed to a goal means that in your heart and in your mind, you will do anything to reach that goal. The biggest part of commitment is to deciding what to commit to. Your goal decides indicates what you are committed to. In your heart, if you truly desire that goal, your commitment will get you through. All individuals have different needs and expectations and the factors that generate commitment in one individual may not have the same value and impact for another individual.

Commitment is also the greatest source of motivation in an individual. Thus there is a further critically important reason for needing to understand what motivates an individual. Behaviour is a function of an individual's underlying motives and the situation they find themselves in. Stress and dysfunctional, unproductive behaviours arise when there is a fundamental mismatch between the two. Conversely, when the two are most closely aligned, an individual is most likely be motivated to perform and exhibit the desired behaviours. Understanding what motivates employees enables the organisation to shape the employment relationship in such a way as to create an environment where the employee is motivated to perform and will exhibit behaviours that support the needs of the organisation. Thus, the greater the extent to which the organisation can understand and fulfill employee's needs, the greater will be their motivation and commitment and their potential impact on business success.

#### ***# Achievement Motivation:***

The following definitions of motivation were gleaned from a variety of psychology textbooks and reflect the general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that



serves to activate or energize behavior and give it direction ( Kleinginna and Kleinginna, 1981).

internal state or condition that activates behavior and gives it direction;

- desire or want that energizes and directs goal-oriented behavior;
- influence of needs and desires on the intensity and direction of behavior.

Franken (1994) provides an additional component in his definition:

- the arousal, direction, and persistence of behavior.

While still not widespread in terms of introductory psychology textbooks, many researchers are now beginning to acknowledge that the factors that energize behavior are likely different from the factors that provide for its persistence.

“Explanations of influences/causes of arousal and direction may be different from explanations of persistence”

In general, explanations regarding the source(s) of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsic sources and corresponding theories can be further subcategorized as either body/physical, mind/mental or transpersonal/ spiritual.

In current literature, needs are now viewed as dispositions toward action (i.e., they create an environment which is predisposed towards taking action or making a change and moving in a certain direction). Action or overt behavior may be initiated by either positive or negative incentives or a combination of both. The following chart provides a brief overview of the different sources of motivation (internal state) that have been studied. While initiation of action can

be traced to each of these domains, it appears likely that persistence may be more related to emotions and/or the affective area (optimism vs. pessimism; self-esteem; etc.) or to conation and goal-orientation. Inner urge to beat the standards.

### **Achievement Motivation**

One classification of motivation differentiates among achievement, power, and social factors (McClelland, 1985; Murray, 1938, 1943). In the area of achievement motivation, the work on goal-theory has differentiated three separate types of goals: mastery goals (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills; performance goals (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort; and social goals which focus on relationships among people (Ames, 1992; Dweck, 1986; Urdan & Maehr, 1995). In context of school learning, which involves operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful.

One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.

### **# *Positive Thinking:***

We all have thoughts. And what we think, have an impact on what we do, on our performance, success and failures. In the nineteenth century, Emile Coue, a French psychologist of University of Nancy, promoted the idea that learning to control our thoughts can do much to improve well-being.

As per Peale (1952) a sense of inferiority and inadequacy interferes with the attainment of your hopes, but self-confidence leads to self-actualization and successful achievements. Feeling of confidence depends upon the type of thoughts that habitually occupy your mind. Think defeat and you are bound to feel defeated. But practice thinking confident thoughts, make it a dominating habit, and you will develop such a strong sense of capacity that regardless of what difficulties arise you will be able to overcome them. Feeling of confidence, actually induce increased strengths. Positive thinking is to fill your mind with thoughts of faith, confidence and success.

Positive thinking means focusing on the positive instead of yielding to debilitating critical voices or self doubts. Based on the research so far, Positive thinking can be defined as “a mental manipulation that increases subjective probability by positive results”.

Seeing threats as opportunities and exploring possibilities and options with open mind.

### **# *Optimism:***

Optimism -- expecting good things to happen even in defiance of reality -- can be also self-fulfilling. Inspiring discoveries about optimism's effects on individual performance suggest potent applications on a broader scale.

In general, optimism reflects an expectation that good things will happen, while pessimism reflects an expectation of negative outcomes. Existing theories and research on optimism indicate that as long as people are hopeful and self-

confident in goal achievement, they have the ability to overcome most obstacles, achieve positive outcomes, and enjoy various health benefits, even when their optimistic expectations are based on positive illusion or bias (Bandura, 1982, 1987).

Tiger (1979) has offered the following definition of optimism: "a mood or attitude associated with an expectation about the social or material future, one which the evaluator regards as socially desirable, to his or her advantage, or for his or her pleasure." This definition implies evaluation depending on cognition and emotions. Going further, optimism can be differentiated between "big" and "little" optimism (Peterson, 2000). Big optimism is biologically and culturally bound with socially acceptable norms (our country is on the verge of something great). Little optimism is described as idiosyncratic with specific and adaptive action (finding a convenient parking place). Other definitions and descriptions of optimism can also be offered. In brief optimists are those driven by hope of success rather than fear of failure.

#### **# *Self Esteem:***

Our mental processes, our "cognition" play a complex and dramatic role in our lives. Our cognition makes us human. We can cope only by first sensing and understanding the environment. Sometimes we misperceive and wrongly interpret the situation, causing problems. Our expectations and response sets partly determine how we see the world. Our attitudes, suspicions, and conclusions about others also determine how we relate to people. Our hopes, dreams, and/or fears become self-fulfilling prophesies and determine the future to some extent.

The discrepancies between reality and our ideals will determine how satisfied we are with ourselves and our lives. Most importantly, humans are the only species which can systematically study its own thought processes; we know some of our inner selves.

Educators, parents, business and government leaders agree that we need to develop individuals with healthy or high self-esteem characterized by tolerance and respect for others, individuals who accept responsibility for their actions, have integrity, take pride in their accomplishments, who are self-motivated, willing to take risks, capable of handling criticism, loving and lovable, seek the challenge and stimulation of worthwhile and demanding goals, and take command and control of their lives. In other words, we need to help foster the development of people who have healthy or authentic self-esteem because they trust their own being to be life affirming, constructive, responsible and trustworthy.

Unfortunately, efforts to convey the significance and critical nature of self-esteem have been hampered by misconceptions and confusion over what is meant by the term "self-esteem." Some have referred to self-esteem as merely "feeling good" or having positive feelings about oneself. Others have gone so far as to equate self-esteem with egotism, arrogance, conceit, narcissism, a sense of superiority, a trait leading to violence. Such characteristics cannot be attributed to authentic, healthy self-esteem, because they are actually defensive reactions to the lack of authentic self-esteem, which is sometimes referred to as "pseudo self-esteem."

A close relationship has been documented between low self-esteem and such problems as violence, alcoholism, drug abuse, eating disorders, school dropouts, teenage pregnancy, suicide, and low academic achievement. However, it has been difficult to isolate it as a primary cause using traditional experimental research methods, for it is usually only one of several contributing factors. What needs to be stressed is that self-esteem is a critical component of any program aimed at self-improvement or any rehabilitation program, for it is one of the few

solutions that offer hope to correcting these problems. Many prisons, for example, have now introduced self-esteem programs to reduce recidivism.

Between 700 A.D. and 1500 A.D. the concept of the "self" referred to only the weak, sinful, crude, "selfish" nature of humans. The evil "self" was contrasted with the divinely perfect nature of a Christian soul. Joseph Campbell believed the concept of an independent, self-directed "self" didn't start to develop until about 800 years ago. So, it is a relatively new idea (somewhat older than the idea that we are not at the center of the universe) which has grown in importance. In medieval times, values and meaning were dictated by the community ("do what you are told to do").

Today, modern "self" theory says each person is expected to decide what is right (almost by magic and without much reliance on the accumulated wisdom of the culture) and to know him/her well enough to determine what courses of action "feel right." In short, we must know ourselves, so we can set our life goals and self-actualize. The cultures of 1200 A.D. and 2000 A.D. are two very different worlds.

Today, our *self-concept*, i.e. our knowledge, assumptions, and feelings about ourselves, is central to most of the mental processes mentioned in the last paragraph. This self-awareness is one of the most important concepts in psychology. We know that each person's self-concept is different from all others. But, surprisingly, there is no general agreement about the general structure or content of the self-concept. The true self may be similar to your preferred identity or your best self. This tidy, unified, relatively stable positive description of the self doesn't fit the reality most of us experience. We seem to have a self with many parts, some we like and some we don't.

Freud described three parts of our personality; Berne thought there were six parts; other theorists proposed other parts. They are very different but all

recognizable parts. More recently, several researchers suggest that humans are best understood by accepting that we have many selves. For instance, we are not only aware of many current traits, but we have selves leftover from the past (our "former" selves) and we have potential future selves, such as "hoped for" selves, "ideal" selves, "successful" selves, "rich" selves, and also "feared" selves, "incompetent" selves, "drop-out" selves, "unemployed" selves, "angry" selves, etc. Most psychological tests only ask about the current selves and neglect the future and past selves, although what you want to become and what you fear becoming powerfully affect your behavior.

Some aspects of our self-concept are stable for years; other aspects change almost moment to moment. For instance, most of us immediately feel "stupid" after failing a test or making a foolish comment. We may feel attractive at one time and unattractive a little later. Each of us also has public selves (several may be used to manage one's image as presented to others) and private selves. One may love him/herself in some ways and hate him/herself in others (Denzin, 1987).

There is, however, general agreement that the term self-esteem includes cognitive, affective, and behavioral elements. It is cognitive as one consciously thinks about oneself as one considers the discrepancy between one's ideal self, the person one wishes to be, and the perceived self or the realistic appraisal of how one sees oneself. The affective element refers to the feelings or emotions that one has when considering that discrepancy. The behavioral aspects of self-esteem are manifested in such behaviors as assertiveness, resilience, being decisive and respectful of others. Thus, self-esteem is difficult to define because of these multiple dimensions. In addition, although self-esteem is generally stable, it can fluctuate from time to time, a phenomenon which is referred to as global versus situational self-esteem, and which can make measuring or researching self-esteem very difficult. Those are being happy with their abilities and character.

### # *Centrality*:

Every behavior of an individual is somewhat shaped by his personality. Personality is the sum total of ways in which an individual reacts and interacts with others. Personality is the “the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.”

According to Allport, Gordon (1955) each individual exhibits certain distinct personality traits that describe his behavior. One of such personality traits is called Centrality. The concept of centrality refers to an individual’s sense of mattering his own existence. This sense of centrality manifests visibly in the person’s behavior in terms of importance he gives to himself and his behavior. Centrality connotes the persons valuing his own existence. He believes that he is the central figure in his own universe and situation around him.

Since he values himself, whatever he does, becomes important for him. This importance is not dependant on the status of his job, task, person or situation. Therefore whatever activities he is engaged in, becomes significant and valuable irrespective of valuation by others or society. In order to elaborate this, the example of lord Krishna in Mahabharat is pertinent. In Mahabharat, Lord Krishna was a charioteer and during evening he would wash the horse, feed him and take care of his other needs. Similarly during a ceremony when Yudhishtera arranged a big royal lunch for people, lord Krishna served the people and cleaned the leftovers, since to him no job or task was small and all were equally important. He demonstrated a very high degree of centrality wherever he was.

The sense of centrality does not result in devaluing others existence. A person with a high sense of centrality will not feel that others are less significant than him. This is basically an existential philosophical concept of valuing self and therefore plays an important role in his life and his destiny. Centrality does not



mean narcissism. It reflects a realistic and practical sense of importance given to one's own self.

Most of the great leaders display this sense of mattering. One prime example of this behavior is India's famous IPS officer Kiran Bedi. Wherever she was posted she always displayed a very strong sense of centrality in her work. She was posted in Tihar jail as a punishment posting but she converted the jail into a reform center to rehabilitate criminals into more sociably acceptable citizens of society and it became a mission of her life.

The sense of centrality not only needs to be perceived but it must be expressed and communicated by the individual. This expression of centrality can be verbal but expression of this sense of centrality through visible action to others is critical and effective than through words.

A person with a sense of centrality values his personal existence and will have a high internal locus of control. Locus of control reflects an individual's beliefs regarding the extent to which he is able to control or influence outcomes in his personal life or situations. A person who takes charge of his life.

#### **4.2: Research Method**

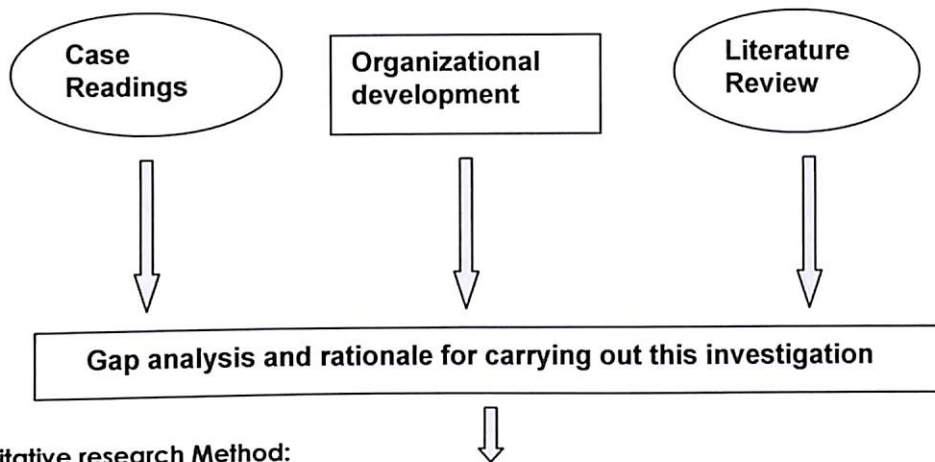
The overall design for the research study is shown in *figure 4.1*. It is a linear, composite method design consisting of two parts. Part I is qualitative approach for building frame work for study. Part II is quantitative method for model construction. (Creswell, 1994). Frame work building phase focuses on theoretical investigation comprising of initial triggers for initiating this research work supported by personal experiences. Extensive literature review along with multiple published case studies gave tremendous insights in to various foundations of behavior models which have provided a theoretical frame work for carrying out this investigation.

Part II is quantitative research method which typically involves in assessment of the relationships between key causal and outcome variables through conducting company wide survey involving employees leading to model construct. This survey was conducted in only one business unit to ensure the environmental factors remain constant to a fairly reasonable extent, though the environmental factors can never be perfectly constant due to micro variations, within the same macro environment.

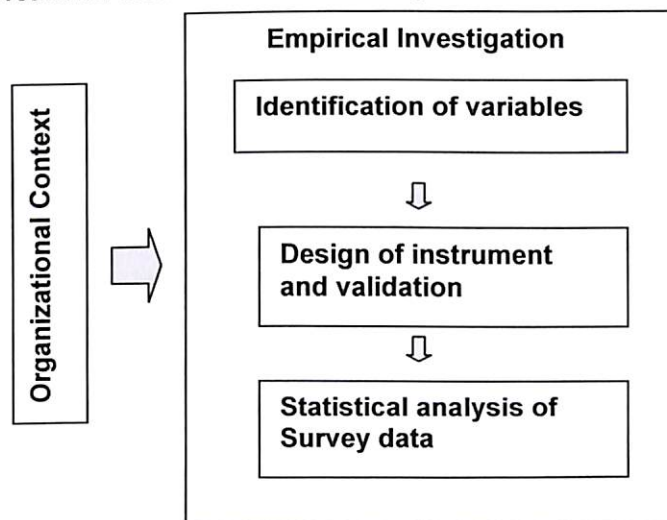
In addition to extensive literature review and my personal experience, the investigation includes the following empirical studies.

1. Case studies on behavioral attributes of very eminent personalities.
2. An explanatory study on various internal drivers of success.
3. An expert review of identified factors.
4. Development of measurement instruments.
5. Pilot test of the instrument for validation.
6. The main survey.

Theoretical Investigation:



Quantitative research Method:



Model construct:

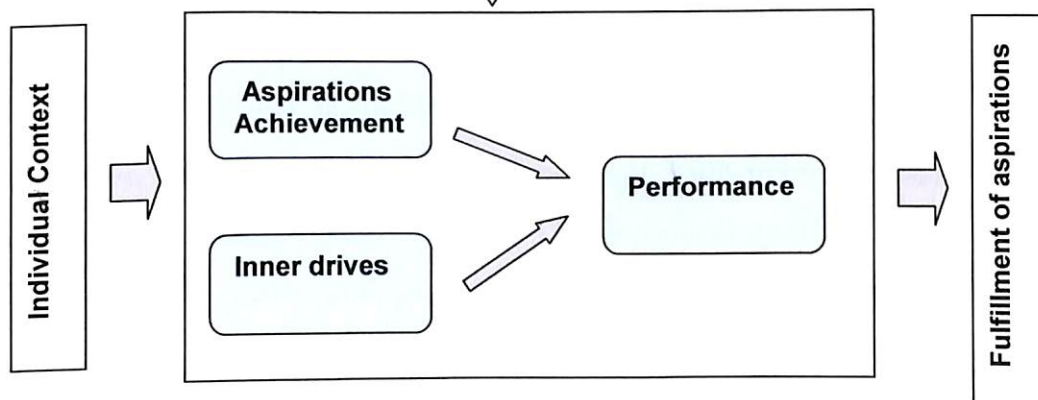


Figure 4.1: Overall research design consisting of theoretical investigation phase, Quantitative research method and model construction phase.

### ***4.3: Outline of the Thesis***

The thesis is organized in seven chapters, which reflects the various phases outlined in the previous chapter.

***Chapter 1: Introduction:*** Contains the back ground to research and triggers for initiating the investigation. A brief research context and a historical prospective on behavioral correlates has been presented.

***Chapter 2: Literature review:*** State of art and current understanding on behavioural correlates has been described in this chapter. Explains various case studies of very successful people in present day context. Covers Elaborative literature review on the research work done so far on the topic of this investigation describing the current understanding and theories propounded by various experts and authors. Followed by how Samtel went about launching organizational development activity, including structures and processes. It also discusses how the subjects of investigation have been identified based on this review.

Concludes with chapter summary elucidating the holistic view of the literature review.

***Chapter 3: The rationale of study:*** This chapter deals with research gap analysis and the purpose of this investigation. The research opportunity was articulated and further the purpose of investigation has been converted in to questions. Hypothesis building phase is included in this chapter.

***Chapter 4: Research methodology:*** This chapter contains identification of factors both dependent and independent variables with meanings of each factor. Research method was briefly described comprising of both qualitative and quantitative methods. Also includes some write up on outline of thesis and place of work, the company and its business activities.

**Chapter 5: Empirical Investigation:** Contains details of investigation methodology, the development of the measuring instrument for survey, application and findings of the statistical tools.

This chapter describes the assumption behind the research approach used in the study, details of methods used, operationalise the measures, collect the data, test the hypothesis and answer the research questions. This chapter also reports the results of test methods regarding the success of the factors – “inner drives”. Then explores relationships between these success factors and sets of variable.

This chapter also discusses the result analysis. Contains the discussion of the results of the investigations in the thesis. Discussion is related to the learning processes, key inner drives of success. Finally implications for practice are discussed.

**Chapter 6: Research Conclusion:** Summarizes major findings of the thesis. Presents the conclusions on the research opportunity and questions. Finally the major contributions and limitations to the study are described along with recommendation for further research.

**References:** Finally the thesis includes with list of all references cited throughout the thesis.

**Appendices:** Includes additional material that has not been included in other parts of the thesis.

**Appendix A: Samtel Appraisal and Reward System:** This appendix enumerates in detail the performance management system of Samtel group of companies. This system has been used as instrument for measuring the level of performance of the respondents of the survey.

**Appendix B: Performance Measurement Instruments:** This appendix includes the instruments developed to measure the key factors for successful accomplishment in life.

**Appendix C: Measurement Instrument for Inner Drives:** This appendix contains survey questionnaire used in the quantitative part of the investigation based on the measurement instrument.

#### **4.4: Place of Work**

##### **About Samtel Group**

###### **Introduction**

Samtel is the largest provider of display tubes in India. Samtel group is vertically integrated company having final products as TV tubes and Specialty tubes for Defense & Medical applications etc. Samtel has 6 manufacturing Units, approx 4000 employees & turnover of over Rs 1500 crores. It now signifies a new force as TV Tube manufacturer in South East Asia.

Samtel has organized it self in three major streams, TV grade Black & White Tube Stream, specialty tubes Stream and TV grade Color Picture Tubes.

###### **Samtel Color Stream**

Color stream has plants at three different location viz. Samtel Color Ltd (SCL) at Ghaziabad, Samcor Glass Ltd (SGL) at Kota & Samtel India Ltd (SIL) at Parwanoo. The Ghaziabad works manufactures TV grade color picture tubes of various sizes having capacity of 4.5 million nos/annum. Expansion is going on to add further 5 million nos/annum. Unit at Kota is manufacturer of Glass components, unit at Parwanoo is manufacturer of deflection components, and another unit at Ghaziabad location itself is manufacturer of Electron Gun. All these three units are supplier to SCL.

The first production facility for CPT manufacturing was set up at SCL in 1989. The electron gun unit was set up in 1990. The deflection component unit (SIL) & Glass component unit (SGL) were installed in 1997 & 2000 respectively. The capacity of CPT manufacturing was increased in various steps from initial

0.5 million to current 3.5 million. This capacity increase was done by improving productivity of Line #1 and by adding another Line #2. Another line with 1.8 million capacity has been added in 2002.

### **Product & Services of Samtel Color Stream**

The color stream was set up to cater the growing requirements of Indian TV industry for CPT. Earlier the color picture tube was imported in India. Initially SCL introduced only one size of CPT (21") & now three sizes of CPT (21", 14", & 20") are being manufactured. These sizes were introduced to cater the market demand. Now large size (25" onwards) & flat TV market is growing & company is planning to introduce these product ranges also. The line #2 manufacturing facility at SCL is the only supplier of 14" CPT in the country. This line is the most automated line in South East Asia. SIL (P), SGL & SEDL were setup to meet the component requirement of SCL. However all these units supply components to Indian TV industry as well & also export. Almost all the domestic players & multinationals in India, in TV industry are the customers of SCL, such as ONIDA, VIL, PANASONIC, THOMSON, SAMSULG, LG, etc. All the manufacturing units of Color stream have been awarded ISO 9000 certification.

### **Vision Statement**

We have arrived at a consensus in regard to our companies shared Vision Statement. The Vision Statement articulated by SAMTEL is as follows:

***Our vision is to build a responsible  
mega corporation  
– an institution with Business Excellence impacting  
Nation Building and caring for the environment and Society.  
Our culture will be value driven, self-searching and  
exploring to develop a mind of our own.***

## **Mission Statement**

The MISSION that Samtel has set for it self is as follows:

### ***Our Mission***

***is to be globally the best value provider of  
Video display and other chosen products,  
through leveraging technology and competencies.***

***We shall achieve it by creating a culture of  
Self-striving with focus on total employee  
Involvement towards customer satisfaction.***

***Our approach shall be value based as a responsible  
member of the society, contributing  
to its growth and development.***

### **Samtel Culture:**

Samtel believes

- Employees are the prime movers and they drive resources to effective use
- Individuals have capacity to excel and the synergy effect of such individual efforts ultimately leads to excellence
- Desire to excel depends primarily on individual initiatives and the environment should facilitate such initiatives
- autonomy to employees leads to motivation to use their creative abilities to improve their own as well as organizational efficiency
- Quality, Productivity, Efficiency and Innovation are keys to excellence and efforts should be made by all to continuously improve this through involvement of people.



# Chapter 5

## Empirical Investigation

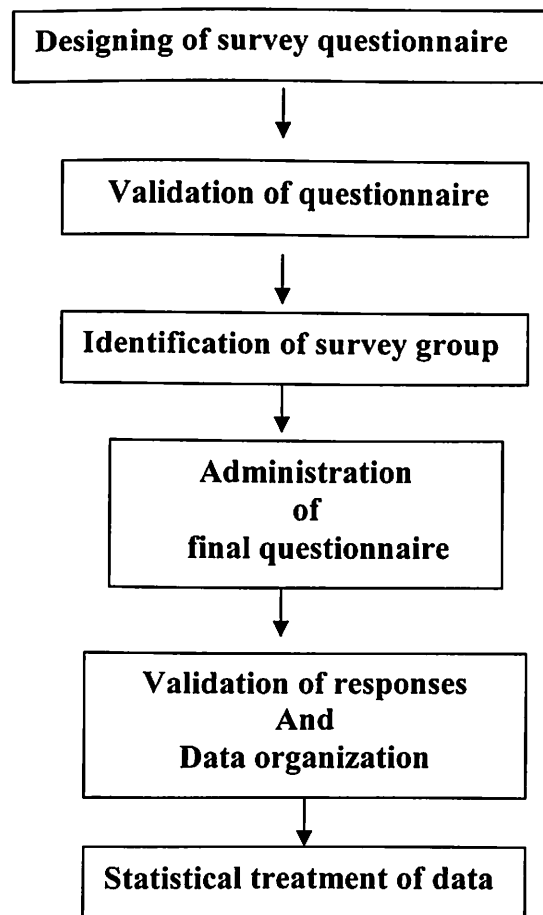
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*“Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write”*  
H. G. Wells.

### 5.1: Investigation Methodology:

#### 5.1.1: Research Design

Research design is a step wise process adopted for a systematic investigation and statistical analysis. *Figure 5.1* below enumerates each step in a sequential manner which is self explanatory.



*Figure 5.1: Explains details of process steps involved in investigation methodology.*

### ***5.1.2: Population and Sample***

As earlier mentioned the scope of the study is limited to inner drives of individuals and does not include the environment. An attempt was made to select the target group which by and large operates in similar environment. We have identified supervisory and management staff from Samtel Color, the facility that manufactures electronic component called picture tubes for color television. The questionnaire was administered to 298 employees. Only 221 responses found to be acceptable for further processing.

After scoring, the data were organized and logged in to computer. Minitab statistical software package was employed for statistical treatment. This software package was developed by Minitab Inc. State college, PA, USA. for statistical analysis.

### ***5.1.3: Data Analysis Techniques***

In this subchapter attempt has been made to describe the statistical tools employed in this research. Each tool has been enumerated to bring the relevance of the tool in the context of this empirical investigation.

#### **# Multiple Regression Analysis: (Kerlinger, 1995)**

Multiple regression analysis is a method for studying the effects and the magnitudes of the effects of more than one independent variable on one dependent variable using principles of correlation and regression. Cutright(1963) used multiple regression to study the effects of communication, urbanization, education and agriculture on political development.

How are air pollution and socioeconomic status related to mortality from respiratory ailments? Lave and Seskin(1970), in their study of English and American data, used multiple regression analysis to answer the question. In their

studies in English boroughs, they assessed the presumed effects of air pollution and socioeconomic status, as independent variables, on mortality rates of lung cancer, bronchitis, and pneumonia, as dependant variables.

The overall effect of the two independent variables on the dependant variables is expressed by the square of a correlation coefficient called the coefficient of multiple correlation, or  $R^2$ . It is the proportion of the variance of the dependent variable, in this case mortality, accounted for by two independent variables. The  $R^2$  between mortality due to bronchitis, on the one hand, and air pollution and socioeconomic status, on the other hand, ranged from .30 to .78 in different samples in England and Wales, indicating substantial relations. The  $R^2$ 's for the dependant variables, lung cancer and pneumonia mortalities, were similar. Multiple regression also enables the researcher to learn something of the relative influence of independent variables. In most of the samples, air pollution was more important than socioeconomic status. As a "control" analysis, Lave and Seskin studied other cancers that would presumably not be affected by air pollution. The  $R^2$ 's were consistently lower, as expected. Extension of the research to metropolitan areas in the United States yielded similar results.

The basic idea is the same as simple correlation except that  $k$ , where  $k$  is greater than 1, independent variables are used to predict the dependant variable. In multiple regression analysis, variables  $X_1, X_2, \dots, X_k$  are used to predict  $Y$ . The method and the calculations are done in a manner to give the "best" prediction possible, given the correlations among all the variables. In other words, instead of saying: If  $X$ , then  $Y$ , we say: If  $X_1, X_2, \dots, X_k$ , then  $Y$ , and the result of the calculations tells us how "good" the prediction is and approximately how much of the variance of  $Y$  is accounted for the "best" linear combination of the independent variables.

### # The multiple Correlation Coefficient: (Kerlinger, 1995)

If the ordinary product-moment coefficient of correlation between the predicted values,  $Y'$ , and the observed values of  $Y$  are calculated, We obtain an index of the magnitude of the relation between, on the one hand, a least-square composite of  $X_1$  and  $X_2$  and, on the other hand,  $Y$ . This index is called the multiple correlation coefficient,  $R$ . The theory of multiple regressions seems to be especially elegant when we consider the multiple correlation coefficient. It is one of the links that bind together the various aspects of multiple regression and analysis of variance.  $R$ , then, is the highest possible correlation between a least-squares linear composite of the independent variables and the observed dependant variable.  $R^2$  indicates that portion of the variance of the dependant variable  $Y$ , due to the independent variables in the concert.  $R$ , varies only from 0 to 1.00, it does not have negative values.

In sum,  $R^2$  is an estimate of the proportion of the variance of the dependant variable,  $Y$ , accounted for by the independent variables,  $X_j$ .  $R$ , the multiple correlation coefficient, is the product-moment correlation between the dependant variable and another variable. Its square is interpreted analogously to the square of an ordinary correlation coefficient. It differs from the ordinary coefficient, however, in taking values only from 0 to 1.  $R$  is not as useful and interpretable as  $R^2$ .

### # Principal Factor Method: (Kerlinger, 1995)

The principal factor method is mathematically satisfying because it yields a mathematically unique solution of a factor problem. Perhaps its major solution feature is that it extracts a maximum amount of variance as each factor is calculated. In other words, the first factor extracts the most variance, the second the next most variance, and so on.

To show the logic of the principal factor method without considerable mathematics is difficult. One can achieve a certain intuitive understanding of the method, however, by approaching it geometrically. Conceive tests or variables as points in  $m$ -dimensional space. Variables that are highly and positively correlated should be near each other and away from variables with which they do not correlate. If this reasoning is correct, there should be swarms of points in space. Each of these points can be located in the space if suitable axes are inserted into the space, one axis for each dimension of the  $m$  dimension. Then any point's location is its multiple identification obtained by reading its coordinates on the  $m$  axes. The factor problem is to project axes through neighboring swarms of points and to so locate these axes that they "account for" as much of the variances of the variable as possible.

**# Factor Analysis:** (Kerlinger, 1995)

Factor analysis has two basic purposes: to explore variable areas in order to identify the factors presumably underlying the variables; and, as in all scientific work, to test hypotheses about the relations among variables. The first purpose is well known and fairly well accepted. The second purpose is not so well known nor so well accepted.

Factor analysis can be conceived as a construct validity tool, (validity is defined as common factor variance). Since the main preoccupation of factor analysis is common factor variance, by definition it is firmly tied to measurement theory. Construct validity seeks the "meaning" of a construct through the relations between the construct and other construct. Construct could be defined in two ways: by operational definitions and by constitutive definitions. Constitutive definitions are definitions that define constructs with other constructs. Essentially this is what factor analysis does. It may be called a constitutive meaning method of constructs-and thus their construct validity.

The measure of three variables, say, may, share something in common. This something itself is variable, presumably a more basic entity than the variable used to isolate and identify it. We give this new variable a name; in other words, we construct a hypothetical entity. Then, to inquire into the "reality" of the variable we may systematically devise a measure of it and tests its "reality" by correlating data obtained with the measure with data from other measures theoretically related to it. Factor analysis helps us check our theoretical expectations.

Part of the basic life-stuff of any science is its constructs. Old constructs continue to be used; new ones are constantly being invented. Note some of the general constructs directly pertinent to behavioral and educational research: achievement, intelligence, learning, aptitude, attitude, problem-solving ability, needs, interests, creativity, conformity. Note some of the more specific variables important in behavioral research: test anxiety, verbal ability, traditionalism, convergent thinking, arithmetic reasoning, political participation, and social class. Clearly, a large portion of scientific behavioral research effort has to be devoted to what might be called construct investigation or construct validation. This requires factor analysis.

When we talk about relations we talk about the relations between the constructs: intelligence and achievement, authoritarianism and ethnocentrism, reinforcement and learning, organizational climate and administrative performance—all of these are relations between highly abstracts or latent variables. Such constructs usually have to be operationally defined to be studied. Factors are latent variables, of course, and the major scientific factor analytic effort in the past has been to identify the factors and occasionally use the factors in measuring variables in research. Rarely have deliberate attempts been made to assess the

influence of latent variables on other variables. With recent advances and development in multivariate thinking and methodology, however, it is clear that it is now possible to assess the influence of latent variables on each other. The scientist can obtain indices of the magnitudes and statistical significance of the effects of latent variables on other latent variables. If this is so, then factor analysis becomes even more important in identifying the latent variables or factors, and the scientist has to exercise great care in the interpretation of data in which the influences of latent variables are assessed.

The second major purpose of factor analysis is to test hypotheses. One aspect of hypotheses-testing has already been hinted: one can put tests or measures into factor analytic batteries deliberately test the identification and nature of factors.

A less well-known use of factor analysis as a hypothesis-testing method is in testing experimental hypothesis. One may hypothesize that a certain method of teaching reading changes the ability patterns of pupils, so that verbal intelligence is not as potent an influence as it is with other teaching methods. An experimental study can be planned to test this hypothesis. The effects of the teaching methods can be assessed by factor analysis of a set of tests given before and after the different methods were used. Woodrow tested a similar hypothesis when he gave a set of tests before and after practice in seven tests: adding, subtracting, anagrams and so on. He found that factor loading patterns did change after the practice.

In considering the scientific value of factor analysis, the reader must be cautioned against attributing "reality" and uniqueness to factors. The danger of reification is great. It is easy to name a factor and then to believe there is reality behind the name. But giving a factor a name does not give it reality. Factor names are simply attempts to epitomize the essence of factors. They are always tentative,

subject to later confirmation or disconfirmation. Then, too, factors can be produced by many things. Anything that introduces correlation between variables “creates” a factor. Differences in Sex, education, social and cultural background, and intelligence can cause factors to appear.

**# Discriminant Analysis: (Kerlinger, 1995)**

A discriminant function is a regression equation with a dependant variable that represents group membership. The function maximally discriminates the members of the group; it tells us to which group each member probably belongs. In short, if we have two or more independent variables and the members of, say two groups, the discriminant function gives the “best” prediction, in the least-square sense of the correct “group” membership of each member of the sample. The discriminant function, then, can be used to assign individuals to the group on the basis of their scores on two or more measures. From the scores on the two or more measures, the least-squares “best” composite score is calculated. If this is so, then the higher the  $R^2$  the better the prediction of group membership. In other words, when dealing with two groups, the discriminant function is nothing more than a multiple regression equation with the dependant variable a nominal variable (coded 0, 1) representing group membership. (With three or more groups, however, discriminant analysis goes beyond multiple regression methods)

Discriminant analysis can be used to study the relations among variables in different populations or sample.



## ***5.2: Instrument for Measuring Key factors***

### ***5.2.1: Performance***

Samtel appraisal system was designed and developed by Dr Udai Pareek, a renowned international authority in the field of Human Resource management and Organizational Development in the year 1995. It has been evolved over the past nine years and acquired a reasonable level of maturity and meets the requirements of the organization to a very satisfactory level. This instrument has been used as a measurement of the dependant variable “Performance” of the individuals in this study. The system rates employee performance in to four distinct categories.

Excellent : A+

Good : A

Average : B+

Below average : B

Rating data was collected for the past three years for the population. These ratings were converted in to values by assigning a weightage factor for creating distinct differentiation between ratings. The weightage factors used 1, 3, 6 and 10 for B, B+, A and A+ respectively.

The system is described in appendix B.

### ***5.2.2: Behavioural Correlates:***

Often standardized instruments are not readily available. The available instruments may have been developed and standardized either in another culture or on a sample unrelated to the population with which the investigator is dealing. Therefore it was decided to develop an instrument for this investigation.

Measurement instruments in both research and practice are expected to be valid and reliable (Straub, 1989; Anastasi and Urbina, 1997). The basic point is that users of a given instrument should obtain similar results. Thus, psychologists and psychometric theorists have developed rigorous methods for constructing reliable and valid instruments to measure variables in social sciences (e.g. Cronbach, 1951; Likert 1967; Nunnally, 1978; Nunnally and Bernstein, 1994; Anastasi and Urbina, 1997)

Therefore for the purpose of this research we define instrument construction as “the process of developing the data collection device for the purpose of obtaining relevant data for given research question”.

Through this instrument we attempted to understand real world phenomena through expressed relationships between research constructs. (Blalock, 1969). However these constructs are neither directly measurable nor observable, but are believed to be latent in the phenomena under investigation.

Measurement of research constructs is neither simple nor straightforward. However instrumentation techniques are available that allow us to construct research instruments that constitutes acceptable levels of reliability and validity. The process of developing the research instrument for this study was based on generally accepted psychometric principles of instrument design and was carried out according to nine steps shown in *figure 5.2*.

### ***5.2.3: Item Creation***

Using the previously mentioned prescriptions found in the literature several representative indicators were defined for each factor. In total 49 indicators were initially defined for the original set of seven facilitating factors, seven for each

factor. Based on experts' judgment five most appropriate indicators were selected for sample survey. After validation of the measurement scales four indicators for each item were finalized based on ranking order were finalized, after validation checks.

#### ***5.2.4: Construction of Measurement Scales***

Based on the results of the preceding step, we defined one question for each indicator such that the theoretical abstraction of each indicator could be related more closely to everyday work situations. Further, a subjective rating scale accompanied each question.

In selecting number of points on a rating scale, Guilford (1954) suggested several considerations. If too few scale points are used, the answer scale is obviously is coarse, and much information is lost because the scale does not capture the discriminatory powers that respondents are capable of making. Conversely, by adding too man scale points, the scale can become graded so finely that it is beyond the respondents limited powers of discrimination. Indeed, Miller ( 1956) argued that the average individual can process seven plus or minus two chunks of information at a time.

Likert and Roslow (1934) investigated the reliability of attitude scales by using three variations of the Llikert scale. In addition to the original 5-point scale (Likert,1932), they also used a 3-point and 7-point scale. They concluded that the 5-point scale consistently yielded higher reliabilities than either of the two other scales.

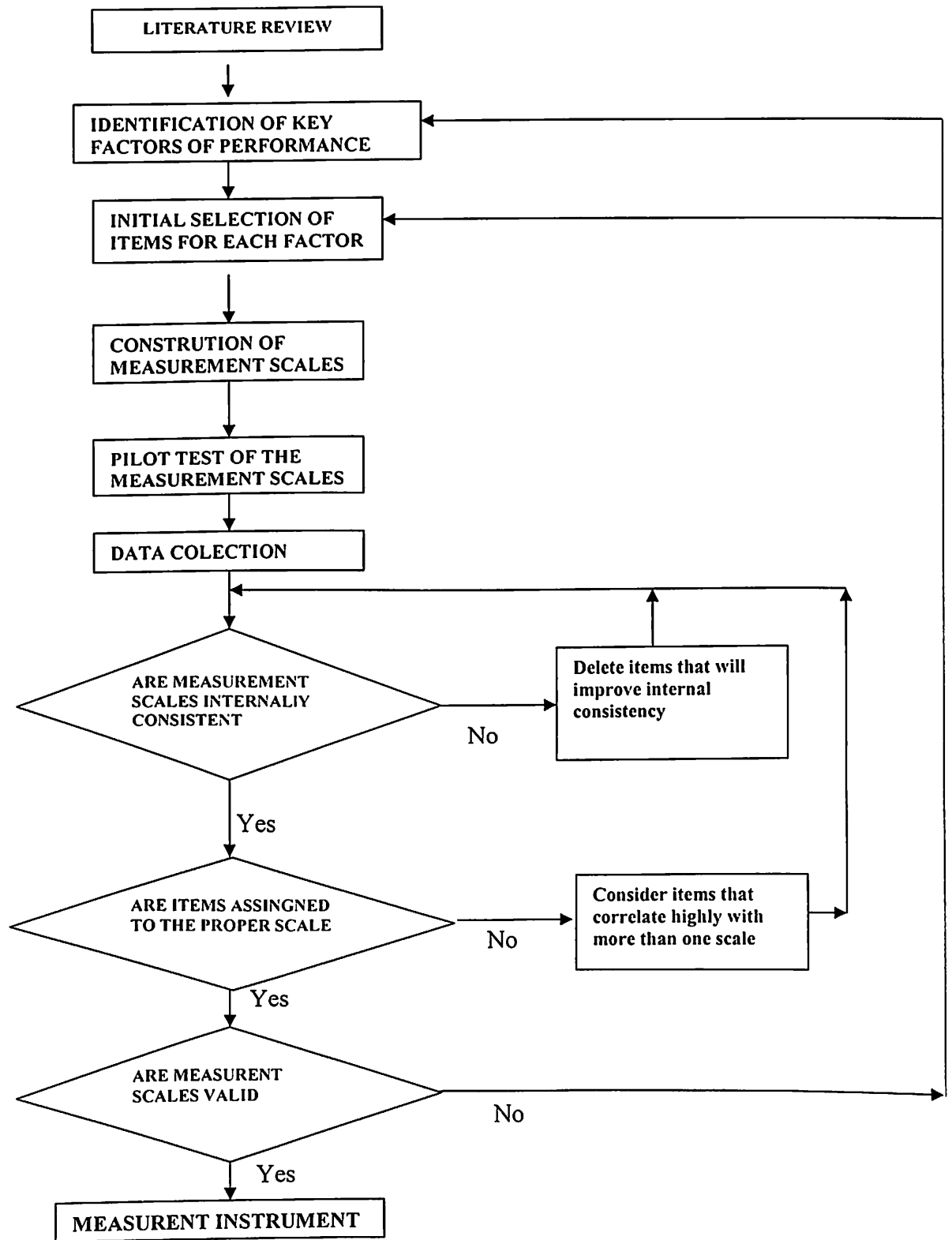


Figure 5.2: Instrument development process (Adapted from Saraph et.al 1989)

More recently, Lissitz and green(1975) conducted a Monte Carlo study of the effects of the number of scale points and homogeneity upon reliability. Their study showed that there was an increase in reliability as the number of points increased from two to five. However, reliability leveled off beyond five scale points. Consequently Lissitz and green( 1975) concluded that since respondents are fallible, even fewer than five scale may be necessary.

Qualitative studies by Van de Ven and ferry(1980) supported the presented conclusions by Likert and Roslow(1934) and Lissitz and Green(1975). Guided by these studies, 5-point Likert scales were constructed for all questions in our final questionnaire. Responses were scored from 1 to 5, with a value of 1 indicating “True to a very great extent” and a value of 5 indicating “True to a little extent”. Thus, we refer to each question and it’s associated 5-point scale as an item. A typical item is presented below:

By and large I tend to stay with a task, long enough to achieve my goals.

How true would the statement be in your case?

5. To a little extent.
4. To some extent.
3. To a moderate extent
2. To a considerable extent.
1. To a very great extent.



The order of questions was randomized in the instrument before administering to sample population of thirty for the purpose of validation.

### ***5.2.5 : Validation of Measurement Scale***

The questionnaire with 5 questions each for seven dimensions was administered to a sample of 30 employees. Their responses were statistically

treated for validation of the individual questions. Intercorrelations of the five questions for each of the seven dimensions are shown in tables 1 to 7

### 1. Values

Table 5.1 :Intercorrelations(with P Values) amongst five questions on Values  
Correlations for (Question no. 01, 07, 12, 18, and 35)

	Q.No.01	Q.No.07	Q.No.12	Q.No.18	Q.No.35
Q. No. 7 P Values	0.232 0.255				
Q. No. 12 P Values	0.119 0.563	0.596 0.001			
Q. No. 18 P Values	0.389 0.049	0.249 0.220	0.068 0.740		
Q. No. 35 P Values	-0.249 0.219	0.044 0.830	-0.110 0.594	-0.052 0.800	
<b>Total</b> P Values	0.471 0.015	0.803 0.000	0.661 0.000	0.507 0.008	0.286 ⊗ 0.157

### 2. Self Esteem

Table 5.2 :Intercorrelations(with P Values) amongst five questions on Self Esteem.  
Correlations for (Question no. 32, 06, 23, 25, and 33)

	Q.No.32	Q.No.06	Q.No.23	Q.No.25	Q.No.33
Q. No. 06 P Values	0.174 0.395				
Q. No. 23 P Values	-0.212 0.299	0.099 0.630			
Q. No. 25 P Values	0.016 0.939	-0.176 0.390	0.029 0.887		
Q. No. 33 P Values	-0.021 0.919	0.339 0.090	0.087 0.671	-0.267 0.188	
<b>Total</b> P Values	0.473 0.015	0.570 0.002	0.546 0.004	0.194 ⊗ 0.343	0.441 0.024

### 3. Centrality

Table 5.3 :Intercorrelations(with P Values) amongst five questions on Centrality.

Correlations for (Question no. 24, 09, 03, 15, and 34)

	Q.No.24	Q.No.09	Q.No.03	Q.No.15	Q.No.34
Q. No. 09	0.048				
P Values	0.817				
Q. No. 03	0.494	0.005			
P Values	0.010	0.981			
Q. No. 15	0.291	-0.150	-0.090		
P Values	0.149	0.464	0.661		
Q. No. 34	0.133	0.000	-0.053	0.163	
P Values	0.518	1.000	0.796	0.427	
<b>Total</b>	0.779	0.268 ⊗	0.490	0.553	0.477
P Values	0.000	0.186	0.011	0.003	0.014

### 4. Achievement Orientation

Table 5.4 :Intercorrelations(with P Values) amongst five questions on Achievement Orientation

Correlations for (Question no. 05, 13, 20, 26, and 30)

	Q.No.05	Q.No.13	Q.No.20	Q.No.26	Q.No.30
Q. No. 13	0.125				
P Values	0.542				
Q. No. 20	0.178	0.224			
P Values	0.385	0.272			
Q. No. 26	-0.071	0.111	0.287		
P Values	0.731	0.588	0.155		
Q. No. 30	-0.269	0.168	0.020	0.314	
P Values	0.185	0.413	0.924	0.119	
<b>Total</b>	0.426	0.523	0.743	0.629	0.292 ⊗
P Values	0.030	0.006	0.000	0.001	0.147

### 5. Optimism

Table 5.5 :Intercorrelations(with P Values) amongst five questions on Optimism.

Correlations for (Question no. 10, 17, 02, 29, and 14)

	Q.No.10	Q.No.17	Q.No.02	Q.No.29	Q.No.14
Q. No. 17	-0.269				
P Values	0.184				
Q. No. 02	0.424	0.168			
P Values	0.031	0.411			
Q. No. 29	0.324	-0.285	0.154		
P Values	0.107	0.158	0.453		
Q. No. 14	0.376	-0.248	0.476	0.312	
P Values	0.059	0.223	0.014	0.121	
<b>Total</b>	0.749	-0.038 ⊗	0.767	0.512	0.670
P Values	0.000	0.853	0.000	0.008	0.000

## 6. Positive Thinking

Table 5.6 :Intercorrelations(with P Values) amongst five questions on Positive thinking  
Correlations for (Question no. 22, 16, 04, 27, and 31)

	Q.No.22	Q.No.16	Q.No.04	Q.No.27	Q.No.31
Q. No. 16 P Values	-0.173 0.397				
Q. No. 04 P Values	-0.036 0.863	-0.277 0.171			
Q. No. 27 P Values	0.189 0.356	0.270 0.182	0.168 0.413		
Q. No. 31 P Values	0.057 0.781	0.341 0.088	-0.229 0.261	0.311 0.122	
<b>Total</b> P Values	0.283 0.161	0.536 0.005	0.211 0.301 ⊗	0.777 0.000	0.662 0.000

## 7. Personal Vision

Table 5.7: Intercorrelations (with P Values) amongst five questions on personal vision  
Correlations for (Question no. 19, 08, 11, 28, and 21)

	Q.No.19	Q.No.08	Q.No.11	Q.No.28	Q.No.21
Q. No. 08 P Values	-0.189 0.355				
Q. No. 11 P Values	0.058 0.778	0.400 0.043			
Q. No. 28 P Values	-0.064 0.755	0.038 0.852	0.172 0.401		
Q. No. 21 P Values	0.096 0.640	-0.038 0.852	-0.207 0.039	0.096 0.640	
<b>Total</b> P Values	0.440 0.025	0.482 0.013	0.606 0.001	0.488 0.011	0.370 ⊗ 0.063



## Intercorrelations amongst the seven Independent Variables:

Table 5.8: Mean, Standard deviation and correlation value of each variable.

Variable	Mean	SD	1,	2,	3,	4,	5,	6
1.Values	17.8	2.96	-0.019,	-0.045,	0.116,	-0.246,	0.064,	0.231
2.Optimism	18.4	3.38	0.042,	-0.060,	0.206,	-0.241,	0.389	
3.Centrality	15.7	2.50	0.435,	0.562,	0.241,	-0.124		
4. Ach. Mot.	20.8	2.33	0.343,	0.641,	0.007			
5. Self Esteem	16.3	2.27	0.250,	0.082				
6. Per.Vis.	16.7	2.63	0.136					
7. Pv.Thinking	18.6	2.80						

### Interpretation of results:

All the questions show high validity( item-total), except question nos 04,09,17,21,25,30 and 35 which have lower validity index. Therefore all these questions were dropped.

Two criteria for item validation were used: A minimum P value of 0.05 and a minimum correlation value of 0.25. Although question no 22 does not qualify on the basis of P value, the question was retained because of its correlation with the total (0.28).

### 5.2.6: Reliability of Measurement Scales

Synonyms for reliability are: dependability, stability, consistency, predictability, accuracy. Reliability is determined by whether or not the questionnaire items will be answered in a similar way when the questionnaire is administered over and over again.

Kerlinger (1995) - any set of measures has a total variance, that is, after administering an instrument to a set of objects and obtaining a set of numbers (scores), we can calculate a mean, a standard deviation and variance. The

variance is a total obtained variance, since it includes variance due to several causes. In general, any obtained total variance (or sum of squares) includes systematic and error variances.

Each person has obtained score,  $X_t$  (The “t” stands for “total”) This score has two components: a “true” component and an error component. We assume that each person has a “true” score,  $X_{\infty}$  (The “ $\infty$ ” is the infinity sign, and is used to signify “true”) This score would be known only to an omniscient being. In addition to this “true” score, each person has an error score,  $X_e$ . The error score is some increment or decrement resulting from several of the factors responsible for errors of measurement. This reasoning leads to a simple equation basic to the theory.

$$X_t = X_{\infty} + X_e \quad (1.0)$$

This says succinctly, that any obtained score is made of two components, a “true” component and an error component. The only part of this definition that gives any real trouble is  $X_{\infty}$ , which can be conceived to be the score the individual would obtain if all internal and external conditions were “perfect” and the measuring instrument were “perfect”. A bit more realistically, it can be considered to be the mean of a large number of administrations of the test to the same person. Symbolically,

$$X_{\infty} = (X_1 + X_2 + \dots + X_n) / n$$

With a simple little algebra, above equation can be extended to yield a more useful equation in variance terms.

$$V_t = V_{\infty} + V_e \quad (2.0)$$

Above equation shows that the total obtained variance of a test is made up of two variance components, a “true” component and an “error” component.

Reliability is defined, so to speak, through error: the more error, the greater the unreliability; the less error, greater the reliability. Practically speaking this means that if we can estimate the error variance of a measure we can also estimate the measure's reliability. This brings us to two equivalent definitions of reliability.

1. Reliability is the proportion of the “true” variance to the total obtained variance of the data yielded by a measuring instrument.
2. Reliability is the proportion of error variance to the total variance yielded by a measuring instrument subtracted from 1.00, the index 1.00 indicating perfect reliability.

It is easier to write these definitions in equation form:

$$r_u = V_{\square} / V_t \quad (3.0)$$

$$r_u = 1 - V_e / V_t \quad (4.0)$$

By using the analysis of variance it is possible to calculate both  $V_t$  and  $V_e$ .

### One-way ANOVA: Values, Optimism, Centrality, Ach Mot, Self Esteem, P. Vision and Positive Thinking.

Table 5.9 : One way anova

Source	DF	SS	MS	F	P
Factor	6	463.54	77.26	10.41	0.000
Error	175	1298.77	7.42		
Total	181	1762.31			

S = 2.724 R-Sq = 26.30% R-Sq (adj) = 23.78%

Table 5.10: N, Mean and standard deviations of the variables.

Level	N	Mean	StDev	Individual 95% CIs For Mean Based on Pooled StDev
				-----+-----+-----+-----+--
Values	26	17.808	2.967	(-----*-----)
Optimism	26	18.423	3.384	(-----*-----)
Centrality	26	15.731	2.507	(-----*-----)
Ach Mot	26	20.808	2.333	(-----*-----)
S Esteem	26	16.308	2.276	(-----*-----)
P. Vision	26	16.692	2.635	(-----*-----)
Pv Thinking	26	18.615	2.801	(-----*-----)
				-----+-----+-----+-----+--
				16.0 18.0 20.0 22.0

Pooled StDev = 2.724

## Results:

Applying equation (4.0), when we put values of  $V_e$  and  $V_t$ , we get following value for  $r_u$ .

$$\begin{aligned} r_u &= 1 - (7.42 / 77.26) \\ &= 1 - 0.096 \\ r_u &= 0.904 \end{aligned}$$

The coefficient of reliability  $r_u$  is 0.904, which is considered to be very good. Therefore the questionnaire has a high reliability.

## 5.3: Empirical Analysis.

### Multiple Regression:

Values, Optimism, Centrality, Achievement motivation, Self esteem, personal vision and positive thinking were regressed on performance, to find out the influence of various parameters on the performance and also to find out a mathematical model. This also helps in identifying critical parameters. Criticality is defined as parameter having equal or less than 0.05 as P value. Model predictability is guided by R- square. Higher the R- square better predictability.

**Regression analysis was done for the total group (221), high performance group (30) and low performance group (33)**

### Regression analysis for total group

The regression equation is;

$$\begin{aligned} \text{Performance} &= 8.65 + 0.272 \text{ Values} - 0.165 \text{ Optimism} - 0.116 \text{ Centrality} \\ &+ 0.130 \text{ Ach Mot} + 0.161 \text{ S Estm.} - 0.051 \text{ P. Vision} \\ &- 0.007 \text{ Pv. Thinking} \end{aligned}$$

*Table 5.11: Multiple Linear Regression Analysis*

Predictor	Coef	SE Coef	T	P
Constant	8.646	3.002	2.88	0.004
Values	0.2716	0.1356	2.00	0.046
Optimism	-0.1646	0.1281	-1.28	0.200
Centrality	-0.1161	0.1252	-0.93	0.355
Ach Mot	0.1297	0.1407	0.92	0.358
S Estm	0.1614	0.1324	1.22	0.224
P. Vision	-0.0512	0.1151	-0.44	0.657
Pv Think	-0.0069	0.1409	-0.05	0.961

S = 4.203      R-Sq = 4.3%      R-Sq(adj) = 1.2%

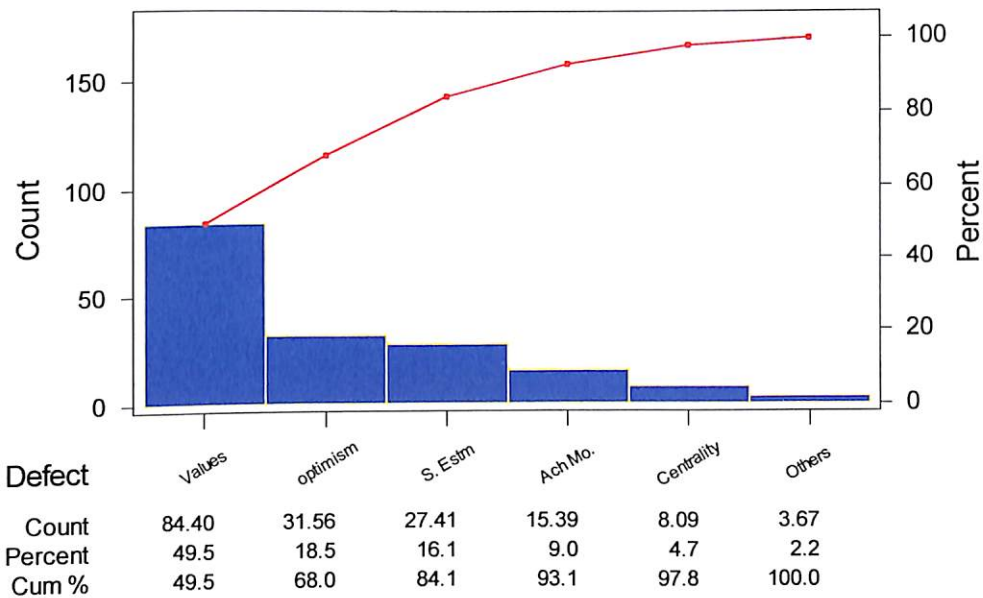
*Table 5.12: Analysis of Variance*

Source	DF	SS	MS	F	P
Regression	7	170.51	24.36	1.38	0.216
Residual Error	213	3763.41	17.67		
Total	220	3933.93			

*Table 5.13: Sum of Squares*

Source	DF	Seq SS
Values	1	84.40
Optimism	1	31.56
Centrality	1	8.09
Ach Mot	1	15.39
S Estm.	1	27.41
P. Vision	1	3.63
Pv Thinking	1	0.04

Regression Analysis, Sum of squares



*Figure 5.3: Pareto chart for population on multiple regression sums of squares*

*Table 5.14: Unusual Observations*

Obs	Values	Performance	Fit	SE Fit	Residual	St Resid
1	18	26	13.310	0.732	12.690	3.06R
2	19	26	14.648	0.996	11.352	2.78R
3	18	22	13.191	0.756	8.809	2.13R
4	16	22	13.601	0.882	8.399	2.04R
5	16	22	12.484	0.469	9.516	2.28R
6	17	22	12.799	0.699	9.201	2.22R
7	14	22	11.805	0.761	10.195	2.47R
8	16	22	13.466	0.935	8.534	2.08R
9	14	22	11.719	0.735	10.281	2.48R
10	15	22	12.037	0.585	9.963	2.39R
16	15	18	13.920	1.777	4.080	1.07 X
164	8	9	10.227	1.385	-1.227	-0.31 X
167	8	9	10.255	1.504	-1.255	-0.32 X

R denotes an observation with a large standardized residual  
 X denotes an observation whose X value gives it large influence.

**Findings:**

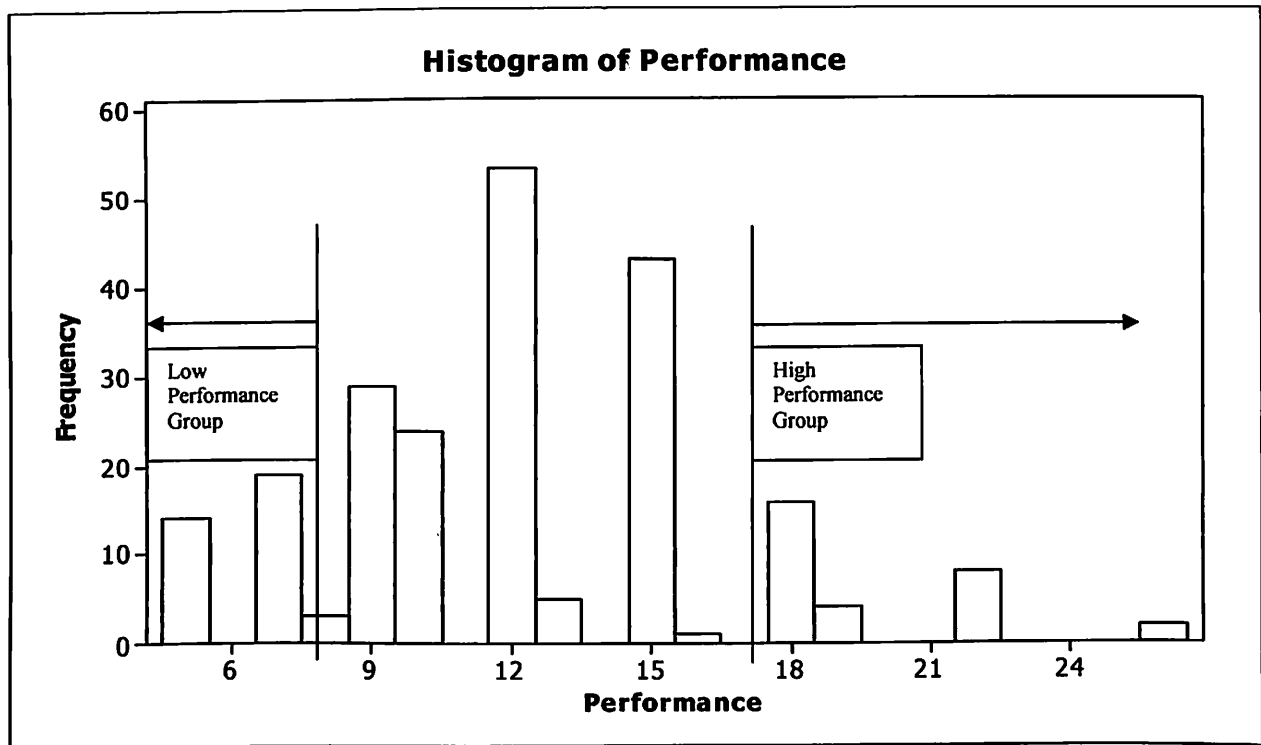
*Out of first run the parameter “values” found to be dominant since p-value is less than 0.05. In the model the degree of coefficient indicates rate of change in the performance for every change in parametric value. The model is inadequate as the percentage explained through R- square value is only 4.3%. It means the unexplained portion is 95.7%. It also gives very high standard deviation which is 4.2.*

*How ever among the parameters values followed by optimism, followed by self esteem and achievement motivation together account for  $157 / 170 = 92.35\%$ . This suggests that these four parameters are dominant.*

*Through residual analysis, the model also gave unusual observations .It is interesting to note that these observations are having sequential trend in the first ten observations. This explains the first ten observations belong to top performers. It was therefore decided to study the model as per top performers as well as low performers.*

High performers defined as people having score between 18 ~ 26. In all thirty people are in this group. Similarly low performers are those having scores between 5 ~ 7. Thirty three people are in this group.

This grouping has been formed on the basis of three distinct clusters of data as shown in distribution of performance of the population *figure 5.4* below. Each cluster seem to be representing the high, average and low performing groups of respondents.



*Figure 5.4: Distribution of Performance*

**Regression Analysis for the group of high performance (Score 18 to 26).**

Performance versus Values, Optimism, Centrality, Ach. Mot, self esteem, personal vision and positive thinking.

The regression equation is

$$\begin{aligned} \text{Performance} = & - 0.97 + 0.873 \text{ Values} - 0.091 \text{ Optimism} - 0.091 \text{ Centrality} \\ & + 0.255 \text{ Ach Mot} - 0.078 \text{ S Estm.} - 0.025 \text{ P.Vision} \\ & + 0.526 \text{ Pv. Thinking} \end{aligned}$$

*Table 5.15: Multiple Linear Regression Analysis*

Predictor	Coef	SE Coef	T	P
Constant	-0.969	5.018	-0.19	0.849
Values	0.8726	0.2004	4.35	0.000
Optimism	-0.0911	0.1278	-0.71	0.483
Centrality	-0.0908	0.1463	-0.62	0.541
Ach Mot	0.2549	0.1927	1.32	0.199
S Estm.	-0.0776	0.1517	-0.51	0.614
P.Vision	-0.0245	0.1340	-0.18	0.857
Pv Think	0.5259	0.2052	2.56	0.018

S = 1.856      R-Sq = 55.4%      R-Sq(adj) = 41.2%

*Table 5.16: Analysis of Variance*

Source	DF	SS	MS	F	P
Regression	7	94.080	13.440	3.90	0.007
Residual Error	22	75.787	3.445		
Total	29	169.867			

*Table 5.17: Sum of Squares*

Source	DF	Seq SS
Values	1	68.145
Optimism	1	0.528
Centrality	1	0.189
Ach Mot	1	2.569
S Estm.	1	0.014
P. Vision	1	0.006
Pv Thinking	1	22.628



### High Performing group Multiple Reression, Sum of squares

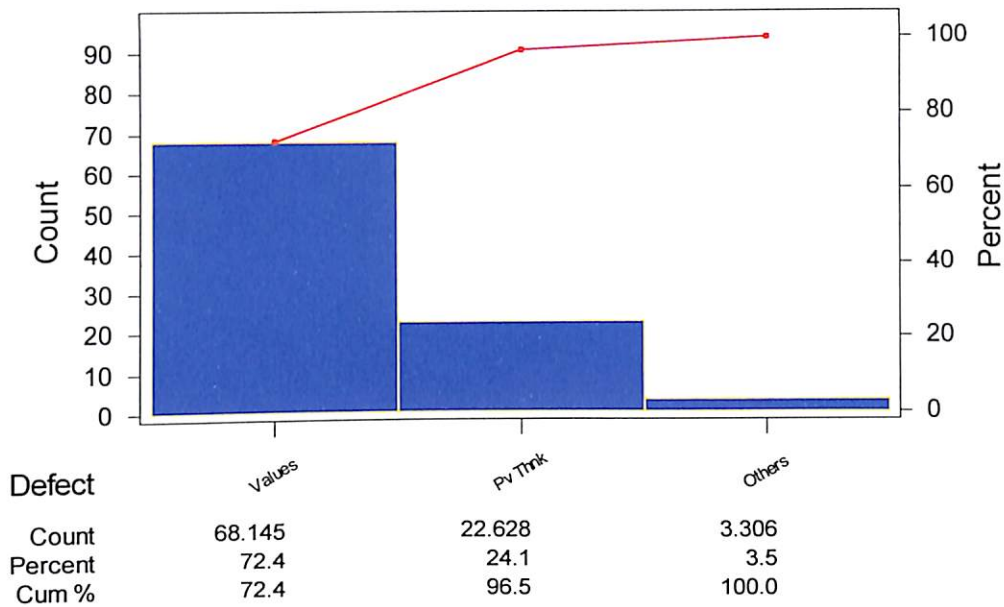


Figure 5.5: Pareto chart for high performing Employees (Score 18 to 26) on multiple regression.

Table 5.18: Unusual Observations

Obs	Values	Per13610	Fit	SE Fit	Residual	St Resid
1	18	26	22.348	0.824	3.652	2.20R
17	14	18	21.088	1.085	-3.088	-2.05R

R denotes an observation with a large standardized residual

### Findings :

It is found P value of the parameter "Values" is 0.000, Positive thinking 0.018 and Achievement motivation 0.20.

In this R – square went up to 55.4% and standard deviation came down to 1.86. "Values" and "positive thinking" together explain 91 out of 94 explainable variation.

However even in this model two unusual observations 1 and 17 were found. They were removed and once again regression analysis was carried out on values, achievement motivation and positive thinking.

### Regression Analysis for the group of high performance (26 to18) after removing observation no 1 and 17

Performance versus Values, Ach Mot, Pv Thinking.

The regression equation is

$$\text{Performance} = - 2.91 + 0.691 \text{ Values} + 0.272 \text{ Ach Mot} + 0.558 \text{ Pv Thinking}$$

Table 5.19: Multiple Linear Regression Analysis

Predictor	Coef	SE Coef	T	P
Constant	-2.907	4.276	-0.68	0.503
Values	0.6915	0.1671	4.14	0.000
Ach Mot	0.2720	0.1554	1.75	0.093
Pv Think	0.5579	0.1476	3.78	0.001

$$S = 1.487 \quad R\text{-Sq} = 58.2\% \quad R\text{-Sq}(\text{adj}) = 52.9\%$$

Table 5.20: Analysis of Variance

Source	DF	SS	MS	F	P
Regression	3	73.776	24.592	11.12	0.000
Residual Error	24	53.081	2.212		
Total	27	126.857			

Table 5.21: Sum of squares

Source	DF	Seq SS
Values	1	41.287
Ach Mot	1	0.866
Pv Think	1	31.623

Table 5.22: Unusual Observations

Obs	Values	Performance	Fit	SE Fit	Residual	St Resid
6	14	22	18.951	0.469	3.049	2.16R
17	16	18	20.878	0.378	-2.878	-2.00R

R denotes an observation with a large standardized residual

## Findings:

Found  $R - square$  is 58%. Chosen parameters also indicate sharpness.  $P$  value of achievement motivation is 0.093 and positive thinking 0.001.

This analysis also has two unusual observations 6 and 17. Another regression was carried out by omitting the same.

## Regression Analysis for the group of high performance employees after removing observation No. 6 and 17

### Performance versus Values, Ach Mot, Pv Thinking

The regression equation is

$$\text{Performance} = - 5.16 + 0.759 \text{ Values} + 0.334 \text{ Ach Mot} + 0.574 \text{ Pv Thinking}$$

*Table 5.23: Multiple linear regression analysis*

Predictor	Coef	SE Coef	T	P
Constant	-5.160	3.675	-1.40	0.174
Values	0.7588	0.1427	5.32	0.000
Ach Mot	0.3337	0.1344	2.48	0.021
Pv Think	0.5742	0.1255	4.58	0.000

$$S = 1.256 \quad R\text{-Sq} = 70.7\% \quad R\text{-Sq}(\text{adj}) = 66.7\%$$

*Table 5.24: Analysis of Variance*

Source	DF	SS	MS	F	P
Regression	3	83.737	27.912	17.68	0.000
Residual Error	22	34.724	1.578		
Total	25	118.462			

*Table 5.25: Sum of Squares*

Source	DF	Seq SS
Values	1	48.268
Ach Mot	1	2.414
Pv Think	1	33.055

### High Performing group Multiple Regression, Sum of squares

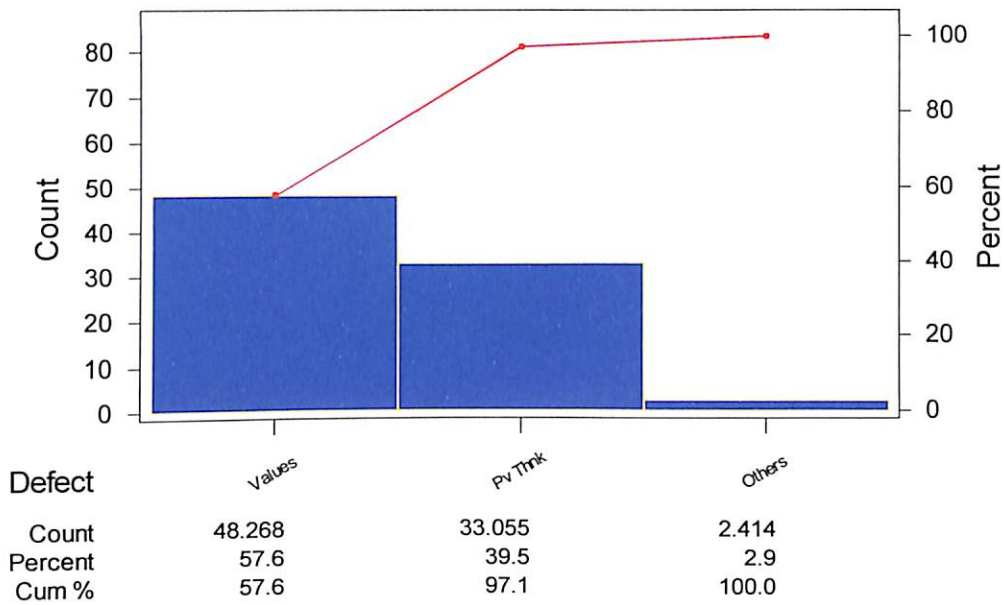


Figure 5.6: Final Pareto chart for high performing group on multiple regression, sum of squares after removing unusual observations

Table 5.26: Unusual Observations

Obs	Values	Performance	Fit	SE Fit	Residual	St Resid
1	19.0	26	23.785	0.699	2.215	2.12R
2	18.0	22	24.361	0.762	-2.361	-2.36R

R denotes an observation with a large standardized residual

### Findings:

This model resulted in an  $R$  – square value of 71%, which is considered to be quite adequate. All the parameters have become sharper and therefore the final model chosen as

$$\text{Performance} = - 5.16 + 0.759 \text{ Values} + 0.334 \text{ Ach Mot} + 0.574 \text{ Pv. Thinking.}$$

Even this model has two unusual observations 26 and 22. These two cases are the top two high performers.

## Regression Analysis for the group of low performance group (score 7 to 5)

Performance versus Values, Optimism, Centrality.

The regression equation is

$$\text{Performance} = 2.95 - 0.0558 \text{ val} + 0.058 \text{ Opt} - 0.0314 \text{ Centra} + 0.184 \text{ Ach Mo} \\ + 0.0637 \text{ estm} + 0.0822 \text{ PVis} - 0.099 \text{ Pv. thinking}$$

*Table 5.27: Multiple Linear Regression Analysis*

Predictor	Coef	SE Coef	T	P
Constant	2.953	1.654	1.79	0.086
Values	-0.05584	0.09621	-0.58	0.567
Optimism	0.0584	0.1018	0.57	0.572
Centrality	-0.03139	0.07423	-0.42	0.676
Ach Mot	0.1836	0.1162	1.58	0.127
S. Esteem	0.06368	0.07481	0.85	0.403
P. Vision	0.08219	0.08551	0.96	0.346
Pv Thinking	-0.0989	0.1359	-0.73	0.473

S = 1.009      R-Sq = 21.1%      R-Sq(adj) = 0.0%

*Table 5.28: Analysis of Variance*

Source	DF	SS	MS	F	P
Regression	7	6.808	0.973	0.96	0.483
Residual Error	25	25.434	1.017		
Total	32	32.242			

*Table 5.29: Sum Of Squares*

Source	DF	Seq SS
Values	1	0.229
Optimism	1	0.344
Centrality	1	0.004
Ach Mot	1	4.479
S. Esteem	1	0.337
P. Vision	1	0.876
Pv Thinking	1	0.540

*Table 5.30: Unusual Observations*

Obs	Value	Performance	Fit	SE Fit	Residual	St Resid
26	15	5	6.696	0.603	-1.696	-2.10R

R denotes an observation with a large standardized residual

## Regression Analysis for the group of low performance group (score 7 to 5)

Performance versus Values, Optimism, Centrality.

The regression equation is

$$\text{Performance} = 2.95 - 0.0558 \text{ val} + 0.058 \text{ Opt} - 0.0314 \text{ Centra} + 0.184 \text{ Ach Mo} \\ + 0.0637 \text{ estm} + 0.0822 \text{ PVis} - 0.099 \text{ Pv. thinking}$$

*Table 5.27: Multiple Linear Regression Analysis*

Predictor	Coef	SE Coef	T	P
Constant	2.953	1.654	1.79	0.086
Values	-0.05584	0.09621	-0.58	0.567
Optimism	0.0584	0.1018	0.57	0.572
Centrality	-0.03139	0.07423	-0.42	0.676
Ach Mot	0.1836	0.1162	1.58	0.127
S. Esteem	0.06368	0.07481	0.85	0.403
P. Vision	0.08219	0.08551	0.96	0.346
Pv Thinking	-0.0989	0.1359	-0.73	0.473

S = 1.009      R-Sq = 21.1%      R-Sq(adj) = 0.0%

*Table 5.28: Analysis of Variance*

Source	DF	SS	MS	F	P
Regression	7	6.808	0.973	0.96	0.483
Residual Error	25	25.434	1.017		
Total	32	32.242			

*Table 5.29: Sum Of Squares*

Source	DF	Seq SS
Values	1	0.229
Optimism	1	0.344
Centrality	1	0.004
Ach Mot	1	4.479
S. Esteem	1	0.337
P. Vision	1	0.876
Pv Thinking	1	0.540

*Table 5.30: Unusual Observations*

Obs	Value	Performance	Fit	SE Fit	Residual	St Resid
26	15	5	6.696	0.603	-1.696	-2.10R

R denotes an observation with a large standardized residual

## Findings :

Out of all the parameters only "achievement motivation" has semblance of dominance. P value is 0.127. However R – square value is only 21 % with standard deviation 1.01.

Regression was repeated with same parameters – values, positive thinking and achievement motivation for proper comparison.

## Regression Analysis: Low Performance versus values, Ach Mot, Pv Thinking

The regression equation is

$$\text{Performance} = 3.66 - 0.0346 \text{ val} + 0.222 \text{ Ach Mo} - 0.047 + \text{Thnknk}$$

Table 5.31: Multiple Linear Regression Analysis

Predictor	Coef	SE Coef	T	P
Constant	3.658	1.462	2.50	0.018
Values	-0.03458	0.08300	-0.42	0.680
Ach Mot	0.22151	0.09996	2.22	0.035
Pv Thinking	-0.0474	0.102	-0.46	0.647

$$S = 0.9657 \quad R\text{-Sq} = 16.1\% \quad R\text{-Sq(adj)} = 7.4\%$$

Table 5.32: Analysis of Variance

Source	DF	SS	MS	F	P
Regression	3	5.1969	1.7323	1.86	0.159
Residual Error	29	27.0455	0.9326		
Total	32	32.2424			

Table 5.33: Sum of Squares

Source	DF	Seq SS
Val	1	0.2290
Ach Mot	1	4.7683
Pv Thinking	1	0.1997

Table 5.34: Unusual Observations

Obs	Value	Perofrmance	Fit	SE Fit	Residual	St Resid
26	15	5	7	0.505	-2.000	-2.43R

R denotes an observation with a large standardized residual

## Findings :

Out of all the parameters only "achievement motivation" has semblance of dominance. P value is 0.127. However R – square value is only 21 % with standard deviation 1.01.

Regression was repeated with same parameters – values, positive thinking and achievement motivation for proper comparison.

## Regression Analysis: Low Performance versus values, Ach Mot, Pv Thinking

The regression equation is

$$\text{Performance} = 3.66 - 0.0346 \text{ val} + 0.222 \text{ Ach Mo} - 0.047 + \text{Thnk}$$

Table 5.31: Multiple Linear Regression Analysis

Predictor	Coef	SE Coef	T	P
Constant	3.658	1.462	2.50	0.018
Values	-0.03458	0.08300	-0.42	0.680
Ach Mot	0.22151	0.09996	2.22	0.035
Pv Thinking	-0.0474	0.102	-0.46	0.647

$$S = 0.9657 \quad R\text{-Sq} = 16.1\% \quad R\text{-Sq(adj)} = 7.4\%$$

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R denotes an observation with a large standardized residual



**Findings:**

*Here again nothing significant is noticed, except “achievement motivation” which has a P value of 0.035. R- Square is only 16.1% with standard deviation of 0.9657.*

**Principal Component Analysis for population with all variables:**

Values, Optimism, Centrality, Ach Mot, Self Esteem., Personal vision, Pv. Thinking & performance.

*Table 5.35: Eigen analysis of the Correlation Matrix*

Eigen Value	2.4520	1.1465	1.0790	0.8132	0.7293	0.7019	0.5221	0.5161
Proportion	0.306	0.143	0.135	0.102	0.091	0.088	0.070	0.065
Cumulative	0.306	0.450	0.585	0.686	0.777	0.865	0.935	1.000

*Table 5.36: Correlation Matrix*

Variable	PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8
Values	0.425	0.166	0.217	0.432	0.112	0.256	-0.668	0.184
Optimism	0.427	-0.425	0.010	0.145	-0.095	-0.092	0.395	0.665
Centrality	0.386	-0.198	-0.250	-0.483	-0.148	-0.531	-0.451	-0.092
Ach. Mot	0.333	0.427	-0.097	-0.368	0.704	0.059	0.221	0.118
S. Esteem	0.366	-0.277	0.299	-0.398	-0.201	0.611	0.111	-0.340
P. Vision	0.196	0.568	-0.469	-0.020	-0.588	0.211	0.117	0.124
Pv. Think	0.447	0.015	-0.085	0.497	0.052	-0.274	0.320	-0.605
Performance	0.070	0.413	0.751	-0.133	-0.270	-0.384	0.131	0.067

**Findings:**

*Conventional multiple regression analysis assumes all the parameters are linearly independent. Means the role of each is not influenced by role of other parameters. Besides it also assumes measurable data with normality assumption.*

*In social science research the parameters are not necessarily independent of each other. There will be some combination effect between the factors.*

*In regression analysis we used R-Square criterion and unusual observation patterns to determine clustering of data in to high performance and low performance. In the principal component analysis the entire data sit along with all the factors considered. One of the criteria for decision is "Eigen value" which indicates dominance of a particular group of factors. Higher the eigen value more the dominance. The cut off is more than or equal to 1.*

*Since eight groups are made including performance, eight group analysis is made PC1 to PC8. Out of these eight groups PC1,PC2 and PC3 considered to be important as together explain about 58.5%.*

**Factor Analysis for population, extracting 3 factors indicated by Eigen value Values, Optimism, Centrality, Ach Mot, Self Esteem, Personal Vision, Pv Thinking & performance.**

Principal Component Factor Analysis of the Correlation Matrix

*Table 5.37: Unrotated Factor Loadings and Communalities*

Variable	Factor 1	Factor 2	Factor 3	Communality
Values	0.665	0.177	0.225	0.524
Optimism	0.669	-0.455	0.010	0.654
Centrality	0.604	-0.212	-0.259	0.477
Ach Mot	0.522	0.457	-0.101	0.491
S. Estm.	0.573	-0.297	0.311	0.513
P.Vision	0.307	0.608	-0.487	0.701
Pv Thinking	0.700	0.016	-0.088	0.498
Performance	0.109	0.443	0.781	0.817
Variance	2.4520	1.1465	1.0790	4.6775
% Variance	0.306	0.143	0.135	0.585

*Table 5.38: Rotated Factor Loadings and Communalities  
Varimax Rotation*

Variable	Factor 1	Factor 2	Factor 3	Communality
Values	0.512	0.344	0.380	0.524
Optimism	0.803	-0.031	-0.089	0.654
Centrality	0.604	0.245	-0.230	0.477
Ach Mot	0.220	0.637	0.194	0.491
S. Estm.	0.671	-0.096	0.231	0.513
P.Vision	-0.075	0.826	-0.114	0.701
Pv Thinking	0.592	0.383	0.037	0.498
Performance	-0.048	0.026	0.902	0.817
Variance	2.1297	1.4230	1.1248	4.6775
% Variance	0.266	0.178	0.141	0.585

*Table 5.39: Factor Score Coefficients*

Variable	Factor 1	Factor 2	Factor 3
Values	0.179	0.149	0.295
Optimism	0.431	-0.174	-0.125
Centrality	0.282	0.087	-0.256
Ach Mot	-0.019	0.444	0.127
S. Estm.	0.356	-0.217	0.176
P.Vision	-0.192	0.665	-0.145
Pv Thinking	0.234	0.183	-0.022
Performance	-0.082	-0.021	0.817

**Findings:**

*Factor analysis was done using varimax rotation. Analysis suggests three distinct groups comprising of values, optimism, centrality, self esteem, positive thinking in one group. Achievement motivation and personal vision in another*

group. Finally performance as a separate group. Together explaining 59% of the variations. Each of the group parameters is complimenting each other.

*Loadings: Explains 59% of variance. Factor 1, 2 and 3 explain 27%, 18% and 14% respectively.*

*Factor 1 seems to be general factor that can be named “value based inner drives”. The factor has high loadings on optimism (.80), self esteem (.67), centrality (.60), positive thinking (.59) and values (.51).*

*Factor 2 seems to be specific to vision and standards of the person that can be named “aspirations & achievement”. This factor has loadings on personal vision (.82) and achievement motivation (.63).*

*Factor 3 is purely “performance” which can be seen as output of factor 1 and 2 and has a loading of (.9).*

## Discriminant function Analysis by dividing the population into three Groups (1, 2& 3)

Linear Method for Response: Group1,2 and 3

Predictors: Values, Optimism, Centrality, Ach Mot, S Estim., P. Vision, Pv Thinking, Performance

Group	1	2	3
Count	30	158	33

*Table 5.39: Summary of Classification*

Put into Group	True Group		
	1	2	3
1	30	1	0
2	0	140	0
3	0	17	33
Total N	30	158	33
N Correct	30	140	33
Proportion	1.000	0.886	1.000

N = 221      N Correct = 203      Proportion Correct = 0.919

*Table 5.40: Squared Distance Between Groups*

	1	2	3
1	0.0000	14.2083	41.9441
2	14.2083	0.0000	8.1769
3	41.9441	8.1769	0.0000

*Table 5.41: Linear Discriminant Function for Groups*

	1	2	3
Constant	-86.344	-64.602	-55.370
Values	0.182	0.388	0.650
Optimism	0.974	1.098	0.951
Centrality	0.309	0.596	0.554
Ach Mot	1.799	1.788	2.130
S. Esteem	1.374	1.370	1.227
P. Vision	1.431	1.258	1.178
Pv Thinking	0.677	0.645	0.600
Performance	3.786	2.034	0.072

Table 5.42: Summary of Misclassified Observations

Observation	True Group	Predicted Group	Group	Squared Distance	Probability
51**	2	1	1	16.92	0.592
				17.67	0.408
				33.09	0.000
136**	2	3	1	28.951	0.000
				6.933	0.477
				6.746	0.523
157**	2	3	1	31.098	0.000
				5.623	0.498
				5.606	0.502
159**	2	3	1	31.648	0.000
				11.631	0.226
				9.167	0.774
163**	2	3	1	32.471	0.000
				7.884	0.455
				7.521	0.545
171**	2	3	1	36.132	0.000
				9.110	0.448
				8.695	0.552
172**	2	3	1	31.503	0.000
				6.307	0.274
				4.363	0.726
175**	2	3	1	30.948	0.000
				5.788	0.237
				3.454	0.763
178**	2	3	1	31.999	0.000
				8.626	0.175
				5.523	0.825
179**	2	3	1	32.277	0.000
				8.867	0.284
				7.019	0.716
180**	2	3	1	30.343	0.000
				4.843	0.322
				3.355	0.678
182**	2	3	1	35.109	0.000
				13.758	0.095
				9.252	0.905
183**	2	3	1	31.158	0.000
				5.325	0.383
				4.369	0.617
184**	2	3	1	36.866	0.000
				9.463	0.295
				7.724	0.705
185**	2	3	1	30.383	0.000
				7.536	0.325
				6.073	0.675
186**	2	3	1	37.37	0.000
				13.48	0.362
				12.34	0.638
187**	2	3	1	39.727	0.000
				11.498	0.318
				9.969	0.682
188**	2	3	1	35.144	0.000
				6.513	0.413
				5.811	0.587

## **Findings:**

*Purpose of this analysis is to allocate person to the right group. The proportion of allocation indicates success. 203 out of 221 have been allocated correctly. Proportion correct is 91.9%. No ambiguity in grouping of top performers. Model and actual are synchronizing.*

*In group 2 and 3 there is some misallocation ie invariably 17 out of 221 should belong to group 3. All these 17 are border line cases. 1 out of 221 should belong to group 1.*

*Square distance between group 1 and 2 is 14 while as 1 and 3 is 41. Groups 2 and 3 are separated by 8.*

## **5.4: Result Analysis**

### **5.4.1: Intention of This Research:**

As mentioned in *chapter 1*, it is observed consistently that few people have always out performed others under similar conditions. This amazing human phenomenon caught up my passion for initiating this investigation. Intention of this empirical investigation is to explore the dynamics of inner drives and their influence on performance.

Kurt Lewin's proposition is that human behavior is the function of both the person and the environment. This means that one's behavior is related both to one's personal characteristics and to the social situation in which one finds himself. In my experience of 34 years in industry, it is observed consistently that within the same environmental conditions there are always some people who have shown brilliant and outstanding performance. It appears that though environmental factors are great motivators, greater are some internal drives of a person, which are far more stimulating and facilitating for achieving excellence in his/her performance. This investigation will focus on observing the behavior

patterns among such employees in Samtel and to understand the driving forces behind those patterns. This examination will lead to establishing correlations between those inner drives and their performance outputs within the same environmental settings.

#### **5.4.2: Variables:**

##### **Dependent Variable**

# **Performance:** Performance has been defined as out put of one's efforts. It has been decided to use Samtel's present reward and recognition system for measuring this factor.

##### **Independent Variables**

The following are the inner drives that have been considered.

# **Personal vision:** A person's dreams of what he wants to become in life. It channelises his efforts, aligned with organizational goals will give additional advantage.

# **Values:** a) Commitment.

b) Respect.

# **Achievement Orientation:** Inner urge to beat the standards.

# **Positive thinking:** Seeing threats as opportunities and exploring possibilities and options with open mind.

# **Optimism:** Driven by hope of success rather than fear of failure.

# **Self esteem:** Being happy with his abilities and character. (thinking highly, favorably opinionated, respecting )

# **Centrality:** Thinking that he is important. Sense that I matter and value his existence. A person who takes charge of his life.



### ***5.4.3: Tools used:***

The following tools have been applied for the purpose of empirical investigation.

1. Multiple regression.
2. Pareto chart.
3. Histograms.
4. Principal component analysis
5. Factor analysis
6. Discriminant analysis
7. Anova

These statistical tools are explained in details in chapter 5.1.3.

### ***5.4.4: Analysis done:***

At the preliminary stage of analysis for the population, multiple regression gives a model, which was though inadequate gives an interesting information regarding variables. Out of seven variables values comes out as dominant followed by optimism, self esteem and achievement motivation in descending order. Another significant observation came in the form of unusual observations, where the first ten belong to top performers. This indicates the possibility of high performing individuals belong to distinct group which seems to be significantly different from others in terms of variables. However centrality, personal vision and positive thinking having insignificant relation to performance.

Findings of regression analysis on high performing group, gave a model with three dominant variables, where again values is the most dominant followed by positive thinking and achievement orientation. Contrary to our hypothesis, personal vision, centrality, self esteem and optimism are found to be having insignificant correlation with performance.

Regression on low performing group suggests that only achievement motivation has some semblance of dominance. This could be because of existence of general awareness due to training of all the employees on Achievement motivation. There is no significant correlation of the remaining variables with performance.

These findings suggest following possibilities –

1. **Values:** Analysis suggests that values are significant driver for high performance. This indicates that high performers give importance to respect to people and commitment to task.
2. **Positive thinking:** Analysis shows that high performers seem to be thinking positively even in adverse situations. This may mean that they see problems as opportunities rather than threats.
3. **Achievement orientation:** This is the only factor shows influence in the entire population. However high performers are relatively more influenced than the rest of the population.
4. **Personal Vision :** Less importance of personal vision could be due to the fact that they are guided either by organizational vision or by CEO's vision rather than their personal vision.
5. **Centrality:** Low sense of centrality reflects that the employees are largely focused on organizational needs, and in the process are ignoring their own sense of mattering.
6. **Self Esteem:** Employees are less concerned about their esteem needs.
7. **Optimism:** High performers may be concerned more about fear of failure rather than hope of success.

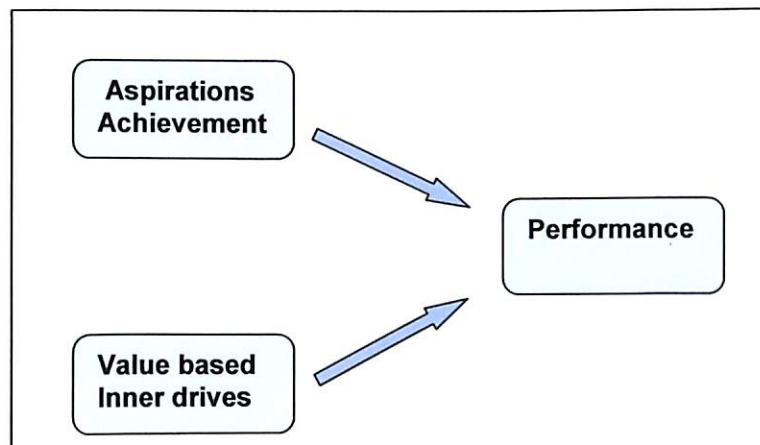
Principle component analysis helped us to identify dominant factors indicated by Eigen value. This analysis grouped all the variables into three distinct factors.

Factor - 1 can be named as “*Value based inner drives*” which includes variables such as Optimism, self esteem, centrality, positive thinking and values. All these five variables are related to each other and any change in one variable can affect the other variables in the factor. This factor provides energy for action.

Factor - 2 seems to be specific to personal vision and standards of performance and can be named “*Aspirations and achievement*”. This factor provides direction and inspiration.

Factor - 3 is purely “*Performance*” and can be seen as out put of factors 1&2. This factor indicates realisation of one’s own dreams and aspirations.

Principal component analysis and regression analysis together suggest that these three factors constitute a dynamic model as shown in the following *figure 5.7*. The model shows associations of these factors.



*Figure:5.7 Behavioral model showing dynamics between three factors .*

Implications of this analysis to the organization can be many folds:

1. Organizational awareness is generated on the dynamics of performance of the employees, which can be leveraged for enhancement of company performance.
2. Created opportunity for the management to work on average and low performers which constitutes about 84.5% of total employees.
3. Management can target specific groups for developing specific performance attributes.
4. Individuals can be given specific feedbacks in terms of variables for self growth and development.

# ***Chapter 6***

## ***Research Conclusions***

---

*“People that values its privileges above its principles soon loses both”*  
*Dwight David Eisenhower*

### ***6.1: Conclusions on Research Opportunity and Questions.***

The fundamental assumption behind the investigation presented in this thesis was that

“The performance behavior of an individual is proportional to the degree of inner drives (variables) of that individual irrespective of the environment in which he /she operates”

Despite the increasingly recognized importance of internal drives in the corporate community, few empirical studies have been reported in electronics component industry in India. This doctoral study was basically initiated to bridge this gap to a reasonable extent and to open up new avenues for further research.

Therefore the opportunity exploited in this thesis is:

***What are the internal drives of an individual and how they enable enhancement of his/her performance significantly?***

To sharpen the focus of the investigation, the research opportunity was addressed by studying four research questions. So, in order to provide an answer to the research opportunity, we first present the conclusion to each of these questions.

***Q 1: What are the inner behavioral attributes of high performing people?***

The first question is focused on identifying key behavioral attributes of high performing individuals. In addition to our own practical experiences, a theoretical investigation and a set of qualitative case readings have been conducted to answer this question.

The main conclusion on the first research question is that, “7 key inner attributes such as personal vision, achievement orientation, positive thinking, values, optimism, self esteem and centrality have been identified to be the key for successful performance.” Thus, recognizing the fundamental principle of intra - personal dynamics and its influence on performance.

***Q 2: How are these factors independently or in combination influence the performance?***

The second question focused on how these factors influence the level of performance. In addressing this question we performed statistical analysis of employee survey data.

The results of the multiple regression analysis indicated support for hypotheses in the proposed theory and demonstrated the existence of important factors (inner drives) for performance success. These findings add an important dimension to OB research in that they verify the importance of these factors for performance enhancement and success. This suggests that, rather than trying to imitate the existing practices, the organizations should focus their efforts on building and nurturing an organizational culture within which these ‘intra-personal dynamics’ thrive. This differs substantially from that found in most of the existing practices in the organizations.

The main conclusion on the second question is that *successful performance depends critically on three internal factors: Values, Achievement Motivation and positive thinking.*

***Q 3: How these factors are correlated to each other?***

The third question focused on finding relationships between these inner drives. In addressing this question we applied two statistical tools, Principal component analysis for population with all variables and Factor analysis for population, extracting three factors indicated by eigen values.

Results of principal component analysis suggested that there exist three groups of factors which show dominance in groups of eight. Factor analysis further supported that with in these three groups, the parameters are complimenting each other.

The main conclusion on the third question is that with in each principal component group the variables are influencing each other. *Analysis suggests that three distinct groups comprising of values, optimism, centrality , self esteem, positive thinking in one group. Achievement motivation and personal vision in another group. Finally performance as a separate group. Each of the group parameters is complimenting each other.*

*Factor 1 is general factor that was named “value based inner drives”.*

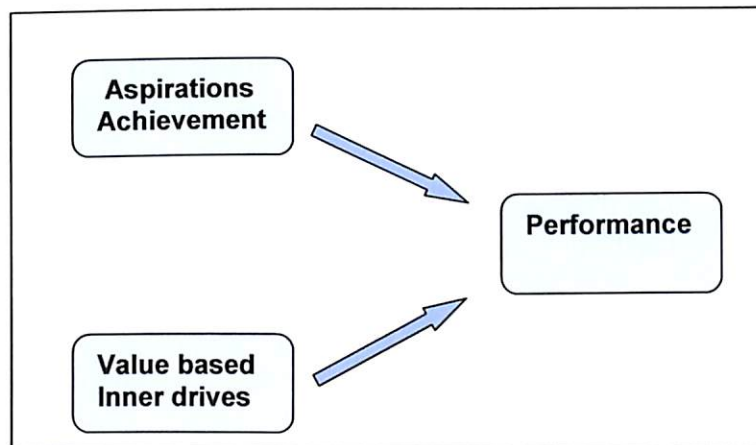
*Factor 2 was specific to vision and standards of the person that was named “aspirations & achievement”.*

*Factor 3 is purely “performance” which is output of factors 1 and 2.*

***Q 4: Whether there could be possible model.***

Finally this question proceeds to explore the possibility of a working model which could convey all the research learning and could easily be applied in real life situation for it's effectiveness.

Based on the cumulative learning, we attempted to construct a pictorial model which was shown below as shown in *in figure 5.7*.



***6.2: Contributions***

The objective of this thesis was to investigate the importance of internal forces in enhancing one's own performance. Based on this objective and the answers provided to the four research questions posed in *chapter 3*

The thesis contributes with unique knowledge.

For the most part, the organizational processes have been preoccupied with environmental issues at the expense of internal motivational issues.

Therefore, *the principal contribution of the thesis is to increase the understanding of the influence of inner motivational factors in achieving excellence by*



*empirically showing that they are important and critical in accomplishing aspirations.*

- Based on the theoretical investigations an important frame work for studies has been evolved. This provided answer to research *question 1*.
- Through qualitative analysis, we have identified key inner drives for significantly enhancing performance. Answer for research *question 2*.
- Most significant contribution has been model showing how aspirational achievement along with energy generating inner drives play a key role in accomplishing one's life goals. This provided answers to research *questions 3& 4*.

### **6.3: Limitations**

Though, this research puts lot of claims on the contributions, is not free from limitations.

Firstly, one of the critical assumptions of this work is that the environment in which Samtel employees are operating is constant. There can surely be variance from individual to individual micro cultural differences with in the same macro culture.

Secondly, out of 221 respondents, only four are women employees. And therefore the study is not free from gender bias.

Thirdly, respondent profile is educated with an average age of 35 years ranging between 25 to 45 years. Therefore the outcome of research cannot be universally applicable.

Fourthly, Principal component analysis indicated only 59% of confidence. There is unexplainable 41%, which is very large, though 59% confidence is pretty adequate in social science research.

Fifthly, we deployed the performance appraisal system for measuring the individual level of performance. This system though evolved and matured over a period of time has no guarantee that it is free of subjective bias for or against individuals.

Sixthly, this research work was carried out at Samtel Color Ltd, Ghaziabad. The responses might have some influence of the regional, cultural and socioeconomic bias.

Finally, literature study reveals that one's level of performance also is influenced by environmental conditions in which he operates. Hence this work can be perceived as incomplete.

#### ***6.4: Further Research***

This piece of research work opens up multiple opportunities for further research.

- The model can be applied into action research study for further reinforcement.
- Similar investigation can be carried out in other sectors such as service industry, software development, government and non government organizations, education, health etc.
- This investigation may be further extended to build another comprehensive model encompassing of both internal and external factors. Means personal attributes and environmental variables together.
- Each inner drive could be a subject in itself for further study on how one acquires these attributes.
- Further studies can be conducted with different strata of people such as children, young students, illiterate groups, entrepreneurs and female groups.

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# ***Appendices***

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## ***Appendix A: SAMTEL appraisal and reward system.***

### **Process for Appraisal & Reward**

Corporate HR sends the specimen copy of the Reward Forms along with the guidelines for filling the forms to the Units. Corporate / Unit HR Functionaries communicate and initiate the process in the respective Units.

Unit HRD Head acts as co-ordinator for facilitating and ensuring dyadic discussion between RO-1 and RO-2 before the assessment and filling of appraisal & reward form.[A guideline for year end dyadics is enclosed]

Appraisal and Reward Forms are distributed to all the RO-2s for their RO-1s.

Form No: SRMGTTREW2004 (for assessment of M5 & above).

Form No : MDMGTTREW2004 (for assessment of M3 & M4).

Form No : JRMGTTREW2004 (for assessment of M1 & M2).

RO-2s assesses each of his RO-1s and rate them in appropriate column in the form.

The RO-2 then hand over the filled-up forms to the RO-3, who will assess the executive independently and rate him in each parameter in the column specified for him.

RO-3 then invites RO-2 and discusses with all the filled-up forms. At this stage of discussion, the RO-3 has to be critical about the objective and parameters in the reward form for each RO-1 and gather as much data from the RO-2 and also share his data about the RO-1 and reach a consensus on the three points letter grading, e.g., A, B+ & B as per instructions given on

the reward forms. RO-2 & RO-3 to ensure the distribution pattern in the range of A = 40%, B+ = 40% & B = 20% [it is difficult to bring this distribution in case of small population, however, efforts are made towards this distribution as far as practicable]. Therefore, after having discussion with the RO-2 about each RO-1s, RO-3 looks at the collective data of all the RO-1s whom he has appraised and if he finds any major aberrations in terms of the distribution, would again have a discussion with the RO-2s.

These filled up forms are handed over by the RO-3 to the coordinator who collates and hands over the data to Business Head. The Business Head looks at the data of the entire unit and see the distribution of the ratings in the range of 40% of the population in A, 40% of the population in B+ and 20% of the population in B. In case of major aberrations the Business Head calls for a discussion again with the RO-2 and RO-3 to ensure that the ratings are more or less following the above pattern. The A+ (top 10% of A) and C (bottom 10% of B) would be determined from the population of A and population of B in the unit. The Business Head discusses with MCs, the distribution pattern and also recommends “A+” & “C” cases. This team will also critically examines the “C” cases based on “Will-Skill” analysis. In case there is any change in the original ratings, Business Head / RO-3 discusses and communicates the change to RO-2. The Business Head discusses the distribution pattern of the Unit and all “A+” and “C” rated cases in the Corporate Reward Committee [CRC]. In case of any change after the CRC meeting, the Business Head communicates to RO-3 & RO-2 the detail justification for such changes alongwith the deliberation that took place in the CRC with regard to the concerned RO-1.



Corporate is to ensure that the Unit / Group ratings and fixed components of the salary reward are communicated to respective Unit and also to Central Salary Circle [CSC].

The calculation of total reward is done considering Unit Rating, Group Rating and Individual Rating, as per “Matrix for Salary Rewards” Individual Reward letters are prepared:

for M1& M2 by Unit HR

for M3 & above by CSC

Before handing over the letter to RO-1s, all RO-2s should go through and understand in letter and spirit of the “process to be followed while issuing the letter”.

Unit HR provides all necessary guidelines & processes to RO-2, RO-3 & respective Business Head and ensures completion of the rating and review of their RO-1s in letter & spirit.

## **GUIDELINE & PROCESS FOR “YEAR-END” DYADICS**

### **Purpose of Year end Dyadics**

Samtel has been having regular dyadics every month/quarter. It is however, necessary that a circumspective view be taken at the end of the year also as during the monthly dyadics the RO1 and RO2 may be focusing on the issues, which are of immediate concern to them. This interaction at the end of the year would give RO-1 time to consolidate what are the things he was able to do in terms of his own personal growth and development, what were the difficulties faced by him and whether he was able to receive the necessary support required from the RO2, what are the hindrances faced by him during the year.

The basic purpose of this dyadic is to understand the world of the RO-1 specifically around the work done by him throughout the year.

### **Process**

1. RO-2 should provide sufficient time for the dyadic process and ensure that the discussion takes place in a non-threatening and relaxed atmosphere.
2. RO-2 should keep full attention to the RO-1 and help him to reflect and express his achievement, constraints, expectations, etc. RO-2 should show his interest non verbally in what RO-1 is stating and avoid distracting behavior, like allowing visitors, giving instructions to subordinate attending telephone calls, etc.
3. RO-2 should encourage the RO-1 to take a leading role in the discussion, be a patient listener and try to understand the issues from the RO-1's frame of reference.
3. The RO-2 should make notes of the deliberations (if he wants) only after the discussions are over.

## Appendix B: Performance Measurement instruments

### B.1: Performance appraisal form for junior management.

JRMGTREW2004

SAMTEL GROUP

REWARD FORM

Name of the Role Occupant (RO-1) \_\_\_\_\_

Code \_\_\_\_\_

Designation \_\_\_\_\_ Grade \_\_\_\_\_

Department \_\_\_\_\_ Company \_\_\_\_\_ Location \_\_\_\_\_

Reporting Officer (RO-2) \_\_\_\_\_ Designation \_\_\_\_\_

Reviewing Officer (RO-3) \_\_\_\_\_ Designation \_\_\_\_\_

Year under Review \_\_\_\_\_ Date of Review \_\_\_\_\_

	Parameter	Weightage	Rating		
			RO-2	RO-3	Agreed
<b>EFFORTS</b>	Commitment	10			
	Consulting others	10			
	Learning	10			
<b>PROCESS</b>	Creativity	10			
	As a Team Member	10			
	System orientation	10			
	Planning	10			
<b>OUTCOMES</b>	Excellence in Quality	10			
	Uniqueness	10			
	Effectiveness	10			
<b>TOTAL</b>		<b>100</b>			

Letter Rating :     A     71 & above  
                           B+    51 - 70  
                           B     50 & below

Final Score

Final Rating :

**Signature of RO-2**  
**Date :**

**Signature of RO-3**  
**Date :**

**Signature of Business Head**  
**Date :**

**Note :-** Please consult the "*process guidelines for filling reward form*" and "*operational meaning of the parameters of the individual reward form*" before filling-up this form.

MDMGTREW2004

**YEARLY ASSESSMENT FORM**

(BASED ON THE REVIEWS DONE AT THE END OF EACH QUARTER- for Middle Management : M3-M4)

Name of the Role Occupant (RO-1): \_\_\_\_\_ Designation: \_\_\_\_\_ Department: \_\_\_\_\_

Grade: \_\_\_\_\_ Reporting Officer (RO-2): \_\_\_\_\_ Designation: \_\_\_\_\_ Reviewing Officer (RO3): \_\_\_\_\_

Designation: \_\_\_\_\_ Year Under Review \_\_\_\_\_ Date of Review \_\_\_\_\_

**PART I**

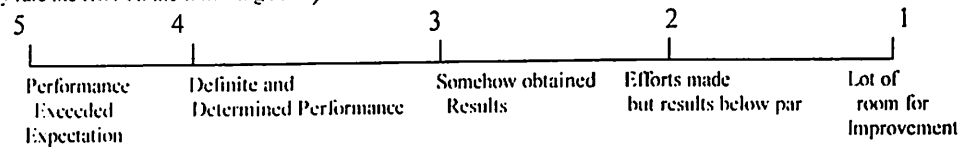
1. What are the critical outputs that were expected of the RO1 during the year and as against those what has been his achievements and the quality of planning? Kindly fill up the table given below.

S. No.	Objectives	Achievement *Rate on the following scale 5- Excellent and 1 - Poor	Quality of Planning of the Objectives *Rate on the following scale 5- Excellent and 1 - Poor	Notes, if any
1				
2				
3				
4				
5				
Total				

\*5- Excellent, 4- Above Average, 3- Average, 2- Below Average, 1- Poor

**Overall Assessment of the RO1 based on his performance**

(based on the performance. kindly rate the RO1 on the following scale)



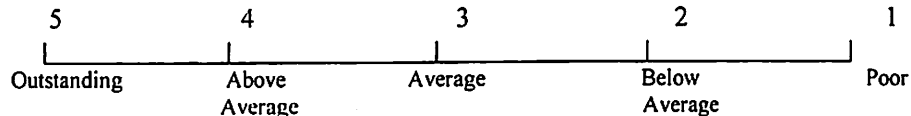
The overall Performance assessment of the RO1 must be agreed between the RO2 and RO3

B.2: Performance appraisal form for middle management.

**PART II**

DESCRIBE HOW THE RO1 ACHIEVES HIS ABOVE MENTIONED OBJECTIVES BASED ON THE FOLLOWING DIMENSIONS:

Use the following 5-point rating scale for your assessment:



181

Dimension	Items of Dimension	RATING		
		RO-2	RO-3	AGREED
<b>Focus on Systems and Processes</b>	Was able to visualize and map out a systemic view integrating "inside-outside" perspectives.			
	Looked at sub-standard output, was able to diagnose systemic flaws.			
	Mostly examined inputs and processes rather than results and outputs.			
	Initiated system-wide corrective action.			
	Was able to locate weak links in the value-chain and provided appropriate reinforcement.			
<b>Team Building</b>	Encouraged/promoted shared ownership of the Vision and Goals of the group.			
	Showed belief in the members of the group and encouraged relationships of equality.			
	Involved members of the group in defining work objectives and programmes.			
	Involved members of the group in making decisions about group issues.			
	Respected views and opinions of others.			

MDMGTTREW2004

182

Dimension	Items of Dimension	RATING		
		RO-2	RO-3	AGREED
<b>Developing Juniors and Motivating Them</b>	Focused on a few (two or three) individuals to enhance their expertise.			
	Helped individuals set stretched goals and targets.			
	Made attempts to build relationships of trust and confidence with his people.			
	Helped his juniors to explore blocks within and without the person.			
<b>Networking</b>	Encouraged juniors to initiate constructive action for their growth and development.			
	Involved relevant people/departments in resolving issues affecting them.			
	Listened actively to internal and external customers to foster partnership.			
	Kept all relevant others informed of status and progress of projects and tasks.			
	Built and maintained productive working relationships beyond his area of work.			
<b>Total</b>	Kept abreast of developments in his field and shared them with his colleagues.			

Overall Score for Part I \_\_\_\_\_ x 50 =

Total Score for Part II \_\_\_\_\_ x 50 =  
25

Grand Total \_\_\_\_\_ =

Category: A - > 351 B+ - 350 - 201 B - 200 <

Final Ratings:

A

B+

B

Signature of RO-2 \_\_\_\_\_

Signature of RO-3 \_\_\_\_\_

Date \_\_\_\_\_

B.3: Performance appraisal form for senior management.

SRMGTRW2004

**YEARLY ASSESSMENT FORM**

(BASED ON THE REVIEWS DONE AT THE END OF EACH QUARTER- for Senior Management : MS and above)

Name of the Role Occupant (RO-1): \_\_\_\_\_ Designation: \_\_\_\_\_ Department: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Reporting Officer (RO-2): \_\_\_\_\_ Designation: \_\_\_\_\_ Reviewing Officer (RO3): \_\_\_\_\_  
 Designation: \_\_\_\_\_ Year Under Review \_\_\_\_\_ Date of Review \_\_\_\_\_

**PART I**

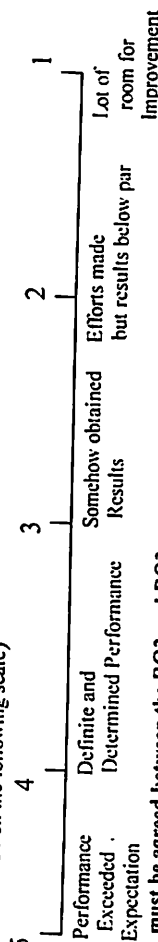
1. What are the critical outputs that were expected of the RO1 during the year and as against those what has been his achievements and the quality of planning? Kindly fill up the table given below.

S. No.	Objectives	Achievement *Rate on the following scale 5- Excellent and 1 - Poor	Quality of Planning of the Objectives *Rate on the following scale 5- Excellent and 1 - Poor	Notes, if any
1				
2				
3				
4				
5				
Total				

\*5- Excellent, 4- Above Average, 3- Average, 2- Below Average, 1- Poor

**Overall Assessment of the RO1 based on his performance**

(based on the performance, kindly rate the RO1 on the following scale)



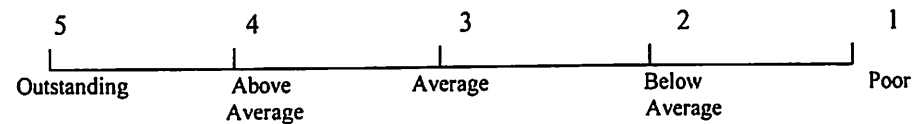
The overall assessment of the RO1 must be agreed between the RO2 and RO3



**PART II**

DESCRIBE HOW THE RO1 ACHIEVES HIS ABOVE MENTIONED OBJECTIVES BASED ON THE FOLLOWING DIMENSIONS:

Use the following 5-point rating scale for your assessment:



Dimension	Items of Dimension	RATING		
		RO-2	RO-3	AGREED
Innovativeness	Displayed that the 'real test' of a good idea lay only in its implementation			
	Viewed mistakes as a necessary part of implementing something new.			
	Gave ideas for change a good hearing.			
	Encouraged large number of individuals to work in small groups to develop and test new ideas.			
	Presented new ways of doing things.			
Focus on Systems and Processes	Was able to visualize and map out a systemic view.			
	Mostly examined inputs and processes rather than results and outputs			
	Diagnosed systemic flaws while reviewing sub-standard output.			
	Was able to locate weak links in the value-chain and provide appropriate reinforcement			
	Initiated system-wide corrective action			

SRMGTTREW2004

185

Dimension	Items of Dimension	RATING		
		RO-2	RO-3	AGREED
Developing Juniors	Showed faith in the capability of the juniors			
	Peoples' strengths were utilized for accomplishing tasks			
	Helped people set realistic and challenging goals for themselves			
	Provided opportunities to individuals to gain distinctions even while working with small groups/task forces.			
	Focused on individual to build their knowledge and expertise.			
Networking	Spent 25% of his/her time in building working relationships with people beyond her/his sphere of control			
	Utilized business associations or councils to accomplish business results.			
	Integrated "inside-outside" perspectives			
	Sought association with educational or cultural institutions			
	Operated comfortably with leaders of other business organizations.			
<b>Total</b>				

Overall Score for Part I \_\_\_\_\_ x 50 =

Total Score for Part II \_\_\_\_\_ x 50 =  
25

Grand Total \_\_\_\_\_ =

Category: A - > 351      B+ - 350 - 201      B - 200 <

Final Ratings:

A

B+

B

Signature of RO-2 \_\_\_\_\_ Signature of RO-3 \_\_\_\_\_ Date \_\_\_\_\_

**B.4: Operational Meaning of the parameters of the individual reward form.**

✓ (Indicators)

✗ (Contra-indicator)

**COMMITMENT**

1. How often he gives promises and meets them? (✓) Upholding his honour?(✓)
2. Does he take his work seriously?(✓) Does he take himself seriously? (✓) Is he casual?(✗) Superficial? (✗)
3. Is he committed to his own commitment? (✓)
4. Does he love what he is doing?(✓)
5. 8 Hours 'daily wala' job - no commitment on exact date and time (✗)

**CONSULTING OTHERS**

1. Does he seek advice, counsel from others on his own? (✓)
2. Whether inside or outside Samtel, is he eager to find out from others what their views or suggestion may be with respect to the work he does or is planning to do?(✓)
3. Does he seek other sources of information from professional colleagues, associations, etc.?(✓)
4. Is he a lone ranger?(✗) Or does he develop a resource network? (✓)

**LEARNING**

1. Last one year what has he learnt?(✓) What are the changes?(✓)
2. Does he reflect? (✓) Is he inquisitive? (✓) How often have you been puzzled by the depth of his questions? (✓)
3. *Did you often see him putting efforts to learn more about his functional area through reading, conferences, discussions? (✓)*
4. Does he consult libraries, books, journals?(✓)
5. Do you see any real effort in him to attend training programmes? (✓)
6. Does he give you the impression of being 'Mr. know all' (✗)
7. Is he amenable to ideas (✓) or does he have fixed views/stances? (✗)

**CREATIVITY**

1. Does he makes a conscious effort to improve things?(✓) like improving existing system, challenging old ways, habit? (✓)
2. Does he try something new?(✓) "can I change something?"(✓)
3. How many times did he say or did he come to do something in a new way? could be with system, practice, in his functional area or other areas?(✓)
4. Did he try something novel and produced an impact - better than others? (✓)
5. How many ideas he brought to the table? (✓) Or is he satisfied with things as they are?(✗)

**TEAM MEMBER**

1. Can he get along well with others in a group?(✓)
2. Do you see in him a sense of super ordination - a higher goal?(✓)

3. What are his efforts at linkages with others? (✓) Is he only concerned with his own functional goals?(✗)
4. Does he help others?(✓) Or does he blame others?(✗)
5. Is he turf conscious?(✗)
6. Does he allow others to sit in his meetings?(✓)
7. What is the level of collaboration with others (✓) or is it only competition/one upmanship?(✗)

All these with respect to intra, inter functional as also intra and inter units working relationships.

### **SYSTEM ORIENTATION**

1. Does he work in an adhoc way?(✗) Individual, monarch?(✗) Coming from status, authority, rank?(✗) or is he following appropriate processes and working in a systematic way as laid down in company processes and systems?(✓)
2. Does he look for short cuts(✗) or goes through the rigour of ensuring adherence to processes keeping in mind cause and effect dynamics, inputs - throughputs - outcomes dynamics(✓)
3. If he is not aware of company system, culture, practices, does he enquire to know what they are and follow them(✓) or is he 'gung-ho' type, 'Rambo type' who does it his own way?(✗)

### **PLANNING**

1. Does he have clarity of objectives?(✓) Is he clear what he wants to do?(✓)
2. Does he think through deeply how he will achieve his goal?(✓) Is he clear on what actions will be necessary to achieve his objective?(✓) Whose help will be required?(✓)
3. Are his estimates of time and quality in order?(✓) How often does he have to revise this?(✗)
4. Can he pre-empt issues and proactively provide this in his work plan?(✓)
5. How often does he get frustrated and upset if things are not being done on time and with not enough quality(✗)
6. Does he believe in planning?(✓) Or is he a day-to-day worker reacting to events of the days?(✗)

### **EXCELLENCE IN QUALITY**

1. Is his work better than best?(✓)
2. Does he take care to meet standards or even better them?(✓)
3. Does he believe in better outcome (✓) or is he easily content with the results he gets?(✗)

4. Is he trying with obsession to better outcomes (✓); is he passionate about producing good results in functions or otherwise/(✓)
5. Is his work reflecting first time right?(✓) Or does he have to do it over and over again(✗).
6. Is he proud of what he produces?(✓) Or is he defensive on whatever he does?(✗)

### UNIQUENESS

1. Does he experiment?(✓) Does he think of different ways to do the same thing distinct from others?(✓)
2. Is his work one of a kind?(✓) His thinking and results are not out of the black box (traditional)
3. Is there any individuality and originality in his work?(✓) Or is it ordinary and standard (Chalta hai type)(✗)
4. Is there freshness in his approach different from others?(✓) Does he have a mind of his own(✓) and does he produce extra-ordinary results(✓)
5. There is no differentiation from what he does from others (✗)

### EFFECTIVENESS

1. Did his objectives have an effect last year on the outcomes?(✓)
2. Did they create an impact?(✓)
3. Did they bring about some change?(✓)
4. Did he have clear objectives and action plan every month?(✓)
5. Were the monthly objectives linked to the annual objectives?(✓)
6. What are the perceptions of significant others? Do they feel impacted (✓) or no?(✗)

Through action, behaviour, attitude was his presence felt by the organisation?(✓) Did others take him seriously?(✓) Did he matter?(✓)

## *Appendix C: Questionnaire*

### *C.1: First version of questionnaire*

**First draft on Proposed questionnaire on seven dimensions.**

#### *Dimensions (Factors)*

- 1. Personal vision*
- 2. Values*
- 3. Achievement orientation*
- 4. Positive thinking*
- 5. Optimism*
- 6. Self esteem*
- 7. Centrality*

Definitions of these dimensions have already been given on pages 130,131. The questions included in the first draft are given here.

The questionnaire was given to judges, who were requested to rate each question on a 5-point scale for its appropriateness for the concerned dimension. The definition of each dimension, with the questions, is given below. The judges were requested to rate by checking one of the five alternatives.

1. to a very great extent
2. to a considerable extent
3. to a moderate extent
4. to some extent
5. to a little extent.

## Questionnaire

Please examine to what extent the questions are appropriate to any one or the other of these characteristics. Please indicate your opinion by placing a tick ( ) mark against anyone of the five alternatives appended after each question.

### 1. Centrality

#### A. Sense of self worth, exploration of self

Characteristics: "I matter", assertion of existence, confidence, self awareness, knowing one's own strength and weakness...

1. People at your level raise questions, whenever there is a serious disagreement over some decision of the seniors, which affect your functioning of work.
2. Generally people at your level, express their opinions, rather than just obeying their senior's command.
3. People, like you, in this organization, take up responsibilities which were previously taken up by seniors.
4. "People with enhanced sense of responsibility nowadays bring about more concrete results from their actions."
5. "Blame it on others" is still prevalent mode with which people at your level operate in this organization.

### 2. Achievement Orientation

Characteristics: Competing with the standard set by self, others, unique accomplishment, long term involvement. Taking moderate calculated risks, autonomy, learning from feedback, seeking help.

6. Achieving stretched goals, targets and competing with the standards seems to be the main concern here.
7. By and large, people here do not hesitate to ask for help when they realize that they can not solve the problem on their own and need help from an expert.
8. People here are afraid of making mistakes. As far as possible, avoidance stance in risk taking is a common practice.
9. By and large people here want to know how well they have been doing , and use feedback to improve themselves.
10. Generally people here own the responsibility of their tasks, whether it ends in success or failure.

### **3. Self Esteem**

Individual's degree of liking and disliking themselves.

Key elements: expectation of success, seek approval from others, Pleasing others, Conforming to beliefs and behaviors of those they respect. Unlikely to take popular stand.

11. People here, by and large, are proud of themselves.
12. In this organization, people believe that they possess the abilities in order to succeed at work.
13. People in this organization are more likely to get influenced by external sources, rather than relying on their own judgments.
14. People here do not hesitate to take unpopular stands and decisions.
15. By and large people in this organization try to please others by conforming to others beliefs and behaviours.



#### **4. Personal Vision**

Aware of deeper personal needs and aspirations. Visualizes a future state of affairs in the present, concerned about his future location, situations and goals in terms of work and his individual life.

16. People here spend time in exploring their deeper desire and aspirations into a futuristic actionable goal which they cherish.
17. By and large people here are interested in day to day organizational activities only with little consideration for their personal needs and aspirations.
18. In this organization you may see people sharing their future dreams and their visualized location three years ahead in future.
19. Striving for personal accomplishment, which the organization may not consider worthwhile, is rarely pursued here.
20. By and large people here are aware of their personal future growth plan in the context of organization and life in general.

#### **5. Optimism**

Attributing good things to stable factors (Permanent and pervasive), failure and misfortunes to variable factors (temporary and specific) and taking personal responsibility for results.

21. By and large people in this organization have a belief that, change in the way of working is not possible here and the situation will continue to remain same as has been in the past.

22. By and large people here attribute their failures either to the management to the operators or to something general in the organization.
23. There is a general sense of striving here and the mood is upbeat.
24. Generally employees here feel that they are less capable and competent with respect to others in similar industries.
25. People here take personal responsibility of a failure, rather than thrusting it on some external agency.

## 6. Values:

(a) **Commitment:** is characterized by a strong belief in and acceptance of ones own goals and values, a willingness to exert considerable effort and a strong desire for accomplishment of goals

(b) **Respect:** Acknowledging ones and others existence worthy of positive regard and courtesy

26. By and large people here set their own goals.
27. Generally people in this organization tend to pursue their tasks to its logical end.
28. Individuals are willing to stay with a task, long enough to achieve their goals.
29. In general, people like you, in this organization are treated with dignity and regard irrespective of whatever position they occupy in the hierarchy.
30. By and large, the general practice of getting work done is to pressurize, humiliate and scold people here.

## **7. Positive Thinking:**

Seeing threats as opportunities and exploring possibilities and options with open mind.

31. By and large people in this organization are apprehensive of uncertainties and external threats.
32. Despite the upheaval in the environment, people here are always looking for opportunities to work on.
33. Whenever there seems to be a dead end to a problem, generally people here still look for various options and possibilities.
34. By and large people here have an open mind and the mood is upbeat even if there are threats ahead.
35. The prevalent spirit in people here is that of negativism and aloofness whenever there is a complex problem to be solved.

## Key to Questionnaire,

Dimension	Questionnaire No.	Basic Question No.		Reverse	Comment
Centrality	24	1			
Centrality	03	2			
Centrality	15	3			
centrality	09	4			
centrality	34	5			
Ach Orientation	05	6			
Ach Orientation	26	7			
Ach Orientation	13	8			
Ach Orientation	20	9			
Ach Orientation	30	10			
Self Esteem	25	11			
Self Esteem	06	12			
Self Esteem	33	13			
Self Esteem	23	14			
Self Esteem	32	15			
Personal Vision	08	16			
Personal Vision	21	17			
Personal Vision	11	18			
Personal Vision	19	19			
Personal Vision	28	20			
Optimism	10	21			
Optimism	14	22			
Optimism	17	23			
Optimism	29	24			
Optimism	02	25			
Values	35	26			
Values	18	27			
Values	01	28			
Values	07	29			
Values	12	30			
Positive Thinking	16	31			
Positive Thinking	22	32			
Positive Thinking	04	33			
Positive Thinking	27	34			
Positive Thinking	31	35			

## ***C.2: Questionnaire for Validation and Key***

*This study is undertaken to identify various factors to build a possible model. Completed questionnaire will be processed by the computer. The computer will summarize your answers in statistical form and the answers of all the people will be pooled.*

*Base your response centering around your own direct personal exposure and experience, from what you have see in yourself and others in your section, department, unit and samtel as a whole.*

*This is not a test. There is no right or wrong answer to any question. It is your personal opinion that will be value to us. Each question is provided with alternate answers. You have to select one out of the alternatives.*

*In all these cases if you do not find the exact answer that fits your case, indicate the one which is the nearest to the exact answer that fits your case, indicate the one which is the nearest to the exact answer.*

*Please do not leave any question unresponded. Please start from question no. 1 and move on. The items of this questionnaire have been arranged in sequence.*

*We solicit your co-operation. The study requests your FREE, FRANK and THOUGHTFUL answers. Your answers will be of help only when they accurately describe or denote what you see, experience and think as they are.*

*Thank you for your co-operation*

*S.J.Rao*

### ***Instructions***

*The questions in this questionnaire relate to different aspects of your life in your organization. The response would be better if you start from centering around your own direct personal exposure and experience, from what you have seen in other people around you in your section/department/unit and ultimately, to your unit.*

*Each question has five alternatives: 5,4,3,2 and 1. You have to choose the alternative closest to your thinking. In the right hand side box, you have to write the actual state of affairs. For example:*

*“Predominant mood with which I work here with others is that of peace and harmony.” How true would the statement be in your case?*

*(5) to a little extent*

*(4) to some extent*

*(3) to a moderate extent*

*(4) to a considerable extent.*

*(5) to a very great extent.*

*First you decide your answer on the basis of what you think is the actual state of affairs at present. If your response is ‘To a moderate extent’, please write ‘3’ in the right hand side box.*

## Questionnaire

1. By and large I tend to stay with a task, long enough to achieve my goals.

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.

2. People like me take personal responsibility of a failure, rather than pushing it on some external agency.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

3. Generally I express my personal opinions, rather than just obeying my senior's instructions.

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.

4. Whenever there seems to be a dead end to a problem, generally I tend to look for various options and possibilities.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

5. Generally my main concern seems to be achieving stretched goals, targets and competing with standards.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

6. The overall view about myself is that I have the required abilities in order to succeed at work.

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.



7. In general, people like you, in this organization are treated with dignity and regard irrespective of whatever position you occupy in the hierarchy.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

8. People like me spend time in exploring my deeper desires and aspirations into a futuristic actionable goal which I cherish.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

9. "People like me with enhanced sense of responsibility nowadays bring about more concrete results from their actions."

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent

10. By and large I have formed a belief that, change in the way of working is not possible here and the situation will continue to remain same as has been in the past.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

11. Generally I tend to share with others, my future dreams and their visualized location three years ahead in future .

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent

12. By and large, the general practice of getting work done is to pressurize, humiliate and scold people here.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

13. By and large I seem to be afraid of making mistakes and as far as possible, taking risks is avoided.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

14. By and large people like me here attribute their failures either to the management to the operators or to something general in the organization.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

15. By and large in this organization, I take up responsibilities which were previously taken up by seniors.

5. to a little extent

4. to some extent.

3. to a moderate extent

2. to a considerable extent

1. to a very high extent

16. By and large I am becoming apprehensive of uncertainties and external threats.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

17. By and large there is a general sense of striving and the mood is upbeat within me.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

18. Generally I tend to pursue my tasks to its logical end.

5. to a little extent

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.

19. By and large I tend to strive for personal accomplishment, which the organization may not consider worthwhile.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

20. Generally I want to know how well I have been doing, and use the feedback to improve myself.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

21. By and large I am engaged in day to day organizational activities with little consideration for my personal needs and aspirations.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

22. Despite the upheaval in the environment, generally I tend to look for opportunities to work on.

5. to a little extent.

4. to some extent

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.

23. By and large I do not hesitate to take unpopular stands and decisions.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

24. Generally I raise questions, whenever there is a serious disagreement over some decision of the seniors which affect my functioning of work.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

25. By and large I feel a sense of pride about myself in what I do.

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.

26. By and large, I do not hesitate to ask for help when I realize that I can not solve the problem on my own and need help from an expert.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

27. Generally By and large people like me here have an open mind and the mood is upbeat even if there are threats ahead.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

28. By and large I am aware of my personal future growth plan in the context of organization and life in general.

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.

29. Generally I tend to feel that I am less capable and competent with respect to others in similar industries.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

30. Generally I own the responsibility of my tasks, whether it ends in success or failure.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent



31. The prevalent spirit within myself is that of negativism and aloofness whenever there is a complex problem that needs to be addressed.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

32. By and large people like me in this organization try to please seniors by conforming to others beliefs and behaviours.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

33. By and large I am more likely to get influenced by external sources like my seniors or experts, rather than relying on my own judgments.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

34. By and large “Blame it on others” is still prevalent mode with which people at my level operate in this organization.

5. to a very great extent

4. to a considerable extent

3. to a moderate extent

2. to some extent

1. to a little extent

35. By and large people like me set my own goals here.

5. to a little extent.

4. to some extent.

3. to a moderate extent

2. to a considerable extent.

1. to a very great extent.

Name:

Age

Qualification

Total Experience

Designation

Unit

Date

### Questionnaire – Key - 3

Dimension	Questionnaire No.	Basic Question No.	Reverse Scoring	Comment
Values	1	28	Yes	
Optimism	2	25		
centrality	3	2	Yes	
Positive thinking	4	33		
Ach Orientation	5	6		
Self Esteem	6	12	Yes	
Values	7	29		
Personal vision	8	16		
Centrality	9	4		
Optimism	10	21	Yes	
Personal vision	11	18	Yes	
Values	12	30	Yes	
Ach orientation	13	8	Yes	
Optimism	14	22	Yes	
Centrality	15	3	Yes	
Positive thinking	16	31	Yes	
Optimism	17	23		
Values	18	27	Yes	
Personal Vision	19	19		
Ach Orientation	20	9		
Personal vision	21	17		
Positive Thinking	22	32	Yes	
Self Esteem	23	14		
Centrality	24	1		
Self Esteem	25	11		
Ach Orientation	26	7		
Positive Thinking	27	34		
Personal vision	28	20	Yes	
Optimism	29	24	Yes	
Ach Orientation	30	10		
Positive Thinking	31	35	Yes	
Self esteem	32	15	Yes	
Self esteem	33	13	Yes	
Centrality	34	5	Yes	
Values	35	26		

### **C.3: Final Questionnaire**

*This study is undertaken to identify various factors to build a possible model for enhancing one's performance.*

*Completed questionnaire will be processed by the computer. The computer will summarize your answers in statistical form and the answers of all the people will be pooled.*

*Base your response centering around your own direct personal exposure and experience, from what you see in yourself and others in your section, department, unit and samtel color as a whole.*

*This is not a test. There is no right or wrong answer to any question. It is your personal opinion that will be value to us. Each question is provided with alternate answers. You have to select one out of the alternatives.*

*In all these cases if you do not find the exact answer that fits your case, indicate the one which is the nearest to the exact answer that fits your case, indicate the one which is the nearest to the exact answer.*

***Please do not leave any question unresponded. Please start from question no. 1 and move on. The items of this questionnaire have been arranged in sequence.***

*I solicit your co-operation. The study requests your FREE, FRANK answers. Your answers will be of help only when they accurately describe or denote what you see, experience and think as they are.*

*Thank you for your co-operation*

*S.J.Rao*

### **Instructions**

*The questions in this questionnaire relate to different aspects of your life in your organization. The response would be better if you start from centering around your own direct personal exposure and experience, from what you have seen in other people around you in your section/department/unit and ultimately, to your unit.*

*Each question has five alternatives: 5,4,3,2 and 1. You have to choose the alternative closest to your thinking. In the right hand side box, you have to write the actual state of affairs. For example:*

*“Predominant mood with which I work here with others is that of peace and harmony.” How true would the statement be in your case?*

*(5) to a little extent*

*(4) to some extent*

*(3) to a moderate extent*

*(2) to a considerable extent.*

*(1) to a very great extent.*

*First you decide your answer on the basis of what you think is the actual state of affairs at present. If your response is ‘To a moderate extent’, please write ‘3’ in the right hand side box.*

## Questionnaire

1. By and large I tend to stay with a task, long enough to achieve my goals.
  5. To a little extent.
  4. To some extent.
  3. To a moderate extent
  2. To a considerable extent.
  1. To a very great extent.
  
2. People like me take personal responsibility of a failure, rather than pushing it on some external agency.
  5. To a very great extent
  4. To a considerable extent
  3. To a moderate extent
  2. To some extent
  1. To a little extent
  
3. Generally I express my personal opinions, rather than just obeying my senior's instructions.
  5. To a little extent.
  4. To some extent.
  3. To a moderate extent
  2. To a considerable extent.
  1. To a very great extent.

4. Generally my main concern seems to be achieving stretched goals, targets and competing with standards.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

5. The overall view about myself is that I have the required abilities in order to succeed at work.

5. To a little extent.

4. To some extent.

3. To a moderate extent

2. To a considerable extent.

1. To a very great extent.

6. In general, people like you, in this organization are treated with dignity and regard irrespective of whatever position you occupy in the hierarchy.

5. to a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

7. People like me spend time in exploring my deeper desires and aspirations into a futuristic actionable goal which I cherish.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

8. By and large I have formed a belief that, change in the way of working is not possible here and the situation will continue to remain same as has been in the past.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

9. Generally I tend to share with others, my future dreams and their visualized location three years ahead in future .

5. To a little extent.

4. To some extent.

3. To a moderate extent

2. To a considerable extent.

1. To a very great extent



10. By and large, the general practice of getting work done is to pressurize, humiliate and scold people here.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

11. By and large I seem to be afraid of making mistakes and as far as possible, taking risks is avoided.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

12. By and large people like me here attribute their failures either to the management to the operators or to something general in the organization.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

13. By and large in this organization, I take up responsibilities which were previously taken up by seniors.

5. To a little extent

4. To some extent.

3. To a moderate extent

2. To a considerable extent

1. To a very high extent

14. By and large I am becoming apprehensive of uncertainties and external threats.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

15. Generally I tend to pursue my tasks to its logical end.

5. To a little extent

4. To some extent.

3. To a moderate extent

2. To a considerable extent.

1. To a very great extent.

16. By and large I tend to strive for personal accomplishment, which the organization may not consider worthwhile.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

17. Generally I want to know how well I have been doing, and use the feedback to improve myself.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

18. Despite the upheaval in the environment, generally I tend to look for opportunities to work on.

5. To a little extent.

4. To some extent

3. To a moderate extent

2. To a considerable extent.

1. To a very great extent.

19. By and large I do not hesitate to take unpopular stands and decisions.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

20. Generally I raise questions, whenever there is a serious disagreement over some decision of the seniors which affect my functioning of work.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

21. By and large, I do not hesitate to ask for help when I realize that I can not solve the problem on my own and need help from an expert.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

22. Generally By and large people like me here have an open mind and the mood is upbeat even if there are threats ahead.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

23. By and large I am aware of my personal future growth plan in the context of organization and life in general.

5. To a little extent.

4. To some extent.

3. To a moderate extent

2. To a considerable extent.

1. To a very great extent.

24. Generally I tend to feel that I am less capable and competent with respect to others in similar industries.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

25. The prevalent spirit within myself is that of negativism and aloofness whenever there is a complex problem that needs to be addressed.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

26. By and large people like me in this organization try to please seniors by conforming to others beliefs and behaviours.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

27. By and large I am more likely to get influenced by external sources like my seniors or experts, rather than relying on my own judgments.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

28. By and large "Blame it on others" is still prevalent mode with which people at my level operate in this organization.

5. To a very great extent

4. To a considerable extent

3. To a moderate extent

2. To some extent

1. To a little extent

Note : Please check again, if you have left any question unanswered, please do not leave any question unanswered. Thanks.

---

Name :

Age

Qualification

Total Experience

Designation

Unit

Date

## Questionnaire – Key - 4

Dimension	Questionnaire No.	Basic Question No.	Reverse Scoring	Comment
Values	1	28	Yes	
Optimism	2	25		
centrality	3	2	Yes	
Ach Orientation	4	6		
Self Esteem	5	12	Yes	
Values	6	29		
Personal vision	7	16		
Optimism	8	21	Yes	
Personal vision	9	18	Yes	
Values	10	30	Yes	
Ach orientation	11	8	Yes	
Optimism	12	22	Yes	
Centrality	13	3	Yes	
Positive thinking	14	31	Yes	
Values	15	27	Yes	
Personal Vision	16	19		
Ach Orientation	17	9		
Positive Thinking	18	32	Yes	
Self Esteem	19	14		
Centrality	20	1		
Ach Orientation	21	7		
Positive Thinking	22	34		
Personal vision	23	20	Yes	
Optimism	24	24	Yes	
Positive Thinking	25	35	Yes	
Self esteem	26	15	Yes	
Self esteem	27	13	Yes	
Centrality	28	5	Yes	



### **Biography of Dr. Udai Preek.**

Dr. Pareek is an eminent organizational behaviour(OB) expert who pioneered the HRD movement in India. He is Chairman of the Institute of Development Studies, Jaipur, and of the Scientific Advisory Committee of the Indian Institute of Health management Research. He is on the governing boards of IIHMR, NIMID, National Insurance Academy, Academy of HRD and Modern Syntex Ltd. He has been the President of the National HRD Network and the Indian Society for applied Behavioural Science. He is Adjunct Professor of Health Policy and Administration in the University of North Carolina, at Chapel, NC, USA. Dr. Pareek has been a US-AID, HRD/OD Advisor to the Ministry of Health, Government of Indonasia; L&T Professor of Organisational Behaviour, Indian Institute of Management, Ahmedabad; Diector, School of Basic Sciences and Humanities, University of Udaipur; Director, SIET Institute, and Professor IARI. He is a consulting Editor of the *Journal of Applied Behaviour Science*, was first editor of *Vikalpa*, and has been on the editorial boards of *Administrative Science Quarterly*, *Organisation and Group Studies*, *Psychologia*. He has been consultant to a large number of Indian and international organizations.

### **Biography of S. Janardhana Rao.**

Mr Rao did his M.Sc. in Chemistry from Utkal University, Bhubaneswar in 1969. and Ph.D. in Organizational Behavior from BITS, Pilani in 2005. He worked as primary school teacher for one year and took up a job with Bharat Electronics Ltd, Bangalore in 1971 as a Section in Charge, in their picture tube manufacturing unit setup by NEC Japan under a technology transfer agreement. In 1975, he joined Teletube Electronics Limited, Ghaziabad, a display tube manufacturing company (a unit of the Samtel Group), to lead their production operations. Presently, he is the Corporate Vice President dealing with Change Management Initiatives focusing on Six Sigma and ERP deployment. He has also worked with Organizational Development (OD) and TQM activities of the group in the past. He is the Past Chairman of Kota Zone, CII besides being a Past Vice President of Ghaziabad Management Association. Presently he is the President of the GMA. Mr. Rao has been a CII faculty resource for Six Sigma and has delivered a number of guest lectures in various management institutes and management associations in Northern India.

\* \* \* \* \*