

Lecture 10

Understanding and Managing Individual Behaviour

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Learning Objectives

1. **Identify** the focus and goals of individual behavior within organizations.
2. **Explain** the role that attitudes play in job performance.
3. **Describe** different personality theories.
 - **Know how** to be more self-aware.
4. **Describe** perception and factors that influence it.
5. **Discuss** learning theories and their relevance in shaping behavior.
 - **Develop** your skill at shaping behavior.
6. **Discuss** contemporary issues in organizational behavior.

Focus and Goals of Organizational Behavior

- **Behavior** – the actions of people.
 - **Organizational behavior** – the study of the actions of people at work.

Exhibit 15-1

Organization as Iceberg



Focus of Organizational Behavior

- Organizational behavior focuses on three major areas:
 1. Individual behavior including attitudes, personality, perception, learning, and motivation.
 2. Group behavior including norms, roles, team building, leadership, and conflict.
 3. Organizational aspects including structure, culture, and human resource policies and practices.

Goals of Organizational Behavior

- The goals of OB are to *explain, predict,* and *influence* behaviors such as
 - **Employee productivity** – a performance measure of both efficiency and effectiveness.
 - **Absenteeism** – the failure to show up for work.
 - **Turnover** – the voluntary and involuntary permanent withdrawal from an organization.

Goals of Organizational Behavior (cont.)

- **Organizational Citizenship Behavior (OCB)** – discretionary behavior that is not part of an employee's formal job requirements, but which promotes the effective functioning of the organization.
- **Job satisfaction** – an employee's general attitude toward his or her job.

Goals of Organizational Behavior (cont.)

- **Workplace misbehavior** – any intentional employee behavior that is potentially damaging to the organization or to individuals within the organization.

Attitudes and Job Performance

- **Attitudes** – evaluative statements, either favorable or unfavorable, concerning objects, people, or events.
 - An attitude is made up of three components: cognition, affect, and behavior.

Attitudes and Job Performance (cont.)

- **Cognitive component** – that part of an attitude that's made up of the beliefs, opinions, knowledge, or information held by a person.
- **Affective component** – that part of an attitude that's the emotional or feeling part.
- **Behavioral component** – that part of an attitude that refers to an intention to behave in a certain way toward someone or something.

Job Satisfaction

- A person with a high level of job satisfaction has a positive attitude toward his or her job.
- A person who is dissatisfied has a negative attitude.
- Job satisfaction is linked to productivity, absenteeism, turnover, customer satisfaction, OCB, and workplace misbehavior.

Job Involvement and Organizational Commitment

- **Job involvement** – the degree to which an employee identifies with his or her job, actively participates in it, and considers his or her job performance to be important to self-worth.
- **Organizational commitment** – the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in that organization.

Job Involvement and Organizational Commitment (cont.)

- **Perceived organizational support** – employees' general belief that their organization values their contribution and cares about their well-being.

Employee Engagement

- **Employee engagement** – when employees are connected to, satisfied with, and enthusiastic about their jobs.



Cognitive Dissonance Theory

- **Cognitive dissonance** – any incompatibility or inconsistency between attitudes or between behavior and attitudes.
- **Attitude surveys** – surveys that elicit responses from employees through questions about how they feel about their jobs, work groups, supervisors, or the organization.

Exhibit 15-2

Sample Employee Attitude Survey

Here are some sample statements from an employee attitude survey:

- I have ample opportunities to use my skills/abilities in my job.
- My manager has a good relationship with my work group.
- My organization provides me professional development opportunities.
- I am told if I'm doing good work or not.
- I feel safe in my work environment.
- My organization is a great place to work.

Personality

- **Personality** – the unique combination of emotional, thought, and behavioral patterns that affect how a person reacts to situations and interacts with others.

MBTI®

- MBTI® - a popular personality-assessment instrument.
 - Classifies individuals as exhibiting a preference in four categories:
 1. Extraversion or introversion (E or I)
 2. Sensing or intuition (S or N)
 3. Thinking or feeling (T or F)
 4. Judging or perceiving (J or P).

Exhibit 15-3

Examples of MBTI® Personality Types

Type	Description
I-S-F-P (introversion, sensing, feeling, perceiving)	Sensitive, kind, modest, shy, and quietly friendly. Such people strongly dislike disagreements and will avoid them. They are loyal followers and quite often are relaxed about getting things done.
E-N-T-J (extraversion, intuition, thinking, judging)	Warm, friendly, candid, and decisive; also skilled in anything that requires reasoning and intelligent talk, but may sometimes overestimate what they are capable of doing.

The Big Five Model

- **Big Five Model** – a personality trait model that includes:
 1. Extraversion
 2. Agreeableness
 3. Conscientiousness
 4. Emotional stability
 5. Openness to experience

Additional Personality Insights

- **Locus of control** – the degree to which people believe they are masters of their own fate.
- **Machiavellianism** – a measure of the degree to which people are pragmatic, maintain emotional distance, and believe that ends justify means.

Additional Personality Insights (cont.)

- **Self-esteem** – an individual's degree of like or dislike for him/herself.
- **Self-monitoring** – a personality trait that measures the ability to adjust behavior to external situational factors.

Other Personality Traits

- **Proactive personality** – a trait belonging to people who identify opportunities, show initiative, take action, and persevere until meaningful change occurs.
- **Resilience** – an individual's ability to overcome challenges and turn them into opportunities.

Emotions and Emotional Intelligence

- **Emotions** – intense feelings that are directed at someone or something.
- **Emotional Intelligence (EI)** – the ability to notice and to manage emotional cues and information.

Five Dimensions of Emotional Intelligence (EI)

- Emotional Intelligence (EI) is composed of five dimensions:
 1. *Self-awareness*: The ability to be aware of what you're feeling.
 2. *Self-management*: The ability to manage one's own emotions and impulses.
 3. *Self-motivation*: The ability to persist in the face of setbacks and failures.

Five Dimensions of Emotional Intelligence (EI) (cont.)

4. *Empathy*: The ability to sense how others are feeling.
5. *Social skills*: The ability to handle the emotions of others.

Exhibit 15-4

Holland's Personality–Job Fit

TYPE	PERSONALITY CHARACTERISTICS	SAMPLE OCCUPATIONS
<p>Realistic. Prefers physical activities that require skill, strength, and coordination</p>	<p>Shy, genuine, persistent, stable, conforming, practical</p>	<p>Mechanic, drill press operator, assembly-line worker, farmer</p>
<p>Investigative. Prefers activities involving thinking, organizing, and understanding</p>	<p>Analytical, original, curious, independent</p>	<p>Biologist, economist, mathematician, news reporter</p>
<p>Social. Prefers activities that involve helping and developing others</p>	<p>Sociable, friendly, cooperative, understanding</p>	<p>Social worker, teacher, counselor, clinical psychologist</p>
<p>Conventional. Prefers rule-regulated, orderly, and unambiguous activities</p>	<p>Conforming, efficient, practical, unimaginative, inflexible</p>	<p>Accountant, corporate manager, bank teller, file clerk</p>
<p>Enterprising. Prefers verbal activities that offer opportunities to influence others and attain power</p>	<p>Self-confident, ambitious, energetic, domineering</p>	<p>Lawyer, real estate agent, public relations specialist, small business manager</p>
<p>Artistic. Prefers ambiguous and unsystematic activities that allow creative expression</p>	<p>Imaginative, disorderly, idealistic, emotional, impractical</p>	<p>Painter, musician, writer, interior decorator</p>

Perception

- **Perception** – a process by which we give meaning to our environment by organizing and interpreting sensory impressions.
 - A number of factors act to shape and sometimes distort perception including:
 - Perceiver
 - Target
 - Situation

Exhibit 15-5

What Do You See?



Old woman or young woman?



A knight on a horse?

Attribution Theory

- **Attribution Theory** – how the actions of individuals are perceived by others depends on what meaning (causation) we attribute to a given behavior.
 - Attribution depends on three factors: distinctiveness, consensus, and consistency.

Attribution Theory (cont.)

- **Fundamental attribution error** – the tendency to underestimate the influence of external factors and to overestimate the influence of internal or personal factors.
- **Self-serving bias** – the tendency of individuals to attribute their successes to internal factors while blaming personal failures on external factors.

Exhibit 15-6

Attribution Theory

<i>OBSERVATION</i>	<i>INTERPRETATION</i>	<i>ATTRIBUTION OF CAUSE</i>
Does person behave this way in other situations?	YES: Low distinctiveness NO: High distinctiveness	Internal attribution External attribution
Do other people behave the same way in similar situations?	YES: High consensus NO: Low consensus	External attribution Internal attribution
Does person behave this way consistently?	YES: High consistency NO: Low consistency	Internal attribution External attribution

Shortcuts Used in Judging Others

- **Assumed similarity** – the assumption that others are like oneself.
- **Stereotyping** – judging a person on the basis of one's perception of a group to which he or she belongs.
- **Halo effect** – a general impression of an individual based on a single characteristic.

Learning

- **Learning** – any relatively permanent change in behavior that occurs as a result of experience.
 - Two theories of learning:
 - Operant conditioning
 - Social learning

Operant Conditioning

- **Operant conditioning** – a theory of learning that says behavior is a function of its consequences.
 - Behaviors are learned by making rewards contingent to behaviors.
 - Behavior that is rewarded (positively reinforced) is likely to be repeated.
 - Behavior that is punished or ignored is less likely to be repeated.

Social Learning

- **Social learning theory** – a theory of learning that says people can learn through observation and direct experience.
 - The influence that these models have on an individual is determined by four processes:
 1. Attentional processes
 2. Retention processes
 3. Motor reproduction processes
 4. Reinforcement processes

Shaping: A Managerial Tool

- **Shaping behavior** – the process of guiding learning in graduated steps using reinforcement or lack of reinforcement.
 - **Positive reinforcement:** rewarding desired behaviors
 - **Negative reinforcement:** removing an unpleasant consequence once the desired behavior is exhibited
 - **Punishment:** penalizing an undesired behavior
 - **Extinction:** eliminating a reinforcement for an undesired behavior

Contemporary Issues in Organizational Behavior

- **Managing Generational Differences in the Workplace**
 - Gen Y: individuals born after 1978
 - Bring new attitudes to the workplace that reflect wide arrays of experiences and opportunities
 - Want to work, but don't want work to be their life
 - Challenge the status quo
 - Have grown up with technology

Managing Negative Behavior in the Workplace

- What can managers do to manage negative behavior in the workplace?
 - Screening potential employees for certain personality traits.
 - Responding immediately and decisively to unacceptable negative behaviors.