Lesson 12

Understanding and Managing Individual Behavior
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.

4. Describe perception and factors that influence it.

5. Discuss learning theories and their relevance in 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.
Focus of Organizational Behavior

Organizational behavior focuses on three major areas:

- Individual behavior including attitudes, personality, perception, learning, and motivation.

- Group behavior including norms, roles, team building, leadership, and conflict.

- 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.
- **Absenteism** – The failure to show up for work.
- **Turnover** – The rate at which employees leave a company
Goals of Organizational Behavior

• **Organizational Citizenship Behavior (OCB)** – 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

**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

• **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 remain in that organization.
Job Involvement and Organizational Commitment

**Perceived Organizational Support** – Employees’ general belief that their organization values their contribution and cares about their well-being.
**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.
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® - A popular personality-assessment instrument.

- Classifies individuals as exhibiting a preference in four categories:
  - Extraversion or introversion (E or I)
  - Sensing or intuition (S or N)
  - Thinking or feeling (T or F)
  - Judging or perceiving (J or P).
## Examples of MBTI® Personality Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>I–S–F–P (introversion, sensing, feeling, perceiving)</td>
<td>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.</td>
</tr>
<tr>
<td>E–N–T–J (extraversion, intuition, thinking, judging)</td>
<td>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.</td>
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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

• **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.
  4. **Empathy**: The ability to sense how others are feeling.
  5. **Social skills**: The ability to handle the emotions of others.
### Holland’s Personality–Job Fit

<table>
<thead>
<tr>
<th>Type</th>
<th>Personality Characteristics</th>
<th>Sample Occupations</th>
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<tbody>
<tr>
<td><strong>Realistic</strong>.</td>
<td>Prefers physical activities that require skill, strength, and coordination</td>
<td>Shy, genuine, persistent, stable, conforming, practical</td>
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<tr>
<td><strong>Investigative.</strong></td>
<td>Prefers activities involving thinking, organizing, and understanding</td>
<td>Analytical, original, curious, independent</td>
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<tr>
<td><strong>Social.</strong></td>
<td>Prefers activities that involve helping and developing others</td>
<td>Sociable, friendly, cooperative, Understanding</td>
</tr>
<tr>
<td><strong>Conventional.</strong></td>
<td>Prefers rule-regulated, orderly, and unambiguous activities</td>
<td>Conforming, efficient, practical, unimaginative, Inflexible</td>
</tr>
<tr>
<td><strong>Enterprising.</strong></td>
<td>Prefers verbal activities that offer opportunities to influence</td>
<td>Self-confident, ambitious, energetic, domineering</td>
</tr>
<tr>
<td><strong>Artistic.</strong></td>
<td>Prefers ambiguous and unsystematic activities that allow creative Expression</td>
<td>Imaginative, disorderly, idealistic, emotional, Impractical</td>
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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
What do you see?

Old woman or young woman?  A knight on a horse?
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 – 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.
Review Learning Objective 1

- Identify the focus and goals of individual behavior within organizations.

- Organization behavior (OB) focuses on three areas: individual behavior, group behavior, and organizational aspects.

- Behaviors include productivity, absenteeism, turnover, organizational citizenship and job satisfaction.
Review Learning Objective 2

- Explain the role that attitudes play in job performance.
  - The cognitive component refers to the beliefs, opinions, knowledge, or information held by a person.
  - The affective component is the emotional or feeling part of an attitude.
  - The behavioral component refers to an intention to behave in a certain way toward someone or something.
Review Learning Objective 2

- Job satisfaction refers to a person’s general attitude toward his or her job.

- Job involvement is 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 his or her self-worth.
Organizational commitment is the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in that organization.

Job satisfaction positively influences productivity, lowers absenteeism levels, lowers turnover rates, promotes positive customer satisfaction, moderately promotes OCB, and helps minimize workplace misbehavior.
Review Learning Objective 3

• **Describe different personality theories.**

  – The MBTI measures four dimensions: social interaction, preference for gathering data, preference for decision-making, and style of making decisions.

  – The Big Five Model consists of five personality traits: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.
Review Learning Objective 3

- The five personality traits that help explain individual behavior in organizations are locus of control, Machiavellianism, self-esteem, self-monitoring, and risk-taking.

- Other personality traits include Type A/Type B personalities, proactive personality, and resilience.
Review Learning Objective 4

- **Describe perception and factors that influence it.**

  - Perception is how we give meaning to our environment by organizing and interpreting sensory impressions.

  - The fundamental attribution error is the tendency to underestimate the influence of external factors and overestimate the influence of internal factors.
Review Learning Objective 4

- The self-serving bias is the tendency to attribute our own successes to internal factors and to put the blame for personal failure on external factors.
- Three shortcuts used in judging others are assumed similarity, stereotyping, and the halo effect.
Review Learning Objective 5

• Discuss learning theories and their relevance in shaping behavior.

− Operant conditioning argues that behavior is a function of its consequences.
− Social learning theory says that individuals learn by observing what happens to other people.
− Managers can shape behavior by using positive reinforcement, negative reinforcement, punishment, or extinction.
• Discuss contemporary issues in organizational behavior.

  – The challenge of managing Gen Y workers is that they bring new attitudes to the workplace.

  – Workplace misbehavior can be dealt with by recognizing that it’s there; carefully screening potential employees for possible negative tendencies, and by paying attention to employee attitudes.