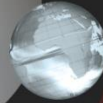


GLOBAL  
EDITION



# Management

THIRTEENTH EDITION

Stephen P. Robbins • Mary Coulter

## UNDERSTANDING AND MANAGING INDIVIDUAL BEHAVIOR

15

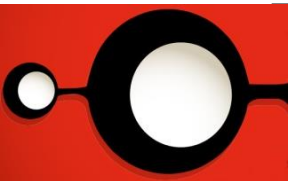
# LEARNING OBJECTIVES

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.



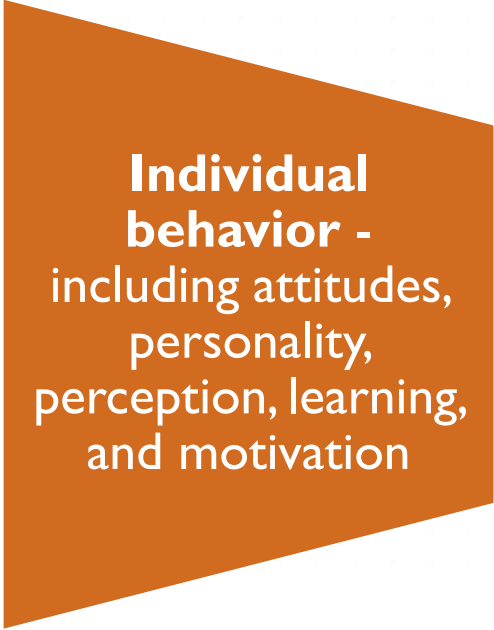
# FOCUS AND GOALS OF ORGANIZATIONAL BEHAVIOR

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




# FOCUS OF ORGANIZATIONAL BEHAVIOR

- ▶ Organizational behavior focuses on three major areas:



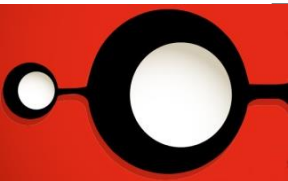
**Individual behavior** -  
including attitudes,  
personality,  
perception, learning,  
and motivation



**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

**Explain** - Why employees engage in some behavior rather than others

**Predict** - How employees will respond to various actions and decisions

**Influence** - How employees behave

## Six important behaviour that managers should concerned with

**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.

**Organizational  
Citizenship  
Behavior  
(OCB)**

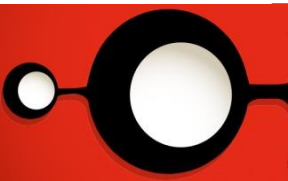
- discretionary behavior that is not part of an employee's formal job requirements, but which promotes the effective functioning of the organization.

**Job  
satisfaction**

- an employee's general attitude toward his or her job.

**Workplace  
misbehavior**

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



# GOALS OF ORGANIZATIONAL BEHAVIOR

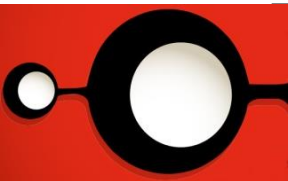
How an understanding of **four psychological factors** can help us predict and explain employee behaviours

1. Employee  
Attitudes

2.  
Personality

3.  
Perception

4. Learning



# ATTITUDES AND JOB PERFORMANCE

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

## Cognitive component

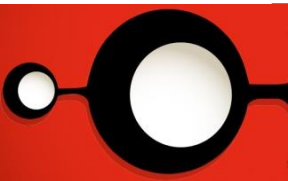
- That part of an attitude that's made up of the beliefs, opinions, knowledge, or information held by a person.
- “I believe that discrimination is wrong”

## Affective component

- That part of an attitude that's the emotional or feeling part.
- “I don't like him because he discriminates against minorities”

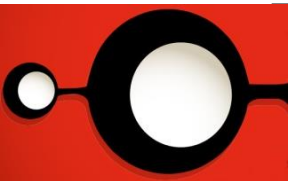
## Behavioral component

- That part of an attitude that refers to an intention to behave in a certain way toward someone or something.
- “I might choose to avoid him because of my feeling about him”



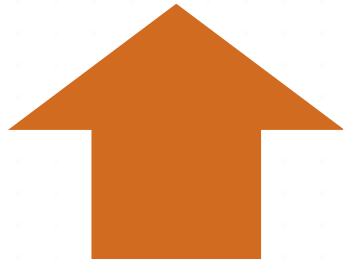
# ATTITUDES AND JOB PERFORMANCE

- Naturally, managers are only interested in **job related attitudes** that their employee have, such as:
  - Job satisfaction
  - Job Involvement
  - Organizational commitment
  - Employee Engagement

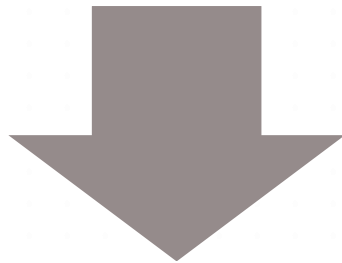




# JOB SATISFACTION

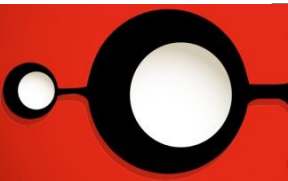


A person with a **high level of job satisfaction** has a **positive** attitude toward his or her job.



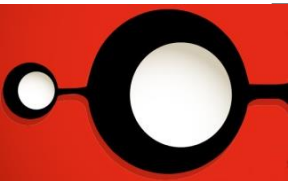
A person who is **dissatisfied** has a **negative** attitude.

- Job satisfaction is linked to productivity, absenteeism, turnover, customer satisfaction, OCB, and workplace misbehavior.



# JOB INVOLVEMENT

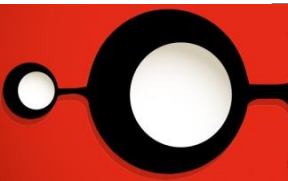
- ▶ **Job involvement** – the degree to which an employee identifies with his or her job, actively participates in it, and considers his or her job performance to be important to self-worth.



# ORGANIZATIONAL COMMITMENT AND EMPLOYEE ENGAGEMENT

**Organizational commitment** – the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in that organization.

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



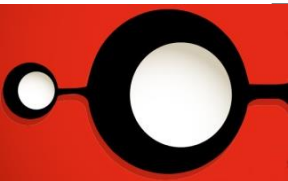
# PERSONALITY

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

The MBTI  
Theory


The Big Five  
Model

Other  
Personality  
Traits



# MBTI®

- ▶ MBTI® - a popular personality-assessment instrument.
- ▶ Classifies individuals as exhibiting a preference in four categories, resulting in 16 personalities type
- ▶ Better match employees to certain types of jobs

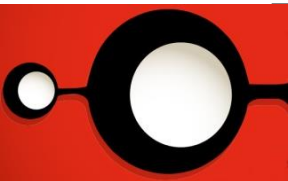


Extraversion  
or  
Introversion  
(E or I)

Sensing or  
Intuition  
(S or N)

Thinking or  
Feeling  
(T or F)

Judging or  
Perceiving  
(J or P).



# MBTI®

## ► 16 personalities type

### Analysts



**"ARCHITECT"**  
INTJ (-A/-T)

Imaginative and strategic thinkers, with a plan for everything.



**"LOGICIAN"**  
INTP (-A/-T)

Innovative inventors with an unquenchable thirst for knowledge.



**"COMMANDER"**  
ENTJ (-A/-T)

Bold, imaginative and strong-willed leaders, always finding a way – or making one.



**"DEBATER"**  
ENTP (-A/-T)

Smart and curious thinkers who cannot resist an intellectual challenge.



**"LOGISTICIAN"**  
ISTJ (-A/-T)

Practical and fact-minded individuals, whose reliability cannot be doubted.



**"DEFENDER"**  
ISFJ (-A/-T)

Very dedicated and warm protectors, always ready to defend their loved ones.



**"EXECUTIVE"**  
ESTJ (-A/-T)

Excellent administrators, unsurpassed at managing things – or people.



**"CONSUL"**  
ESFJ (-A/-T)

Extraordinarily caring, social and popular people, always eager to help.

### Diplomats



**"ADVOCATE"**  
INFJ (-A/-T)

Quiet and mystical, yet very inspiring and tireless idealists.



**"MEDIATOR"**  
INFP (-A/-T)

Poetic, kind and altruistic people, always eager to help a good cause.



**"PROTAGONIST"**  
ENFJ (-A/-T)

Charismatic and inspiring leaders, able to mesmerize their listeners.



**"CAMPAIGNER"**  
ENFP (-A/-T)

Enthusiastic, creative and sociable free spirits, who can always find a reason to smile.



**"VIRTUOSO"**  
ISTP (-A/-T)

Bold and practical experimenters, masters of all kinds of tools.



**"ADVENTURER"**  
ISFP (-A/-T)

Flexible and charming artists, always ready to explore and experience something new.



**"ENTREPRENEUR"**  
ESTP (-A/-T)

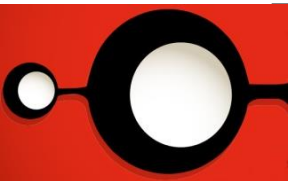
Smart, energetic and very perceptive people, who truly enjoy living on the edge.



**"ENTERTAINER"**  
ESFP (-A/-T)

Spontaneous, energetic and enthusiastic people – life is never boring around them.

**Sources:** <https://www.16personalities.com/free-personality-test>

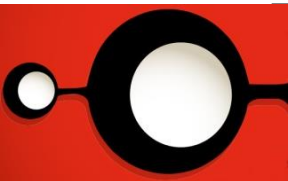


# EXHIBIT 15-3

## EXAMPLES OF MBTI®






### PERSONALITY TYPES

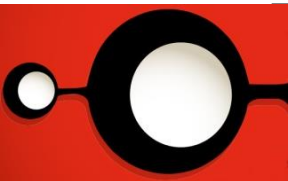
Type	Description
I-S-F-P (introversion, sensing, feeling, perceiving)	Sensitive, kind, modest, shy, and quietly friendly. Such people strongly dislike disagreements and will avoid them. They are loyal followers and quite often are relaxed about getting things done.
E-N-T-J (extraversion, intuition, thinking, 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. <b>Extraversion:</b>          |   | <i>The degree to which someone is sociable, talkative, assertive, and comfortable in relationships with others.</i>                                       |
| 2. <b>Agreeableness:</b>         |   | <i>• The degree to which someone is good-natured, cooperative, and trusting.</i>  |
| 3. <b>Conscientiousness</b>      |   | <i>• The degree to which someone is reliable, responsible, dependable, persistent, and achievement oriented.</i>  |
| 4. <b>Emotional stability</b>    |   | <i>• The degree to which someone is calm, enthusiastic, and secure (positive) or tense, nervous, depressed, and insecure (negative).</i>                  |
| 5. <b>Openness to experience</b> |  | <i>• The degree to which someone has a wide range of interests and is imaginative, fascinated with novelty, artistically sensitive, and intellectual.</i> |

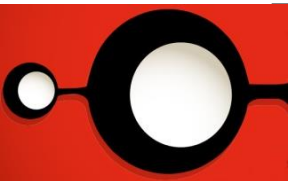




# EXHIBIT 15-4

## HOLLAND'S PERSONALITY–JOB FIT

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



# 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.

## Self-esteem

an individual's degree of like or dislike for him/herself.

## Self-monitoring

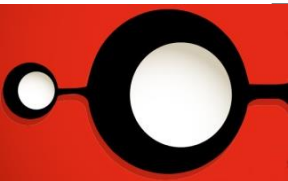
a personality trait that measures the ability to adjust behavior to external situational factors.

## 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. It consists of 5 dimensions

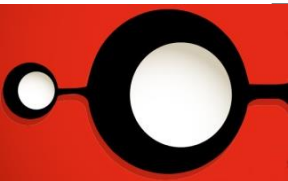
*Self-awareness:*  
The ability to be aware of what you're feeling.

*Self-management:*  
The ability to manage one's own emotions and impulses.

*Self-motivation:*  
The ability to persist in the face of setbacks and failures.

*Empathy:* The ability to sense how others are feeling.

*Social skills:*  
The ability to handle the emotions of others.



# PERCEPTION

- ▶ **Perception** – a process by which we give meaning to our environment by organizing and interpreting sensory impressions.
- ▶ **Example:** An assistant manager takes a week to decide on hiring new employee. As a manager, how do you perceive it?
  - ▶ Individuals may look at the same thing yet perceive it differently

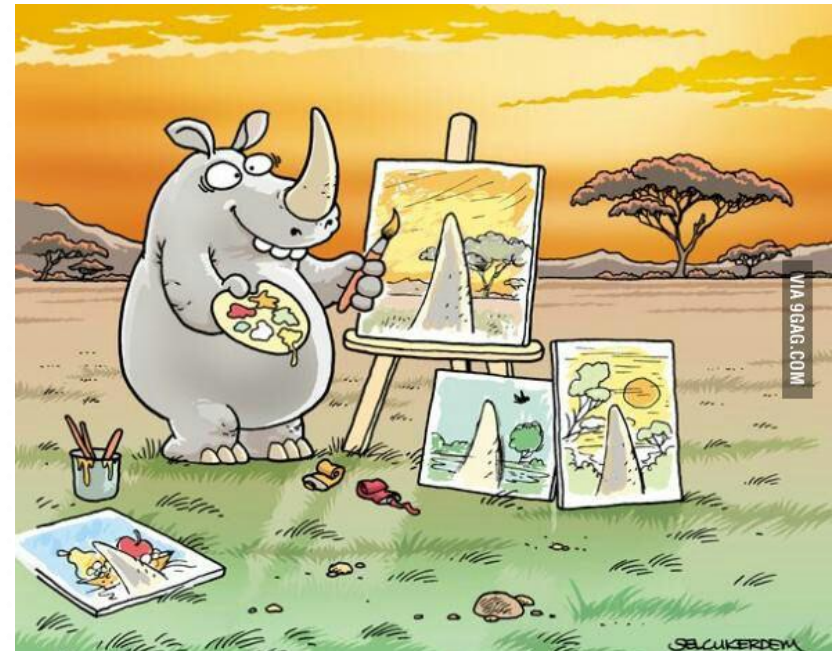


# EXHIBIT 15-5

## WHAT DO YOU SEE?

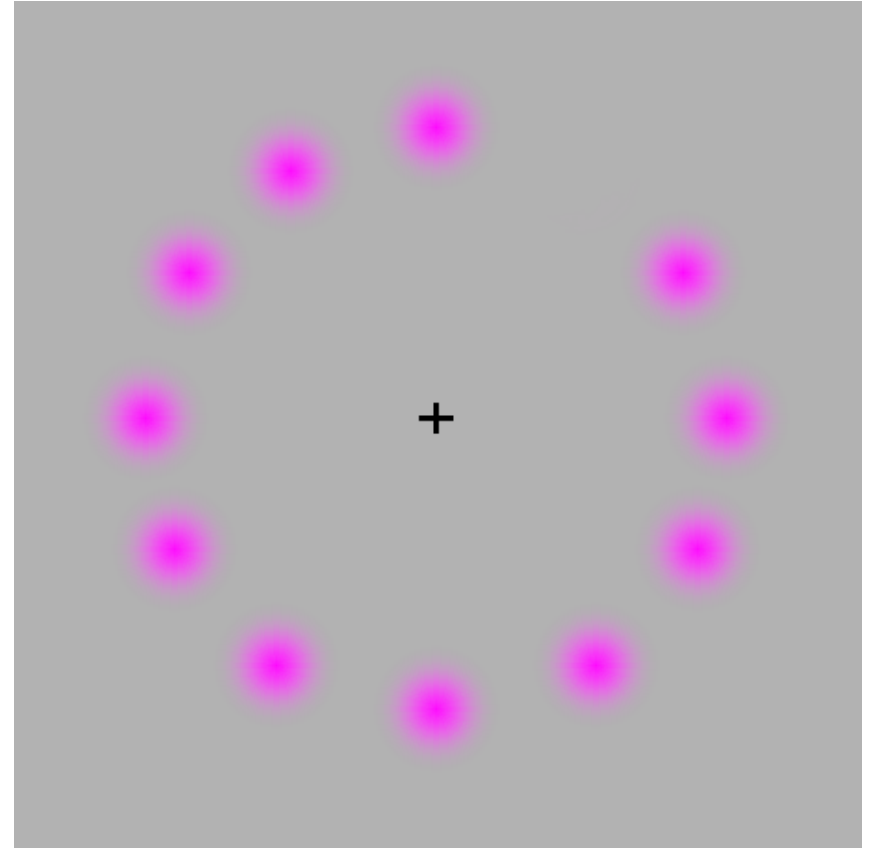


Old woman or young woman?



# PERCEPTION EXERCISE

- ▶ Follow the movement of the rotating pink dot, the dots will remain only one color, pink.
- ▶ Now stare at the black '+' in the center. What color are spinning right now?



# ATTRIBUTION THEORY

- ▶ **Attribution Theory** – how the actions of individuals are perceived by others **depends** on what meaning (**causation**) we attribute to a given behavior.
  - ▶ When we observe an individual's behaviour, we attempt to determine whether it was internally or externally caused

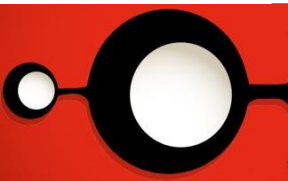
**Internally  
caused  
behavior -  
Internally  
caused  
behavior**

**Externally caused behavior - due to  
outside factors**

**Distinctiveness:**  
display different  
behavior in  
different situations

**Consensus:**  
everyone who's  
faced with a similar  
situation responds  
in the same way,

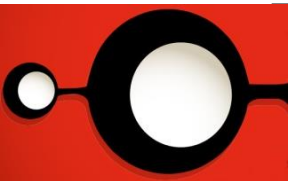
**Consistency:**  
engage in the  
behaviors regularly



# EXHIBIT 15-6

## ATTRIBUTION THEORY

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





# SHORTCUTS USED IN JUDGING OTHERS

## **Assumed similarity**

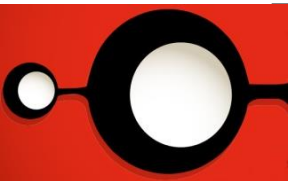
the  
assumption  
that others  
are like  
oneself.

## **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.
  - ▶ Almost all complex behavior is learned.
  - ▶ Learning is a continuous, life-long process.
  - ▶ The principles of learning can be used to shape behavior.
- ▶ 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:

## Attentional

- The attractiveness or similarity of the model

## Retention

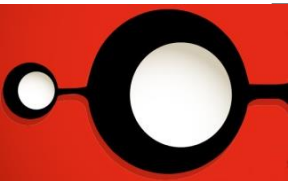
- How well the model can be recalled

## Motor Reproduction

- The reproducibility of the model's actions

## Reinforcement

- The rewards associated with learning the model behavior



# SHAPING: A MANAGERIAL TOOL

- ▶ **Shaping behavior** – the process of guiding learning in graduated steps using reinforcement or lack of reinforcement.

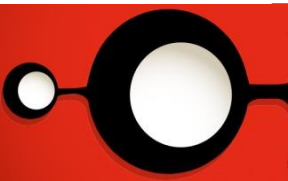
## Shaping Methods

**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

## 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.

