Motivation and Leadership

Objective: To enable students to analyze and address key issues in motivating and leading a technical workforce

6 hrs

3.1 Motivation

3.1.1 Theories of motivation:
- Maslow's hierarchy
- Herzberg's two factor, Expectancy, Equity

3.1.2 Techniques for motivation

Concept of Motivation

- The term **motive** is derived from the latin word "movere" which means "to move"
- Motives have been classified in many ways:
  - Primary motives (Biological)
  - Secondary motives (Social)
- From organizational perspectives motives are:
  - Internal motives (*ego needs: freedom, prestige, recognition, status etc*)
  - External Motives (*Arises from the social and family influences)*

Definition of Motivation

- Motivation means inducement to act or move from inner impulse or drivers
- In an organizational setting, motivation means to make an employee act in a desired manner
- Desired manner is related to discipline, efficiency and productivity
- To motivate is to induce, persuade, stimulate, even compel an employee to act in a manner so as to achieve

The motivational Process

- Motivation is a concern of three factors
  - What energizes behavior?
  - What directs or channels behavior?
  - How this behavior is maintained and sustained?
- Motivation is a complex process
  - Motives can not be seen but can be inferred
  - Drivers of motives are instantaneous
  - Same incentives may be perceived differently
  - Some motives are diminishing (hunger, thirst and sex)
  - An individual may be unware of his motives
  - Motivation is situational

Types of motivation

- Intrinsic Motivation
  - Intrinsic motivation is related to skill and creative instinct (outward)
- Extrinsic Motivation
  - This is external to the job or task (outward). Examples are: Praise, recognition, admiration, working conditions, and other facilities

Theories of Motivation

- Research questions.
  - What forces within people, or within their environments, lead to motivation?
    - *This is related to content theories*
  - What processes or mechanisms are involved in motivational behavior?
    - *This is related to process theories*

Maslow's Theory

- The best-known theory of motivation is probably Abraham Maslow's **hierarchy of needs theory**.
- Maslow was a psychologist who proposed that within every person is a hierarchy of five needs
- Maslow argued that each level in the needs hierarchy must be substantially satisfied before the next need becomes dominant
- An individual moves up the needs hierarchy from one level to the next.

Maslow's Hierarchy of Needs Theory

► **Hierarchy of needs theory**: Maslow's theory that human needs—*physiological*, *safety*, *social*, *esteem*, *and self-actualization*—form a hierarchy and that each level in the needs hierarchy must be substantially satisfied before the next need becomes dominant

Physiological needs: a person's needs for food, drink, shelter, sexual satisfaction, and other physical needs
Safety needs: a person's needs for security and protection from physical and emotional harm

Social needs: a person's needs for affection, belongingness, acceptance, and friendship

Self-Actualization
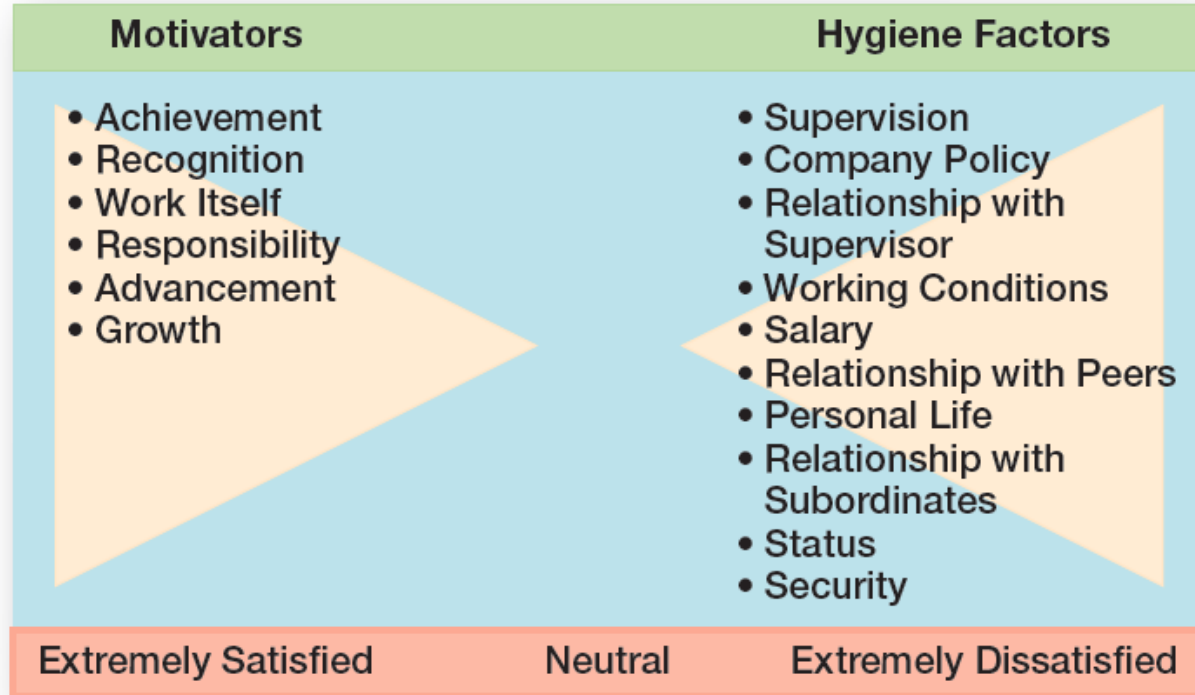
Esteem

Social

Safety

Physiological

Esteem needs: a person's needs for internal factors such as self-respect, autonomy, and achievement, and external factors such as status, recognition, and attention

Self-actualization needs: a person's need to become what he or she is capable of becoming

Frederick Herzberg's **two-factor theory**

▶ Herzberg wanted to know when people felt exceptionally good (satisfied) or bad (dissatisfied) about their jobs.

Motivators	Hygiene Factors
• Achievement • Recognition • Work Itself • Responsibility • Advancement • Growth	• Supervision • Company Policy • Relationship with Supervisor • Working Conditions • Salary • Relationship with Peers • Personal Life • Relationship with Subordinates • Status • Security

Extremely Satisfied	Neutral	Extremely Dissatisfied

Frederick Herzberg's **two-factor theory**

▶ He concluded that the replies people gave when they felt good about their jobs were significantly different from the replies they gave when they felt badly

▶ Certain characteristics were consistently related to job satisfaction (factors on the left side of the exhibit), and others to job dissatisfaction (factors on the right side)

▶ The extrinsic factors that create job dissatisfaction were called **hygiene factors**. When these factors are adequate, people won't be dissatisfied, but they won't be satisfied (or motivated) either

▶ To motivate people, Herzberg suggested emphasizing **motivators**, the intrinsic factors having to do with the job itself.

Herzberg's Two-Factor Theory

- **Two-factor theory (motivation-hygiene theory):** the motivation theory that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction

- **Hygiene factors:** the extrinsic factors that remove job dissatisfaction

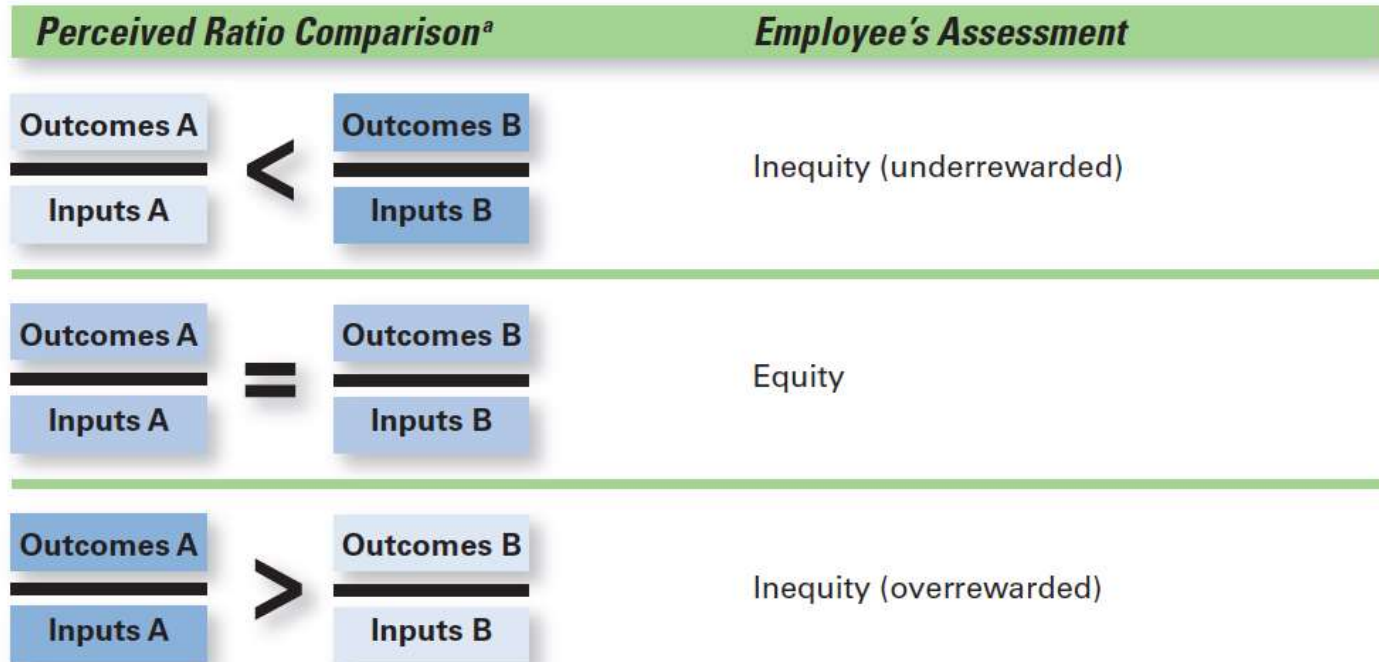- **Motivators:** the intrinsic factors having to do with the job itself

Contrasting Views of Satisfaction and Dissatisfaction

TRADITIONAL VIEW

Satisfied	Dissatisfied

HERZBERG'S VIEW

Motivators   *Hygiene Factors*

Satisfaction	No Satisfaction	No Dissatisfaction	Dissatisfaction

As shown in **Figure**, Herzberg proposed that a dual continuum existed: The opposite of "satisfaction" is "no satisfaction," and the opposite of "dissatisfaction" is "no dissatisfaction."

Equity Theory

Developed by **J. Stacey Adams**, proposes that employees compare what they get from a job (outcomes) in relation to what they put into it (inputs), and then they compare their inputs–outcomes ratio with the ratios of relevant others

Perceived Ratio Comparison[a]	Employee's Assessment
$\dfrac{\text{Outcomes A}}{\text{Inputs A}} < \dfrac{\text{Outcomes B}}{\text{Inputs B}}$	Inequity (underrewarded)
$\dfrac{\text{Outcomes A}}{\text{Inputs A}} = \dfrac{\text{Outcomes B}}{\text{Inputs B}}$	Equity
$\dfrac{\text{Outcomes A}}{\text{Inputs A}} > \dfrac{\text{Outcomes B}}{\text{Inputs B}}$	Inequity (overrewarded)

Equity Theory

▶ **Equity theory:** The theory that an employee compares his or her job's input-outcomes ratio with that of relevant others and then corrects any inequity

  ▶ If an employee perceives their ratio to be equitable in comparison to those of relevant others, there's no problem

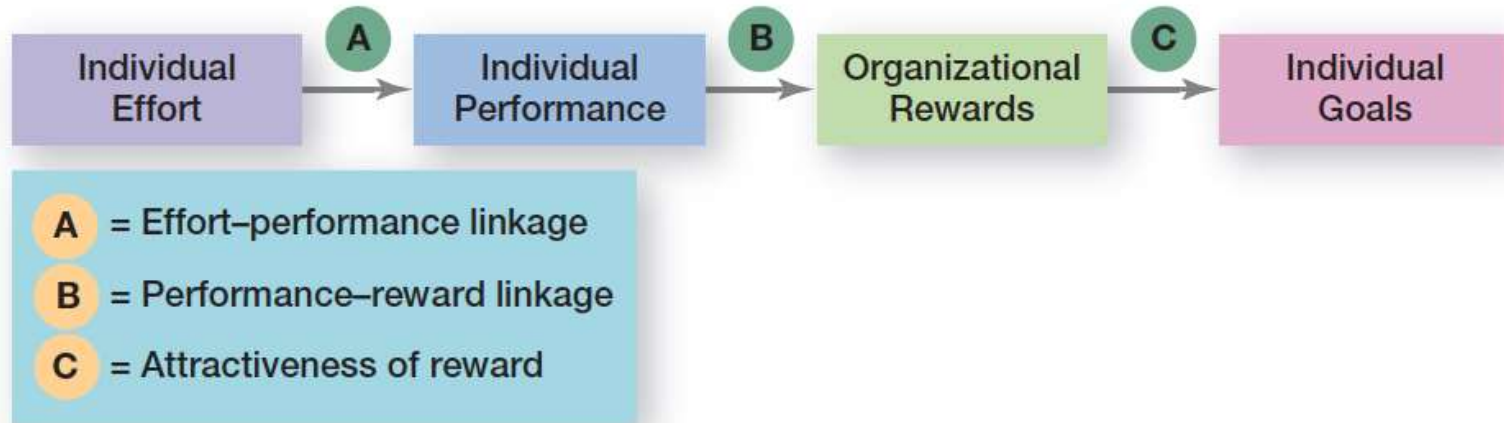 ▶ However, if the ratio is inequitable, they view themself as under rewarded or overrewarded

Equity Theory

▶ **Referents:** the persons, systems, or selves against which individuals compare themselves to assess equity

▶ **Distributive justice**: perceived fairness of the amount and allocation of rewards among individuals

▶ **Procedural justice**: perceived fairness of the process used to determine the distribution of rewards

Expectancy Theory

- The most comprehensive explanation of how employees are motivated is Victor Vroom's **expectancy theory**

- Expectancy theory states that an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual

- It includes three variables or relationships

Figure illustrates the three relationships in the expectancy model.

Individual Effort → **A** → Individual Performance → **B** → Organizational Rewards → **C** → Individual Goals

A = Effort–performance linkage

B = Performance–reward linkage

C = Attractiveness of reward

Expectancy Relationships

1. *Expectancy* **or** *effort-performance linkage* is the probability perceived by the individual that exerting a given amount of effort will lead to a certain level of performance.

2. *Instrumentality* **or** *performance-reward linkage* is the degree to which the individual believes that performing at a particular level is instrumental in attaining the desired outcome.

3. *Valence* **or** *attractiveness of reward* is the importance an individual places on the potential outcome or reward that can be achieved on the job. Valence considers both the goals and needs of the individual.

Techniques of Motivation

- Manger needs to be sure of the following:
  - Positive reinforcement
  - Fair treatment
  - Understand and address employee's needs
  - Incentives for learning, creativity and innovation
  - Teach and remind procedure consistent with goals
  - Restructure and reorganize jobs whenever necessary
  - Have a reward system based on job performance

Reward system to motivate performance

- Extrinsic rewards
- Intrinsic rewards
- Compensation
- Incentive system
  - Employee share ownership
  - Flexible benefits
  - Merit awards
  - Knowledge or skill based pays

Effective Reward Management

- Reward must satisfy needs
- One must believe that efforts will lead to reward
- Rewards must be equitable
- Rewards must be linked with performance

Motivation through Employee Participation

- Quality of Work Life
  - Adequate and fair compensation
  - A safe and healthy environment
  - Opportunity for developing human capabilities, personal growth and security

- Quality of Work Life
  - Social Environment
  - Work role with no personal time consumption
  - Work with personal freedom, rights and dignity

Mechanisms to achieve QWL Quality of Work Life

- Quality Circle
- Employee's Share Ownership
- Flexible work schedules

Self Managed Work Teams

Technology and Motivation

▶ Constantly advancing technology is impacting how, where, and when we work, influencing motivation in several ways

▶ Technology can increase the pace of work, leading to workers feeling a loss of control

▶ With the effective integration of technology in work, companies could increase motivation by providing opportunities to provide meaningful work

▶ The flexibility offered by remote work could also positively impact worker motivation as they are able to better manage their lives

Managing Cross-Cultural Motivational Challenges

► In today's global business environment, managers can't assume motivational programs that work in one location will work in others.

► Most current motivation theories were developed in the United States by Americans and about Americans.

Motivating Unique Groups of Workers

- To maximize motivation among today's workforce, managers need to think in terms of flexibility
- The flexibility that motivates a worker depends on several factors including age and gender
- For example;
  - Millennials value social relationships
  - Older workers, are likely to enjoy being part of a team
  - Gen Z workers value opportunities for growth, clear responsibilities, and feedback

Motivating Professionals

▶ Job challenge

▶ Support

▶ Finding solutions to problems

▶ Perception that their work is important

- What motivates professionals? Money and promotions typically are low on their priority list.
- Why? They tend to be well paid and enjoy what they do.
- In contrast, job challenge tends to be ranked high.
- They like to tackle problems and find solutions.
- Their chief reward is the work itself.
- Professionals also value support.
- They want others to think that what they are working is their central life interest, whereas nonprofessionals typically have other interests outside of work that can compensate for needs not met on the job.

Motivating Contingent Workers

- Opportunity to become a permanent employee
- Opportunity for training
- Equity in compensation and benefits

- What will motivate involuntarily temporary employees?
- An obvious answer is the opportunity to become a permanent employee.
- In cases in which permanent employees are selected from a pool of temps, the temps will often work hard in hopes of becoming permanent.
- A less obvious answer is the opportunity for training.
- The ability of a temporary employee to find a new job is largely dependent on his or her skills.

Motivating Remote Workers

► Despite the dramatic increase of remote and hybrid working following the COVID-19 pandemic, there is some uncertainty around strategies to motivate remote workers

► Our understanding of need-based theories suggests remote work may fulfill psychological needs

► Remote work gives employees control over their schedule and autonomy, allowing for intrinsic motivation

Designing Appropriate Rewards Programs

▶ **Open-book management:** a motivational approach in which an organization's financial statements (the "books") are shared with all employees

▶ **Employee recognition programs:** personal attention and expressing interest, approval, and appreciation for a job well done

▶ **Pay-for-performance programs:** variable compensation plans that pay employees on the basis of some performance measure

Discussion questions

1. Discuss the extent to which you believe that you have a motivation problem as a software engineer.

2. Given that you have learned in this chapter, design a plan to increase motivation of employees to provide prompt service to customers working in a software development company.

3. Design a plan to increase the motivation of system administrator even when the supervisor is not monitoring your work.

3.2 Leadership

3.2.1 Leadership styles: autocratic, democratic, servant and transformational

Learning objectives

- Define leadership and its ingredients
- Describe the trait approaches and charismatic leadership approach and their limitations
- Discuss various leadership styles based on the use of authority
- Identify the two dimensions of the managerial grid and the resulting extreme leadership styles
- Recognize that leadership can be seen as a continuum
- Explain the contingency approach to leadership
- Describe the path—goal approach to leadership effectiveness
- Distinguish between transactional and transformational leaders

Leadership Definition

- **The** art or process of influencing people so that **they will strive** willingly and **enthusiastically toward the** achievement of group goals

- Leaders act to help a group attain objectives through the maximum application of its capabilities.

- They do not stand behind a group to push and prod; they place themselves before the group as they facilitate progress and inspire the group to accomplish organizational goals.

- A good example is an orchestra leader

Four major ingredients of Leadership

1. The ability to use power effectively and in a responsible manner

2. The ability to comprehend that human beings have different motivating forces at different times and in different situations

3. The ability to inspire

4. The ability to act in a manner that will develop a climate conducive to responding to and arousing motivations

- There are several theories on leadership behavior and styles

- (1) leadership based on the use of authority,

- (2) the managerial grid, and

- (3) leadership involving a variety of styles, ranging from a maximum to a minimum use of power and influence
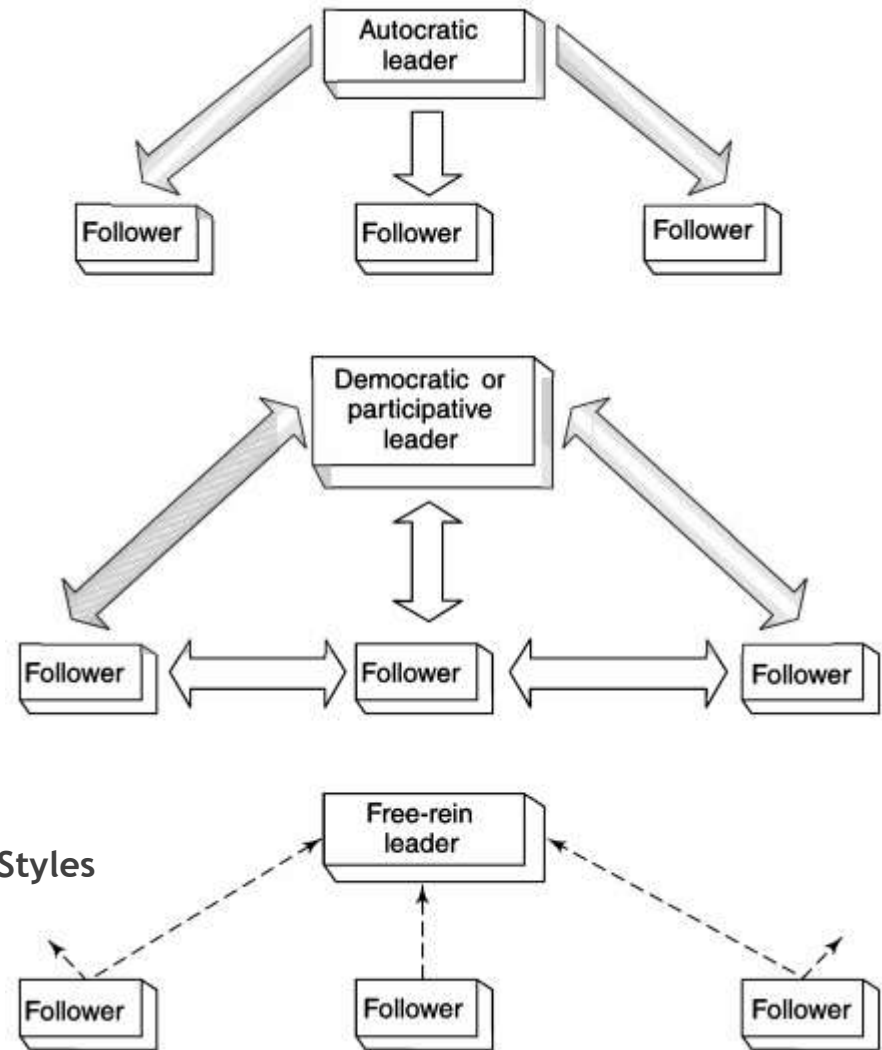
The Flow of Influence with Three Leadership Styles

The managerial grid

▶ **Concern for production** includes the attitude of a supervisor toward a wide variety of things, such as the quality of policy decisions, procedures and processes, creativeness of research, quality of service, work efficiency, and volume of output.

▶ **Concern for people** includes such elements as the degree of personal commitment toward goal achievement, maintenance of the self-esteem of workers, placement of responsibility on the basis of trust rather than obedience, provision of good working conditions, and maintenance of satisfying interpersonal relations.
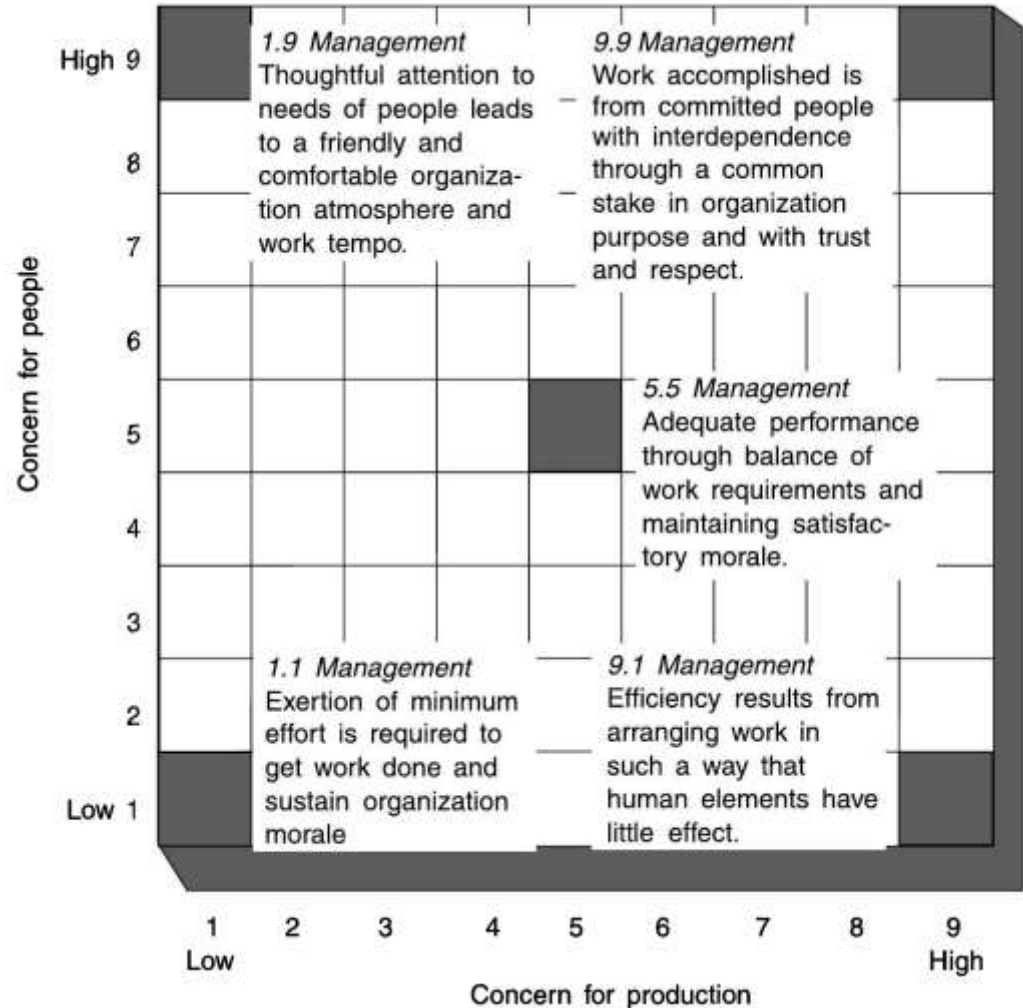
The managerial grid

- ▶ 1.1 Style (Impoverished Management)

  - ▶ managers concern themselves very little with either people or production and have minimum involvement in their jobs; to all intents and purposes, they have abandoned their jobs and only mark time or act as messengers communicating information from superiors to subordinates

- ▶ 9.9 Style (team based style or democratic management)

  - ▶ Managers display in their actions the highest possible dedication both to people and to production

The managerial grid

▶ 1.9 Style (called country club management by some)

    ▶ Managers have little or no concern for production but are concerned only for people

    ▶ They promote an environment in which everyone is relaxed, friendly, and happy and no one is concerned about putting forth coordinated effort to accomplish enterprise goals

▶ 9.1 Style (sometimes referred to as autocratic task managers)

    ▶ Managers are concerned only with developing an efficient operation, who have little or no concern for people, and who are quite autocratic in their style of leadership

▶ 5.5 Style (Middle of the road or compromising leadership)

Leadership styles: autocratic

- Top-down decision-making – Leaders make all key tech decisions (e.g., system architecture) with minimal input.

- Effective in crisis – Useful during outages or security breaches requiring fast, firm direction.

- Clear authority structure – Ideal for hierarchical teams (e.g., legacy software maintenance).

- Low team morale risk – May stifle creativity and autonomy in agile environments.

- Limited innovation – Reduces employee ownership and hinders innovation in long-term projects

Leadership styles: servant

- Empowers developers and engineers – Leaders focus on supporting team growth and well-being.

- Boosts collaboration – Common in DevOps or agile teams where trust and communication matter.

- Fosters innovation – Encourages experimentation and employee-led initiatives.

- Improves retention – Builds loyalty and lowers turnover among IT professionals.

- Slow in emergencies – May delay decisions in time-sensitive tech operations

Leadership styles: transformational

- Vision-driven change – Inspires teams to embrace cutting-edge tech (e.g., cloud migration, AI).

- Motivates innovation – Encourages creativity in problem-solving and R&D.

- Drives digital transformation – Leads major IT shifts in business models and architecture.

- Mentors future leaders – Focuses on personal and professional development of team members.

- Risk of burnout – High expectations and pace can overwhelm some team members

3.2.2 Characteristics of learning organization in the ICT industry

Continuous Learning Culture

▶ Promotes **ongoing upskilling** in fast-evolving technologies (e.g., AI, cybersecurity, cloud).

▶ Encourages **certifications**, **bootcamps**, and **knowledge sharing** sessions

Knowledge Management Systems

▶ Uses platforms to **capture, store, and share expertise** (e.g., wikis, forums, internal knowledge bases).

▶ Facilitates **organizational memory** across teams and locations.

3.2.2 Characteristics of learning organization in the ICT industry

Adaptability to Change

▶ Rapidly **adapts to new tech trends**, market demands, and regulatory changes.

▶ Embraces **agile methodologies** to enable organizational responsiveness.

Collaborative Environment

▶ Fosters **cross-functional teams** and **open communication** (e.g., DevOps, agile squads).

▶ Supports **remote and hybrid collaboration tools** like Slack, MS Teams, and Git

3.2.2 Characteristics of learning organization in the ICT industry

Innovation and Experimentation

► Encourages **risk-taking and prototyping** (e.g., hackathons, R&D labs).

► Accepts failure as part of **the learning and innovation process**.

Leadership That Supports Learning

► Leaders act as **coaches and facilitators**, not just decision-makers.

► Invests in **learning platforms** and **employee development programs**.

3.2.2 Characteristics of learning organization in the ICT industry

Employee Empowerment

▶ Gives autonomy in decision-making and **ownership of projects**.

▶ Builds a **growth mindset** among team members.

Employee Motivation

Company	Focus Area	Description / Contribution
Microsoft	Software, Cloud, AI	
Google (Alphabet Inc.)	Search, Cloud, AI, Mobile OS	
IBM	Enterprise IT, Cloud, AI	
Apple Inc	Consumer Electronics, Software	
Cisco Systems	Networking & Cybersecurity	

Company	Focus Area	Description / Contribution
Infosys	IT Services & Consulting	
Samsung Electronics	Consumer Electronics, Semiconductors	
Amazon Web Services (AWS)	Cloud Computing	
Huawei Technologies	Telecom Equipment, ICT Infrastructure	
Tata Consultancy Services (TCS)	IT Services & Consulting	

3.3 Challenges and strategies for motivating and leading technical workforce

- ▶ Understanding and Managing Individual Behavior
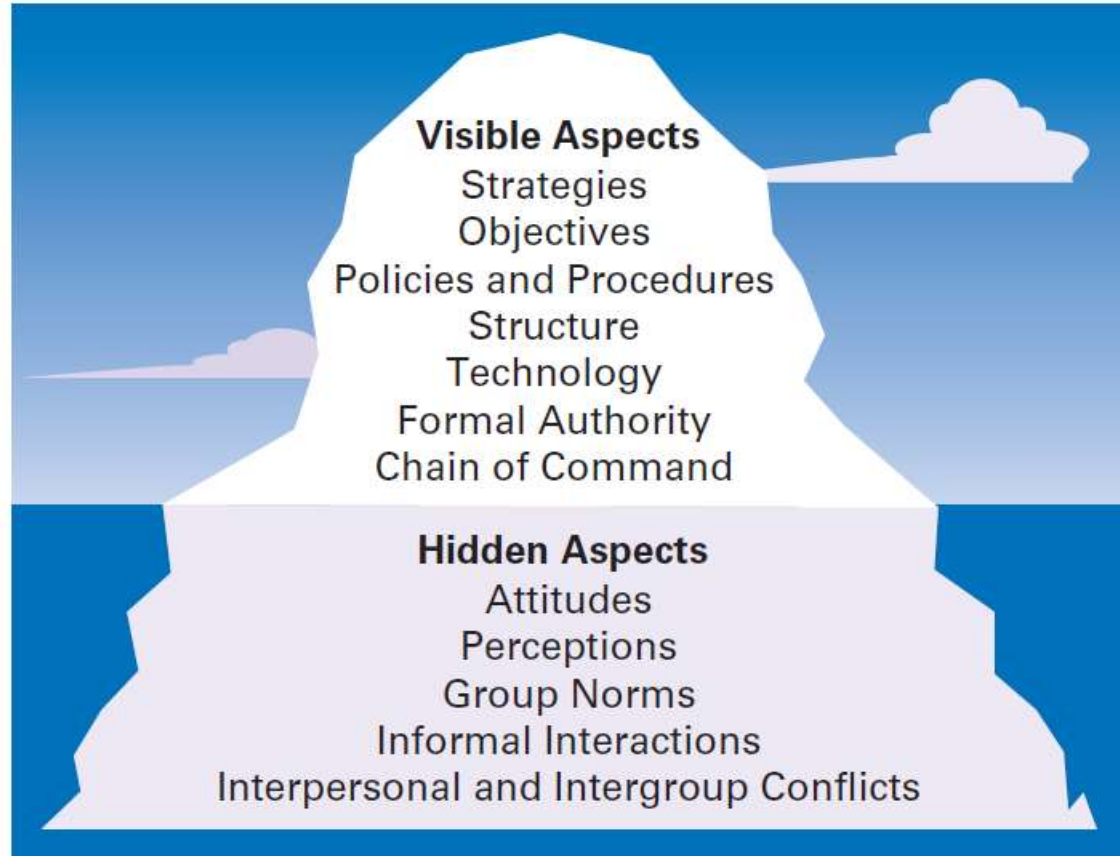
Learning Objectives

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

- **Explain** the role that attitudes play in job performance.

- **Describe** different personality theories.

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

- **Discuss** learning theories and their relevance in shaping behavior.

Focus and Goals of Organizational Behavior

- **Behavior**: the actions of people

- **Organizational behavior**: the study of the actions of people at work

- Managers need good people skills.

- The actions of people—**organizational behavior** is the study of the actions of people at work irrespective of their skills and roles

"Organization as an Iceberg" Metaphor

Figure shows that like an iceberg, OB has a small visible dimension and a much larger hidden portion.

Visible Aspects
Strategies
Objectives
Policies and Procedures
Structure
Technology
Formal Authority
Chain of Command

Hidden Aspects
Attitudes
Perceptions
Group Norms
Informal Interactions
Interpersonal and Intergroup Conflicts

Pearson

Focus of Organizational Behavior

- Individual behavior
  - attitudes, personality, perception, learning, and motivation
- Group behavior
  - norms, roles, team building, leadership, and conflict
- Organizational aspects
  - structure, culture, and human resource policies and practices

Goals of Organizational Behavior

▶ The goals of OB are to *explain, predict*, and *influence* behavior

▶ Managers need to be able to *explain* why employees engage in some behaviors rather than others, *predict* how employees will respond to various actions and decisions, and *influence* how employees behave

▶ **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

- **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
- **Counterproductive workplace behavior**: 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
- Examples of statements that reflect an attitude are:
  - "I like my job"
  - "I don't care for my boss"

Attitude Components

► **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

- High level of satisfaction = positive attitude; Dissatisfaction = negative attitude
- Linked to:
  - Productivity
  - Absenteeism
  - Turnover
  - Customer satisfaction
  - OCB
  - Counterproductive behavior

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

- **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. Engagement is important because:

  - Highly engaged employees are passionate about and deeply connected to their work, and

  - disengaged employees have essentially "checked out" and don't care. They show up for work, but have no energy or passion for it.

Attitudes and Consistency

- People generally seek consistency among their attitudes and between their attitudes and behavior; they try to reconcile differing attitudes and align their attitudes and behavior, so they appear rational and consistent

- Cognitive dissonance theory introduced on the next slide sought to explain the relationship between attitudes and behavior

Cognitive Dissonance Theory

Cognitive dissonance: any incompatibility or inconsistency between attitudes or between behavior and attitudes

► The theory proposes that how hard we'll try to reduce dissonance is determined by three things:

► (1) the importance of the factors creating the dissonance,

► (2) the degree of influence the individual believes they have over those factors, and

► (3) the rewards that may be involved in dissonance

Assessing Attitudes

- **Attitude surveys**: surveys that elicit responses from employees through questions about how they feel about their jobs, work groups, supervisors, or the organization

- **Pulse survey**: a short employee attitude survey sent to employees at a regular interval, such as weekly

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.

Can Artificial Intelligence Help Improve Employee Attitudes?

AI can be used for the following tasks;

▶ Tracking employee attitudes

▶ Identifying opportunities to boost morale

▶ Identifying opportunities to improve employee attitudes by changing work processes and automating tasks that workers may deem uninteresting

▶ Making it easier for an employee to gather and organize information for a report

Implications for Managers

Managers should be interested in their employees' attitudes because they influence behavior and organizational performance.

For example, satisfied and committed employees:

- have lower rates of turnover and absenteeism
- perform better on the job

Personality

- **Personality**: the unique combination of emotional, thought, and behavioral patterns that affect how a person reacts to situations and interacts with others
- Someone's personality is commonly described with terms such as;
  - Quiet
  - Loud
  - Passive
  - Aggressive
  - Ambitious
  - Loyal

Additional Personality Insights

- **Locus of control**: a personality attribute that measures the degree to which people believe they control their own fate

- **Self-esteem**: an individual's degree of like or dislike for himself or herself

- **Self-monitoring**: a personality trait that measures the ability to adjust behavior to external situational factors

Additional Personality Insights

▶ **Risk-Taking:** an individual's willingness to take chances

▶ **Proactive personality:** a personality trait that describes individuals who are more prone to take actions to influence their environments

Personality Types in Different Cultures

- No personality type is common for a given country, yet a country's culture influences the **dominant** personality characteristics of its people

- The five personality factors studied in the Big Five Model appear in almost all cross-cultural studies

Emotions and Emotional Intelligence

- **Emotions**: intense feelings that are directed at someone or something

- **Emotional intelligence**: the ability to notice and to manage emotional cues and information

Five Dimensions of Emotional Intelligence

- Self-awareness
- Self-management
- Self-motivation
- Empathy
- Social skills

Implications for Managers: Personality

- Managers are likely to have higher-performing and more satisfied employees if consideration is given to matching personalities with jobs.

- The single best trait associated with superior job performance is conscientiousness.

Four Suggestions Related to Hiring

1. Assess vocational interests in the hiring process

2. If you're looking for a single personality trait that is likely to be associated with superior job performance, you're well advised to hire people who score high on conscientiousness

3. When filling jobs where successful social interaction is a major factor in performance, hire people with high emotional intelligence

4. Take time to carefully screen job candidates to identify and reject individuals who hold the set of Dark Triad traits.

Perception

- **Perception**: process by which we give meaning to our environment by organizing and interpreting sensory impressions

- Research on perception consistently demonstrates that individuals may look at the same thing yet perceive it differently.

Factors that Influence Perception

- A number of factors act to shape and sometimes distort perception including:
  - Perceiver
  - Target characteristics
  - Context

What Do You See?

Old woman or young woman?

A knight on a horse?

Notice how what you see changes as you look differently at each one.

Attribution Theory (1 of 2)

- **Attribution theory**: a theory used to explain how we judge people differently depending on what meaning we attribute to a given behavior
- Attribution depends on three factors:
  - Distinctiveness
  - Consensus
  - Consistency

Attribution Theory

OBSERVATION	INTERPRETATION	ATTRIBUTION OF CAUSE
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

Exhibit 13-6 summarizes the key elements of attribution theory

Pearson

Attribution Theory

- **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

Shortcuts Used in Judging Others

▶ **Selective perception:** we make selections based on our own background, experience, interests and other factors unique to us

▶ **Assumed similarity**: the assumption that others are like oneself

▶ **Stereotyping**: judging a person based on a perception of a group to which that person belongs

Additional Shortcuts Used in Judging Others

- **Halo effect**: a general impression of an individual based on a single characteristic

- **Contrast effect**: our perception of someone or something can be influenced by the context or surroundings

Implications for Managers: Perception

▶ Managers need to recognize that their employees react to perceptions, not to reality

▶ Employees organize and interpret what they see, so the potential for perceptual distortion is always present

▶ Managers should pay close attention to how employees perceive both their jobs and management actions

Learning

- Learning is defined as any relatively permanent change in behavior that occurs as a result of experience

- Two learning theories help us understand individual behavior:
    - 1. Social Learning Theory
    - 2. Operant Conditioning

Social Learning

Social learning theory: a theory of learning that says people can learn through observation and direct experience

The influence on behavior is determined by four factors:

1. Attentional processes
2. Retention processes
3. Motor reproduction processes
4. Reinforcement processes

Shaping: A Managerial Tool

- **Shaping behavior:** shaping is a behavior modification approach based on operant conditioning that managers can use to "mold" individuals by guiding their learning in graduated steps

- **Operant conditioning**: a theory of learning that says behavior is a function of its consequences

Shaping: A Managerial Tool

There are four ways to shape behavior;

1. Positive reinforcement
2. Negative reinforcement
3. Punishment
4. Extinction

Implications for Managers: Learning

- Employees are going to learn on the job: are managers going to manage their learning through the rewards they allocate and the examples they set, or allow it to occur haphazardly?

- If marginal employees are rewarded with pay raises and promotions, they will have little reason to change their behavior

- Productive employees who see marginal performance rewarded might change their behavior