

Chapter – Two

Foundation of Individual Behavior and Learning in an Organization

I. Perception, Attribution, and Individual Decision Making

What Is Perception? Why is perception important in the study of OB?

What Is Perception, and Why Is It Important?

Perception

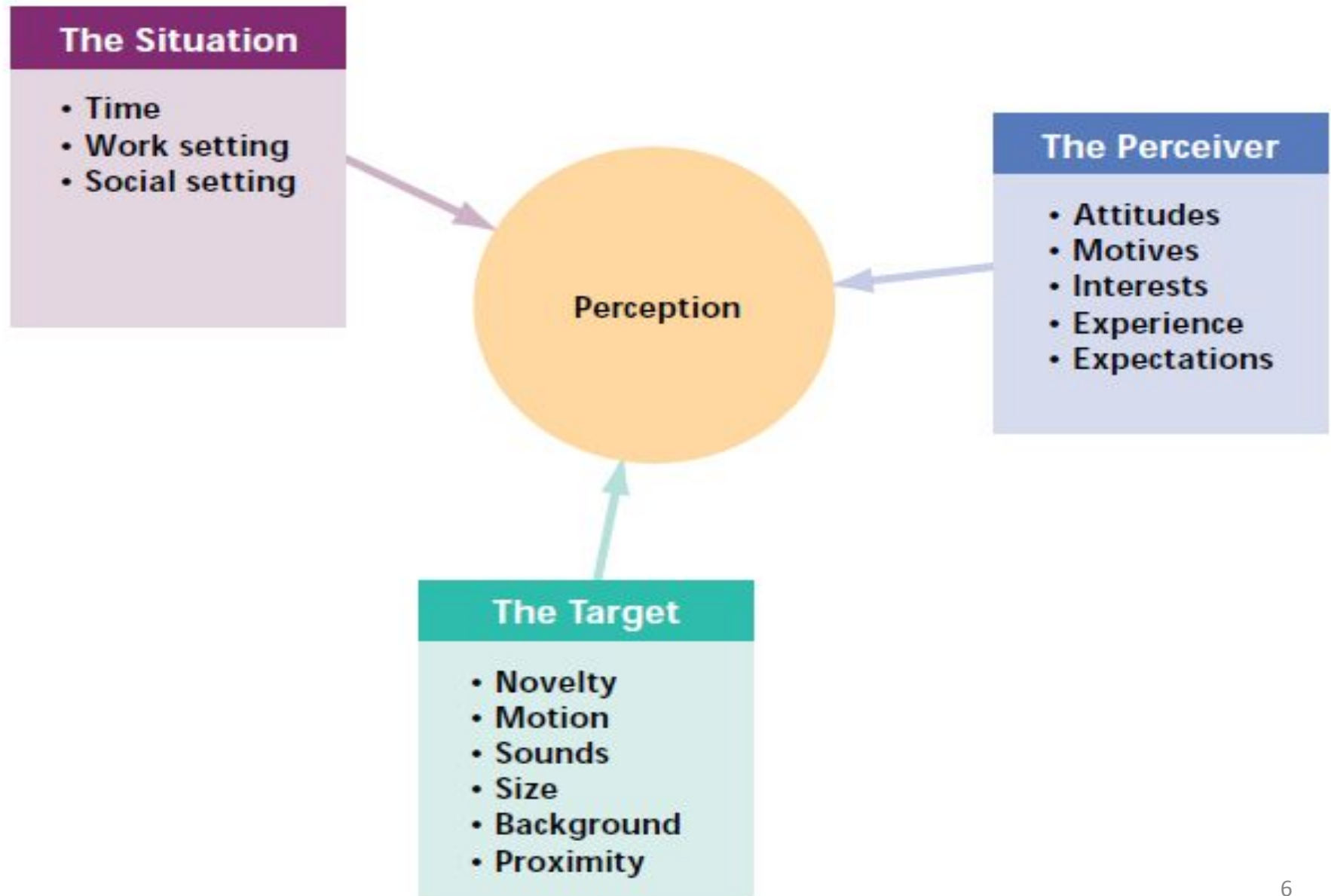
A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

- *People's behavior is based on their perception of what reality is, not on reality itself.*
- *The world as it is perceived is the world that is behaviorally important.*

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what we perceive can be substantially different from objective reality. For example, all employees in a firm may view it as a great place to work—favorable working conditions, interesting job assignments, good pay, excellent benefits, understanding and responsible management—but, as most of us know, it's very unusual to find such agreement.

The study of perception is very important in the organization because it is necessary for the manager to perceive individuals correctly irrespective of their status and perceive each of the situations as close to the real fact or as it exists by interpreting the sensory reflects in correct way.

Factors That Influence Perception



Attribution Theory of Perception

- It has been seen that our perception about the people is greatly influenced by the assumption we make about that person's internal state and not by reality.
- **Attribution theory** tries to explain the ways in which we judge people differently, depending on the meaning we attribute to a given behaviour.
- It suggests that when we observe an individual's behaviour, we attempt to determine whether it was **internally or externally caused.**

determinant factors:

(1) Distinctiveness

(2) consensus

(3) consistency.

Cont.....

- **Distinctiveness**Asks whether the individual does the same thing in other situations.
 - refers to whether an individual acts the same way in other situations.
 - What we want to know is whether this behavior is unusual.
 - If it is, the observer is likely to give the behavior an external attribution.
 - If this action is not unusual, it will probably be judged as internally caused.

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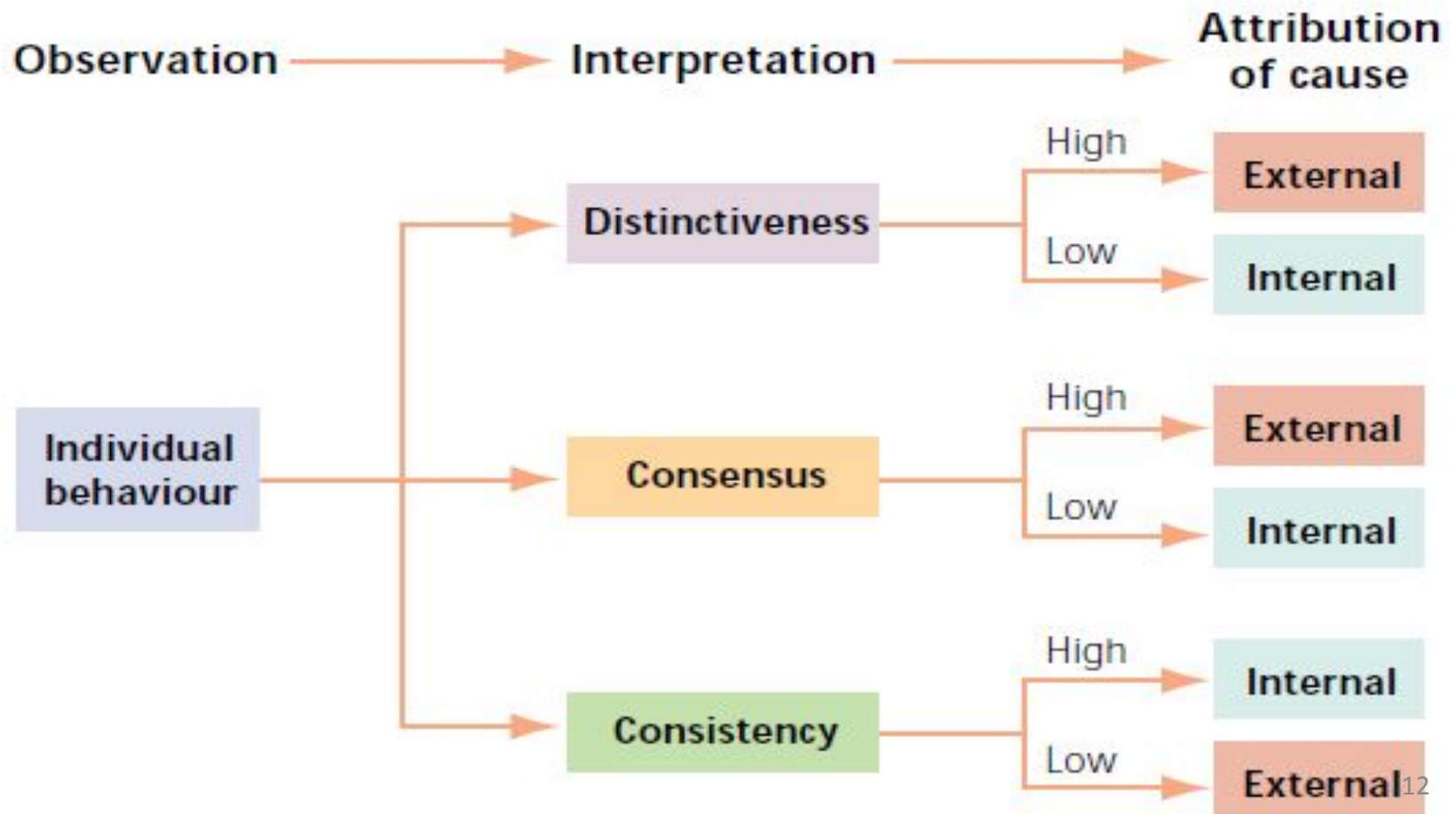
- **Consensus** ...Asks whether everyone in a similar situation acts the same way.
 - If everyone who is faced with a similar situation responds in the same way, we can say the behavior shows consensus.
 - From an attribution perspective, if consensus is high, you would be expected to give an external attribution to the employee's tardiness.
 - But if other employees who took the same route made it to work on time, you would conclude the cause was internal.

Cont.....

- an observer looks for consistency in a person's actions. Does the person respond the same way over time?
- Coming in 10 minutes late for work is not perceived in the same way for an employee who hasn't been late for several months as it is for an employee who is late two or three times a week.
- The more consistent the behaviour, the more we are inclined to attribute it to internal causes.

Distinctiveness: shows different behaviors in different situations.
Consensus: response is the same as others to same situation.
Consistency: responds in the same way over time.

Attribution Theory



Example

If an employee, 'Melkam', generally performs at about the same level on related tasks as she does on her current task (low distinctiveness), other employees frequently perform differently—better or worse— than 'Melkam' on that task (low consensus), and Melkam's performance on this current task is consistent over time (high consistency), anyone judging Melkam's work will likely hold her primarily responsible for her task performance (internal attribution).

Errors and Biases in Attributions

- Fundamental Attribution Error
 - The tendency to
 - underestimate the influence of external factors and
 - overestimate the influence of internal factorswhen making judgments about the behavior of others.
 - In general, we tend to blame the

- **Did you ever find you'd misjudged a person? Why?**

Common Errors While Judging Others

- **Selective perception**
- **Halo effect**
- **Contrast Effects**
- **Projection**
- **Stereotyping**

Cont.....

- **Selective perception**

- People selectively interpret what they see on the basis of their interests, background, experience, and attitudes.

- **Halo Effect**

- Drawing a general impression about an individual on the basis of a single characteristic

Cont.....

- **Contrast Effects**

- Evaluation of a person's characteristics that are affected by comparisons with other people recently encountered who rank higher or lower on the same characteristics

- **Projection**

- Attributing one's own characteristics to other people.

- **Stereotyping**

Decision Making in an Organization

Decision making can be defined as the process of choosing between alternatives to achieve a goal.

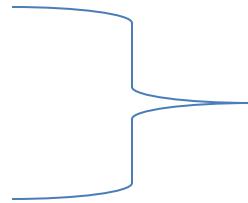
Decision Making Process

1. Define the problem.
2. Identify limiting factors.
3. Develop potential alternatives.
4. Analyze the alternatives.
5. Select the best alternative.
6. Implement the decision.
7. Establish a control and evaluation system.

Types of decision

@Programmed

@ Non Programmed



Decisions

Decision Making Conditions



Group Decision Making vs. Individual Choice

● Group Strengths:

- Generate more complete information and knowledge
- Offer increased diversity of views and greater creativity
- Increased acceptance of decisions
- Generally more accurate (but not as accurate as the most accurate group member)

● Group Weaknesses:

- Time-consuming activity
- Conformity pressures in the group
- Discussions can be dominated by a few members
- A situation of ambiguous responsibility

Group Decision-Making Techniques

❑ Interacting Group

- ❑ *Made in **interacting groups** where members meet face-to-face and rely on verbal and nonverbal communication.*



□ Brainstorming

- An idea-generating process designed to overcome pressure for conformity



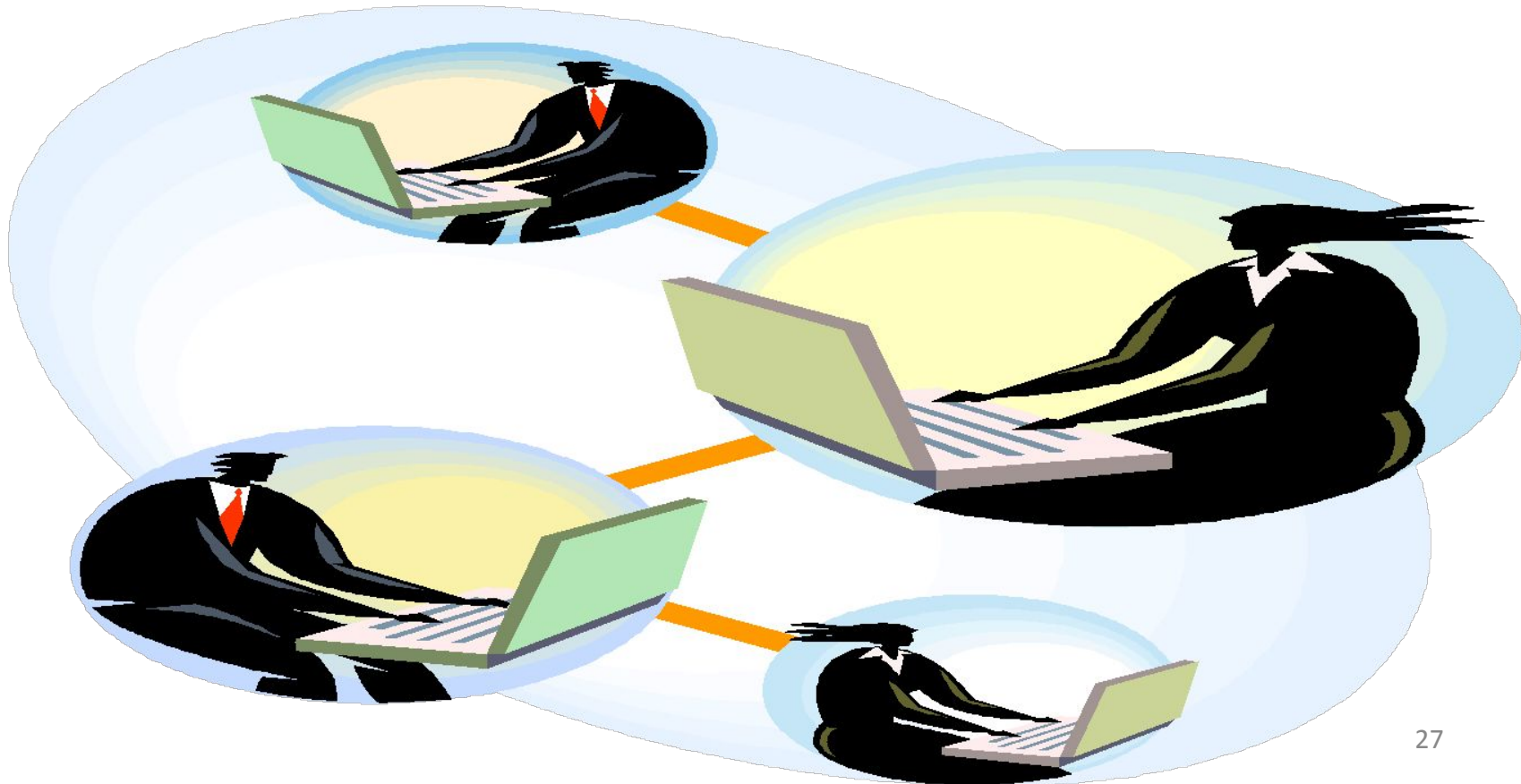
●Nominal Group Technique (NGT)

- Works by restricting discussion during the decision-making process
- Members are physically present but operate independently



●Electronic Meeting

- Uses computers to hold large meetings of up to 50 people



Evaluating Group Effectiveness

	Type of Group			
Effectiveness Criteria	Interacting	Brain-storming	Nominal	Electronic
Number and quality of ideas	Low	Moderate	High	High
Social Pressure	High	Low	Moderate	Low
Money Costs	Low	Low	Low	High
Speed	Moderate	Moderate	Moderate	Moderate
Task Orientation	Low	High	High	High
Potential for Interpersonal Conflict	High	Low	Moderate	Moderate
Commitment to Solution	High	N/A	Moderate	Moderate
Development of Group Cohesiveness	High	High	Moderate	Low

**Do women are more effective in
decision making than men?**



II. Learning

- What is learning?

• Learning

– Any relatively permanent change in behavior that occurs as a result of experience.

- Involves change
- Is relatively permanent
- Is acquired through experience

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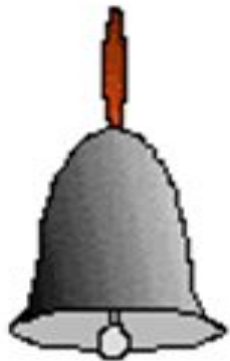
- Learning brings relatively permanent change in human behavior that occurs as a result of experience.
- All complex behavior is a learned behavior.
- If we want to predict and explain behavior, we must understand how people learn.
- It is continuous process, which occurs all the time.
- **We cannot see learning but we can see changed behavior as a consequence of learning.**

Theories of Learning

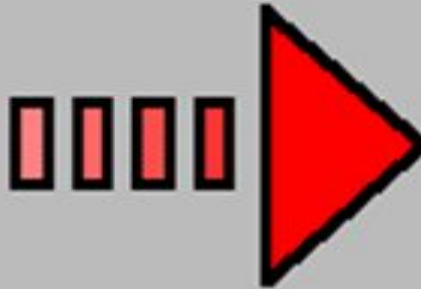
- **Classical conditioning,**
- **Operant conditioning,**
- **Cognitive Theory, and**
- **Social learning**

Classical Conditioning

After Conditioning



CS



CR

Neutral stimulus is now the conditioned stimulus. It produces CR, salivation, which is similar to the UCR produced by the Hot Dog.

1. Classical Conditioning

It can be defined as a process in which a formerly neutral stimulus, when paired with an unconditioned stimulus, becomes a conditioned stimulus that elicits a conditioned response; in other words, the S-R (i.e., bell-saliva) connection is learned.

Key Concepts:

- Unconditioned stimulus
- Unconditioned response
- Conditioned stimulus
- Conditioned response

2. Operant Conditioning

- A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment.
- It argues that behavior is a function of its consequences.

Key Concepts:

- Reflexive (unlearned) behavior
- Conditioned (learned) behavior
- Reinforcement

Examples of Operant Conditioning

- if you give your child a treat (reinforcer) after he/she sits quietly at the table (the desired response or target behavior), he/she is likely to sit quietly at the table again next time.
- if you praise (reinforcer) your employee after he/she did a good job with the project (the desired

Classical vs Operant conditioning

	Classical conditioning	Operant conditioning
Nature of response	<u>Involuntary</u> (reflexive)	<u>Voluntary</u> (usually) but can be both – Vol & Involuntary
Timing of Stimulus	<u>Precedes</u> the response	<u>After</u> the desired response
Timing of Response	<u>After</u> the stimulus	<u>Before</u> the stimulus
Role of learner	<u>Passive</u>	<u>Active</u>

3. Cognitive Theory –Edward Tolman

- The theory consists of relationship between environmental (cognitive) cues and expectations.
 - In contrast to the S-R and R-S learning in the classical and operant approaches, Tolman's approach could be depicted as S-S (stimulus-stimulus) or

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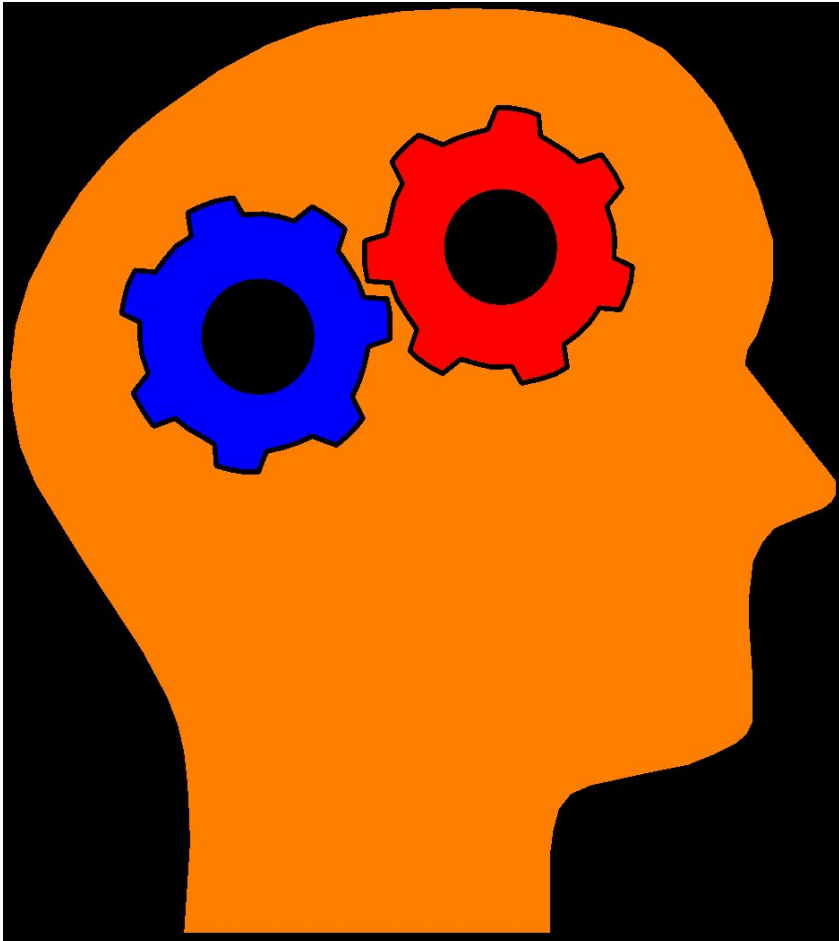
- Programs were designed to strengthen the relationship between cognitive cues (supervisory, organizational, and job procedures) and worker expectations (incentive payments for good performance).
- The theory was that the worker would learn to be more productive by building an association between taking orders or following directions and expectancies of monetary reward for this effort.
- The same is true for the creativity, problem-solving groups that have been so popular over the years; they have drawn heavily from the notion of insightful learning..

4. Social-Learning Theory

- Social learning approach is a behavioral approach.
- The approach basically deals with learning process based on direct observation and the experience.
- It is achieved while interacting with individuals.
- In social learning **people observe, alter and even construct** a particular environment to fit in the social behavioral pattern.
- **Individuals learn a great deal from watching attractive models and they copy their behavior and display the same.**

III. Attitudes and Personality

Attitudes



Attitudes

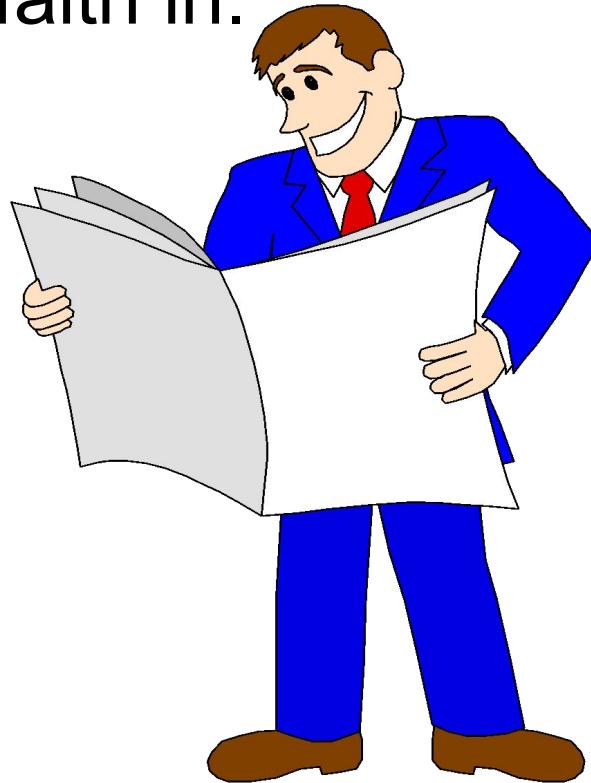
- Attitudes are positive or negative feelings concerning objects, people, or events
- Attitudes are thus responses to situations.
- Attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain way

• Components of attitude

- Cognitive component
- Affective component
- Behavioral component

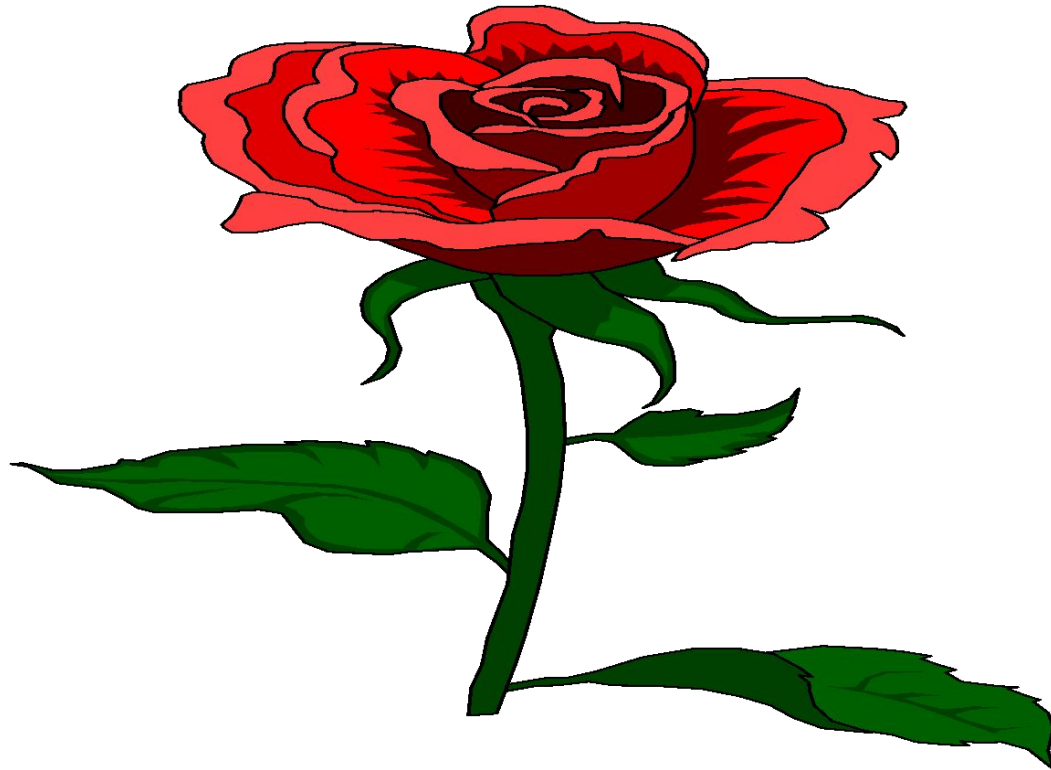
1. Cognitive component

- The opinion or belief segment of an attitude.
- It consists of belief, ideas, values and other information that an individual may possess or has faith in.



2. Affective Component

- The emotional or feeling segment of an attitude.
- is related to person's feelings about another person, which may be positive, negative or neutral..
- It is an expression of feelings about a person, object or a situation.



3. Behavioral Component

- An intention to behave in a certain way toward someone or something.
- An intention to behave in a certain way toward someone or something.
- is related to impact of various situations or objects that lead to individual's behavior based on cognitive and affective components.
- Cognitive and affective components are bases for such behavior.
- Former two components cannot be seen; only the behavior component can be seen.
- Former is important because it is a base for formation of attitude.

Types of Attitudes

- A person can have thousands of attitudes, but OB focuses our attention on a job-related attitudes.
 - Job satisfaction
 - Job involvement
 - Organizational commitment

Types of Attitudes

- Job Satisfaction
 - A collection of positive and/or negative feelings that an individual holds toward his or her job.
 - An individual's general attitude toward his or her job.
 - A person having a high level of satisfaction will generally hold a positive attitude while dissatisfied people will generally display negative attitude towards life.

Types of Attitudes

- Job Involvement
 - Identifying with the job, actively participating in it, and considering performance important to self-worth.
 - Employees with a high level of job involvement strongly identify with and really care about the kind of work they do.
 - High levels of job involvement have been found to be related to fewer absences and lower resignation rates (turnover).

Types of Attitudes

- Organizational Commitment
 - Identifying with a particular organization and its goals, and wishing to maintain membership in the organization
 - Affective, Normative, and Continuance Commitment
- **High organizational commitment**
 - **Increase productivity and job satisfaction**
 - **Minimize absenteeism and turnover**
 - **Make better work place relation**

Why are some people quiet and passive, while others are loud and aggressive?

Personality

Are certain personality types better adapted for certain job types?

Cont.....

- It is the manner in which a person acts and interacts
- It is the sum total of ways in which an individual reacts and interacts with others;
- It is measurable traits a person exhibits
- It is the stable patterns of behavior and consistent internal states that determine how an individual reacts to and interacts with others.

Principles about personality

1. Personality is an organized whole; otherwise,
 - the individual would have no meaning.
2. Personality appears to be organized into patterns that are to some degree observable and measurable.
3. Although personality has a

Cont.....

4. Personality has superficial aspects (such as attitudes toward being a team leader) and a deeper core (such as sentiments about authority).
5. Personality involves both common and unique characteristics. Every person is different from every other person in some respects while being similar to other persons in other respects.

Cont.....

These five ideas are included in this definition of personality:

- An individual's personality is a relatively stable set of characteristics, tendencies, and temperaments that have been significantly formed by inheritance and by social, cultural, and environmental factors.
- This set of variables determines the commonalities and differences in the behavior of the individual.

Cont.....

People's personalities can be described in a variety of ways.

- Perfectionists; they can be critical, impatient, demanding, and intense.
- relaxed and easygoing.
- fun to be around, or shy and quiet:
- hard to get to know and may sometimes seem dull.

Personality Determinants

Why are some employees happy and easygoing and others intense and critical?

Cont.....

- Personality is now generally considered to be made up of both hereditary and environmental factors, moderated by situational conditions.

–Hereditary

–Environment

Heredity

- refers to those factors that were determined at conception.
 - Physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be either completely or substantially influenced by who your parents were: that is, by their biological, physiological, and inherent psychological makeup.
- The heredity approach argues that the ultimate explanation of an individual's personality is the

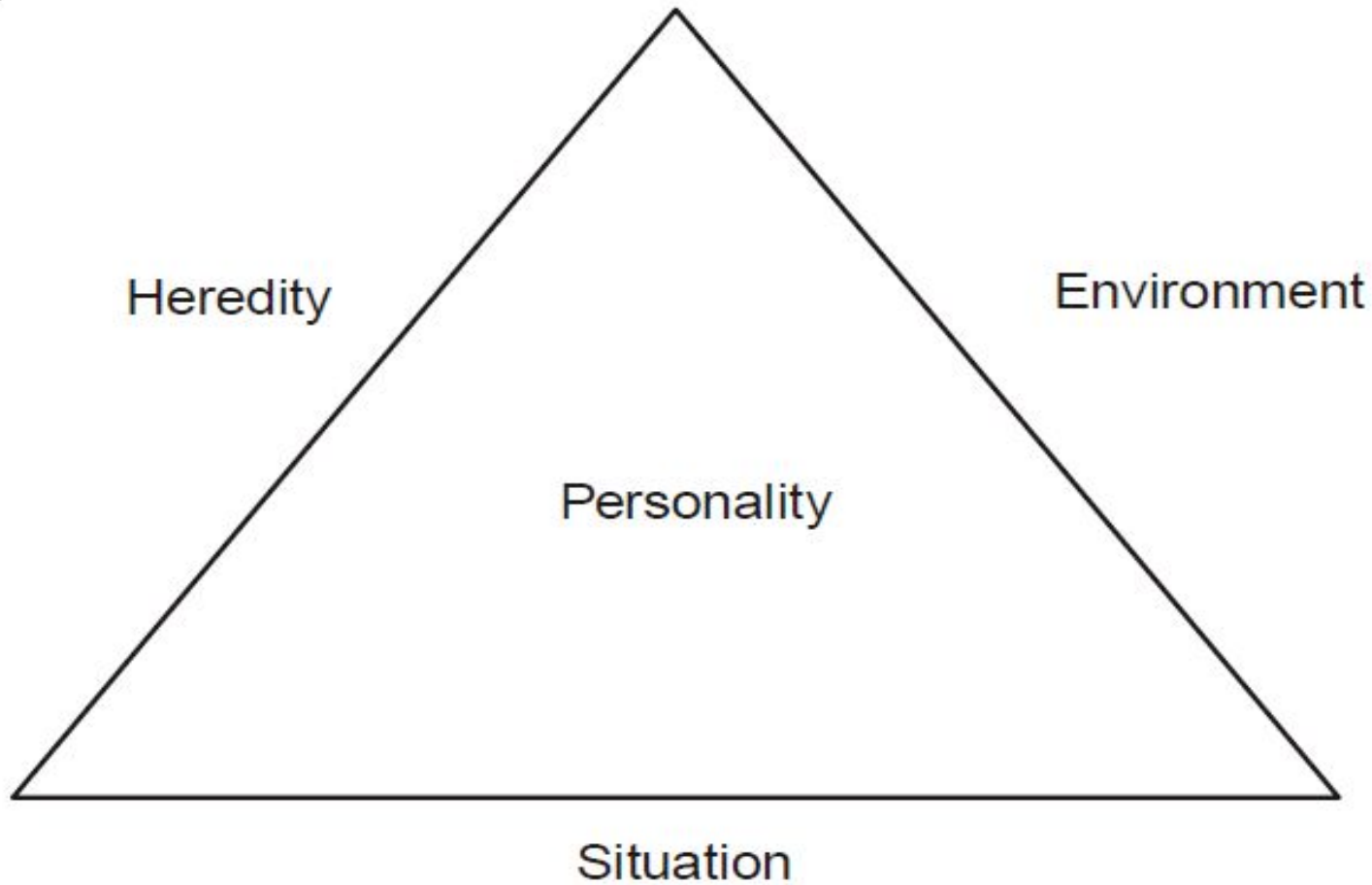
Environment

- Among the factors that exert pressures on our personality formation are the culture in which we are raised; our early conditioning; the norms among our family, friends, and social groups; and other influences that we experience.
- The environment we are exposed to plays a substantial role in shaping our personalities.

Situation

- influences the effects of heredity and environment on personality.
- An individual's personality, although generally stable and consistent, may be more effective in some situations than others.
- More specifically, the different demands of different situations call forth different aspects of our

Personality Determinants



Primary Personality Traits

- Permanent characteristics that describe an individual's behavior.
- The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important that trait is in describing the individual.

Primary Personality Traits

1	Reserved	vs	Outgoing
2	Less intelligent	vs	More intelligent
3	Affected by feelings	vs.	Emotionally stable
4	Submissive	vs.	Dominant
5	Serious	vs.	Happy go lucky
6	Timid	vs.	Venturesome
7	Expedient	vs.	Conscientious
8	Tough minded	vs.	Sensitive
9	Trusting	vs.	Suspicious
10	Practical	vs.	Imaginative
11	Forthright	vs.	Shrewd
12	Self assured	vs.	Apprehensive
13	Conservative	vs.	Experimenting
14	Group dependent	vs.	Self-sufficient
15	Uncontrolled	vs.	Controlled
16	Relaxed	vs.	Tense

The Big Five Model of Personality Dimensions

- **Extroversion/Introversion (E or I).**
 - This dimension refers to how people focus themselves :
 - inside (introversion) or
 - outside (extroversion).
- **Sensing/Intuiting (S or N).**
 - This dimension refers to how people gather information:
 - very systematically (sensing) or
 - relying on intuition (intuition).

Cont.....

- **Thinking/Feeling (T or F).**

- This dimension refers to how a person prefers to make decisions:

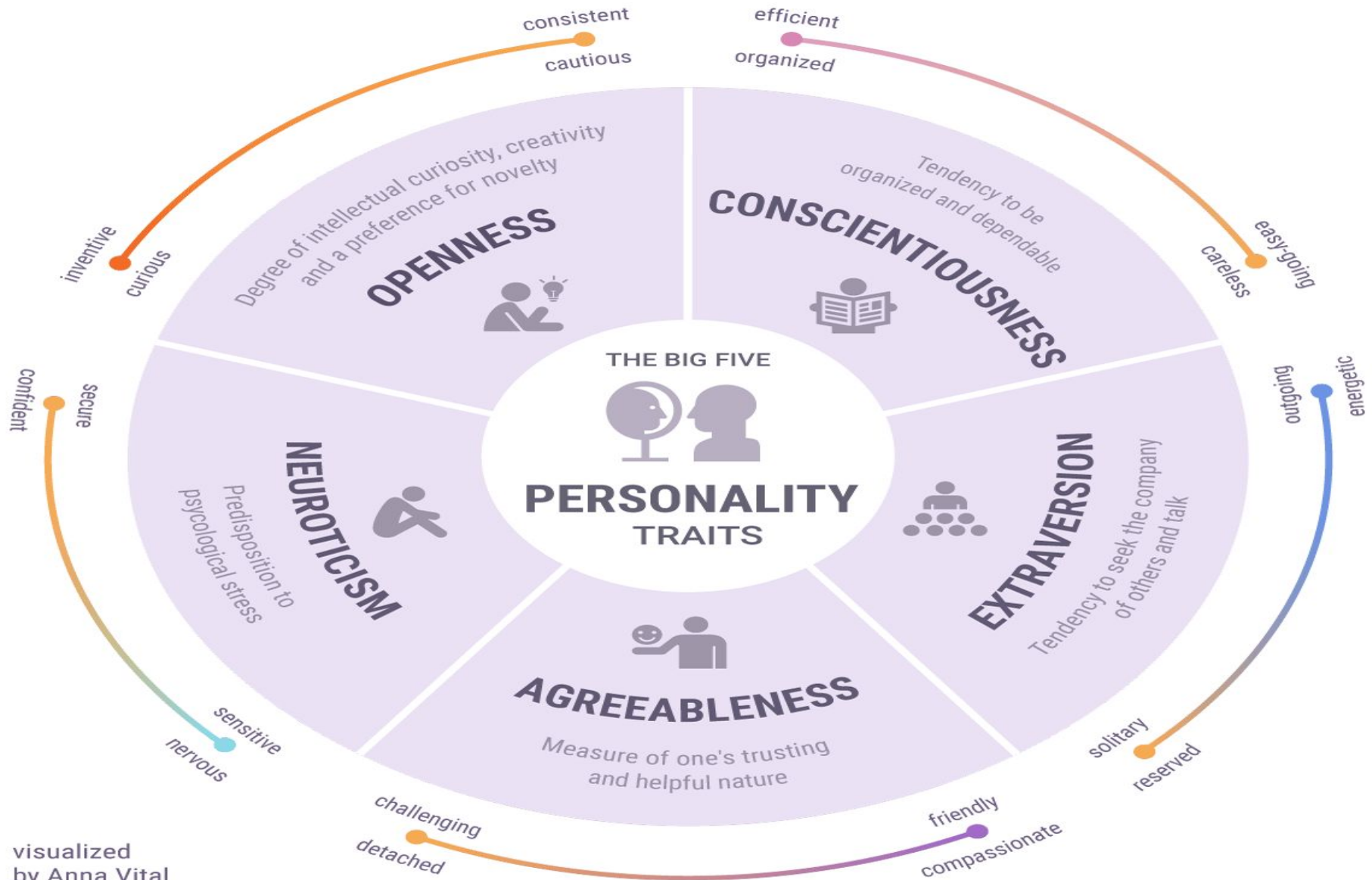
- objectively and impersonally (thinking) or
 - subjectively and interpersonally (feeling).

- **Judging/Perceiving (P or J).**

- This dimension refers to how people order their daily life:

- being decisive and planned (judging) or
 - spontaneous and flexible (perceiving).

The Big Five Model of Personality Dimensions



visualized
by Anna Vital

Source: J. M. Digman
Personality Structure: Emergence of the Five-Factor Model

The Big Five Model of Personality Dimensions

1. Extroversion

- This dimension captures one's comfort level with relationships.
- A personality factor that describes the degree to which someone is sociable, talkative, and assertive.
- Extroverts (high in extroversion) tend to be outgoing, assertive, and sociable.
- Introverts tend to be reserved, shy, and quiet.

2. Agreeableness.

- A personality factor that describes the degree to which someone is good-natured, cooperative, and trusting.
- This dimension refers to an individual's tendency to defer to others.
- Highly agreeable people are cooperative, warm, and trusting.
- People who score low on

3. Conscientiousness.

- A personality factor that describes the degree to which someone is responsible, dependable, persistent, and achievement-oriented.
- This dimension is a measure of reliability.
- A highly conscientious person is responsible, organized, dependable, and persistent.
- Those who score low on this dimension are easily distracted, disorganized, and unreliable.

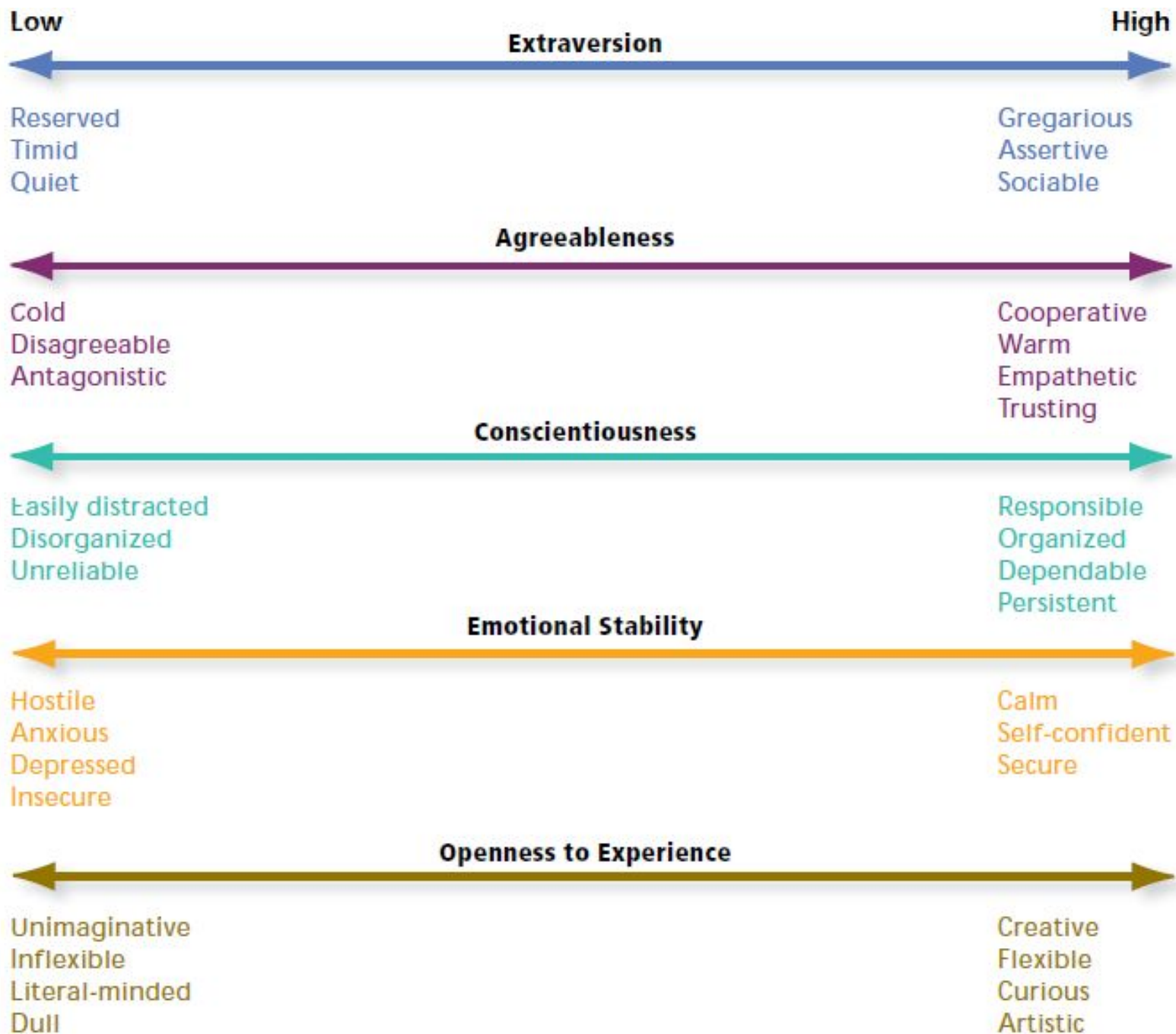
4. Emotional stability

A personality factor that describes the degree to which someone is calm, self-confident, and secure.

- This dimension taps a person's ability to withstand stress.
- People with positive emotional stability tend to be characterized as calm, self-confident, and secure.
- Those with high negative scores tend to be nervous, anxious, depressed, and insecure.

5. Openness to experience

- The final dimension addresses one's range of interests and fascination with novelty.
- It is a personality factor that describes the degree to which someone is imaginative, artistically sensitive, and intellectual.
- Extremely open people are creative, curious, and artistic.
- Those on Low on openness to



Type A and Type B Personalities

Self Check Questions

1. Casual about appointments	1	2	3	4	5	6	7	8	Never late
2. Not competitive	1	2	3	4	5	6	7	8	Very competitive
3. Never feel rushed	1	2	3	4	5	6	7	8	Always feel rushed
4. Take things one at a time	1	2	3	4	5	6	7	8	Try to do many things at once
5. Slow doing things	1	2	3	4	5	6	7	8	Fast (eating, walking, etc.)
6. Express feelings	1	2	3	4	5	6	7	8	“Sit on” feelings
7. Many interests	1	2	3	4	5	6	7	8	Few interests

Scoring Key:

- Total your score on the 7 questions.
- Now multiply the total by 3.
- A total of 120 or more indicates that you are a hard-core Type A.
- Scores below 90 indicate that you are a hard-core Type B.

Type A personality

- A personality with aggressive involvement in a chronic, incessant struggle to achieve more and more in less and less time and, if necessary, against the opposing efforts of other things or other people.

cont,.....

- Type As are often impatient, hurried, competitive, and hostile, but these traits tend to emerge most often when a Type A individual experiences stress or challenge.
- Type As are fast workers because they emphasize quantity over quality.
- In managerial positions, Type As demonstrate their competitiveness by working long hours and, not infrequently, making poor decisions

Cont.....

–Stressed Type As are also rarely creative.

- Because of their concern with quantity and speed, they rely on past experiences when faced with problems.

- They will not allocate the time that is necessary to develop unique solutions to new problems.

–They seldom vary in their

Type B personality

- never suffer from a sense of time urgency with its accompanying impatience;
- feel no need to display or discuss either their achievements or accomplishments unless such exposure is demanded by the situation;
- play for fun and relaxation, rather

Are Type As or Type Bs more successful in organizations?

Cont.....

- Despite the hard work of Type As, Type Bs are the ones who appear to make it to the top.
- Great salespeople are usually Type As; senior executives are usually Type Bs.
 - Why? The answer lies in the tendency of Type As to tradeoff quality of effort for quantity.
 - Promotions in corporate and professional organizations “usually go to those who are wise rather than to those who are merely

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