

# Organizational Behavior

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## Lecture 3

جامعة الجميع الذكية

تسعى لتكون الكيان الأول الذي يتبنى مبدأ المجتمع التعليمي  
التعاوني ويقدم العلم مقابل العمل لتنمية وبناء المجتمعات.

PMG 671

Organizational Behavior



جامعة الجميع الذكية  
EVERYONE'S SMART UNIVERSITY

*This chapter will enable you to:*

1. Contrast the two types of ability: intellectual and physical.
2. Identify the key biographical characteristics and describe how they are relevant to OB.
3. Define learning and outline the principles of the three major theories of learning.

*This chapter will enable you to:*

4. Define shaping and show how it can be used in OB.
5. Define personality, describe how it is measured, and explain the factors that determine an individual's personality.

*This chapter will enable you to:*

6. Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses.
7. Identify the key traits in the Big Five personality model and demonstrate how the Big Five traits predict behavior at work.

*This chapter will enable you to:*

8. Identify other personality traits relevant to OB.
9. Define values, demonstrate the importance of values, and contrast terminal and instrumental values.
10. Show the relationship between individual personality and the workplace.
11. Identify Hofstede's five value dimensions of national culture.

**Ability** is an individual's capacity to perform the various tasks in a job. It is made up of two sets of factors:

### **Intellectual Abilities**

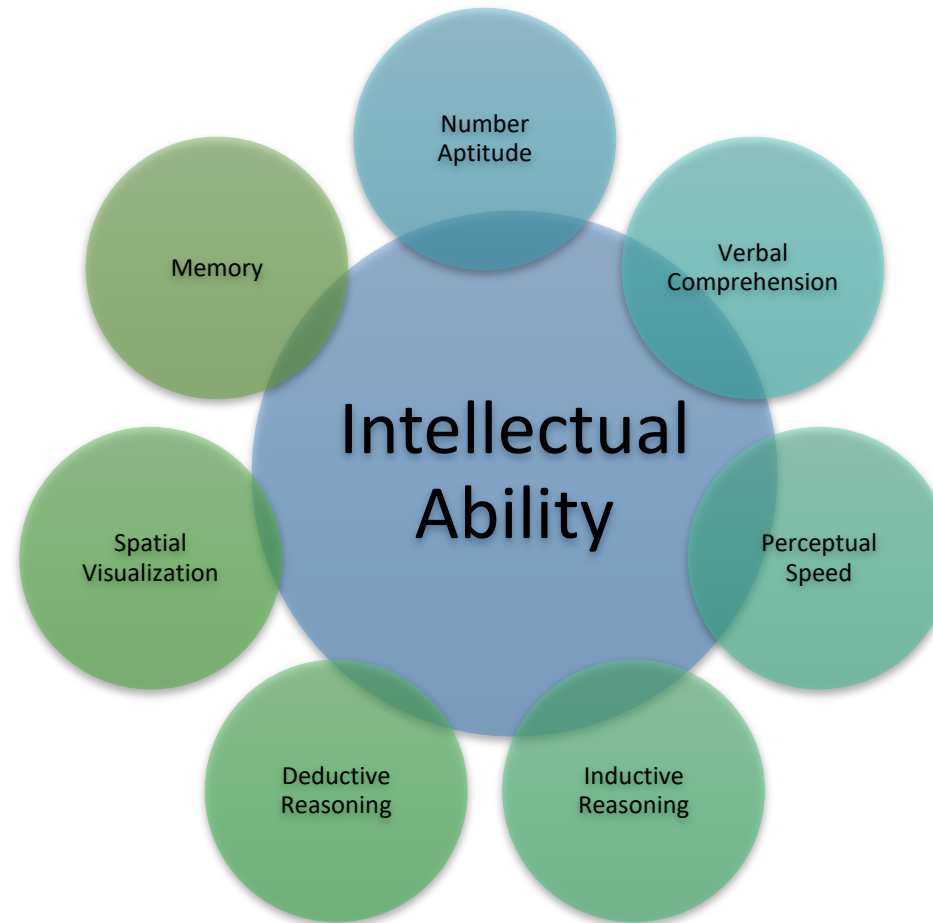
- The abilities needed to perform mental activities like thinking and reasoning.

### **Physical Abilities**

- The capacity to do tasks demanding stamina, strength, and similar characteristics.

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## Dimensions of Intellectual Ability



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## Dimensions of Intellectual Ability

**TABLE 2-1 Dimensions of Intellectual Ability**

| Dimension             | Description                                                                              | Job Example                                                                 |
|-----------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Number aptitude       | Ability to do speedy and accurate arithmetic                                             | Accountant: Computing the sales tax on a set of items                       |
| Verbal comprehension  | Ability to understand what is read or heard, and the relationship of words to each other | Plant manager: Following corporate policies on hiring                       |
| Perceptual speed      | Ability to identify visual similarities and differences quickly and accurately           | Fire investigator: Identifying clues to support a charge of arson           |
| Inductive reasoning   | Ability to identify a logical sequence in a problem and then solve the problem           | Market researcher: Forecasting demand for a product in the next time period |
| Deductive reasoning   | Ability to use logic and assess the implications of an argument                          | Supervisor: Choosing between two different suggestions offered by employees |
| Spatial visualization | Ability to imagine how an object would look if its position in space were changed        | Interior decorator: Redecorating an office                                  |
| Memory                | Ability to retain and recall past experiences                                            | Salesperson: Remembering the names of customers                             |



### **Strength Factors**

1. Dynamic strength
2. Trunk strength
3. Static strength
4. Explosive strength

### **Flexibility Factors**

5. Extent flexibility
6. Dynamic flexibility

### **Other Factors**

7. Body coordination
8. Balance
9. Stamina

**TABLE 2-2 Nine Basic Physical Abilities**

### Strength Factors

- |                       |                                                                                     |
|-----------------------|-------------------------------------------------------------------------------------|
| 1. Dynamic strength   | Ability to exert muscular force repeatedly or continuously over time                |
| 2. Trunk strength     | Ability to exert muscular strength using the trunk (particularly abdominal) muscles |
| 3. Static strength    | Ability to exert force against external objects                                     |
| 4. Explosive strength | Ability to expend a maximum of energy in one or a series of explosive acts          |

### Flexibility Factors

- |                        |                                                               |
|------------------------|---------------------------------------------------------------|
| 5. Extent flexibility  | Ability to move the trunk and back muscles as far as possible |
| 6. Dynamic flexibility | Ability to make rapid, repeated flexing movements             |

### Other Factors

- |                      |                                                                               |
|----------------------|-------------------------------------------------------------------------------|
| 7. Body coordination | Ability to coordinate the simultaneous actions of different parts of the body |
| 8. Balance           | Ability to maintain equilibrium despite forces pulling off balance            |
| 9. Stamina           | Ability to continue maximum effort requiring prolonged effort over time       |



Objective and easily obtained personal characteristics:

### **Age**

- Older workers bring experience, judgment, a strong work ethic, and commitment to quality.

### **Gender**

- Very few differences exist between men and women that affect job performance.

### **Race**

- The biological heritage used to identify oneself.
- Contentious issue: differences exist, but could be more culture-based than race-based.

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## Biographical Characteristics

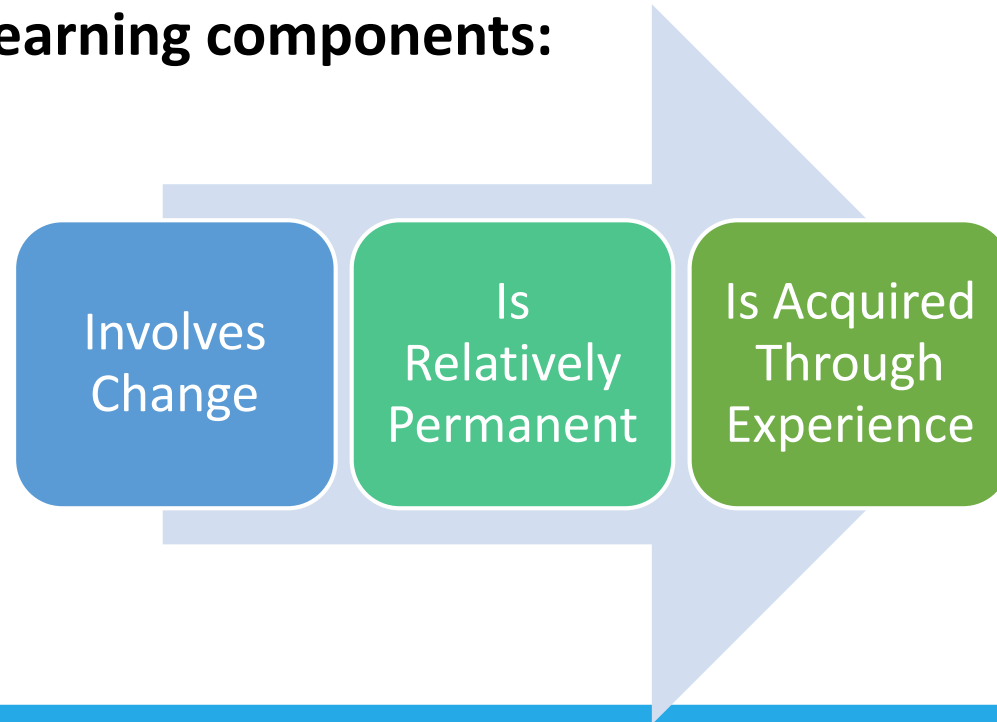


Gender:

The Qatari Business Women's Forum (QBWF) was set up to raise awareness of the role that women play in business in Qatar.

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

### Learning components:



### **Classical Conditioning**

- A type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.

### **Operant Conditioning**

- A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment.

### **Social-Learning Theory**

- People can learn through observation and direct experience.

## Classical Conditioning Pavlov's Dog Drool

### **Key Concepts:**

Unconditioned stimulus

A naturally occurring phenomenon.

Unconditioned response

The naturally occurring response to a natural stimulus.

Conditioned stimulus

An artificial stimulus introduced into the situation.

Conditioned response

The response to the artificial stimulus.

This is a passive form of learning. It is reflexive and not voluntary—not the best theory for OB learning.

## Operant Conditioning Skinner's Behaviorism

B. F. Skinner's concept of Behaviorism: behavior follows stimuli in a relatively unthinking manner.

### **Key Concepts:**

Conditioned behavior: voluntary behavior that is learned, not reflexive.

Reinforcement: the consequences of behavior which can increase or decrease the likelihood of behavior repetition.

Pleasant consequences increase likelihood of repetition.

Rewards are most effective immediately after performance.

Unrewarded/punished behavior is unlikely to be repeated.

Based on the idea that people can also learn indirectly: by observation, reading, or just hearing about someone else's—a model's—experiences.

### **Key Concepts:**

Attentional processes

Must recognize and pay attention to critical features to learn.

Retention processes

Model's actions must be remembered to be learned.

Motor reproduction processes

Watching the model's behavior must be converted to doing.

Reinforcement processes

Positive incentives motivate learners.

Systematically reinforcing each successive step that moves an individual closer to the desired response

### **Four Methods of Shaping Behavior:**

1. Positive reinforcement
  - Providing a reward for a desired behavior (learning).
2. Negative reinforcement
  - Removing an unpleasant consequence when the desired behavior occurs (learning).

### 3. Punishment

- Applying an undesirable condition to eliminate an undesirable behavior (“unlearning”).

### 4. Extinction

- Withholding reinforcement of a behavior to cause its cessation (“unlearning”).

There are two major types:

### **Continuous Reinforcement**

- A desired behavior is reinforced each time it is demonstrated.

### **Intermittent Reinforcement**

- A desired behavior is reinforced often enough to make the behavior worth repeating but not every time it is demonstrated.
- Multiple frequencies.

### **Ratio**

- Depends on the number of responses made.

### **Interval**

- Depends on the time between reinforcements.

### **Fixed**

Rewards are spaced at uniform time intervals or after a set number of responses.

### **Variable**

Rewards that are unpredictable or that vary relative to the behavior.

**TABLE 2-3 Schedules of Reinforcement**

| Reinforcement Schedule | Nature of Reinforcement                    | Effect on Behavior                                                          | Example            |
|------------------------|--------------------------------------------|-----------------------------------------------------------------------------|--------------------|
| Continuous             | Reward given after each desired behavior   | Fast learning of new behavior but rapid extinction                          | Compliments        |
| Fixed-interval         | Reward given at fixed time intervals       | Average and irregular performance with rapid extinction                     | Weekly paychecks   |
| Variable-interval      | Reward given at variable time intervals    | Moderately high and stable performance with slow extinction                 | Pop quizzes        |
| Fixed ratio            | Reward given at fixed amounts of output    | High and stable performance attained quickly but also with rapid extinction | Piece-rate pay     |
| Variable-ratio         | Reward given at variable amounts of output | Very high performance with slow extinction                                  | Commissioned sales |



*The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.*

Gordon Allport.

Personality is the sum total of ways in which an individual reacts and interacts with others, the measurable traits a person exhibits.

### Measuring Personality

- Helpful in hiring decisions.
- Most common method: self-reporting surveys.
- Observer-ratings surveys provide an independent assessment of personality—often better predictors.

### **Heredity**

Factors determined at conception: physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level.

This 'Heredity Approach' argues that genes are the source of personality.

Twin studies: raised apart but very similar personalities.

Parents don't add much to personality development.

There is some personality change over long time periods.

**Traits** are enduring characteristics that describe an individual's behavior.

The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important the trait.

Two dominant frameworks are used to describe personality:

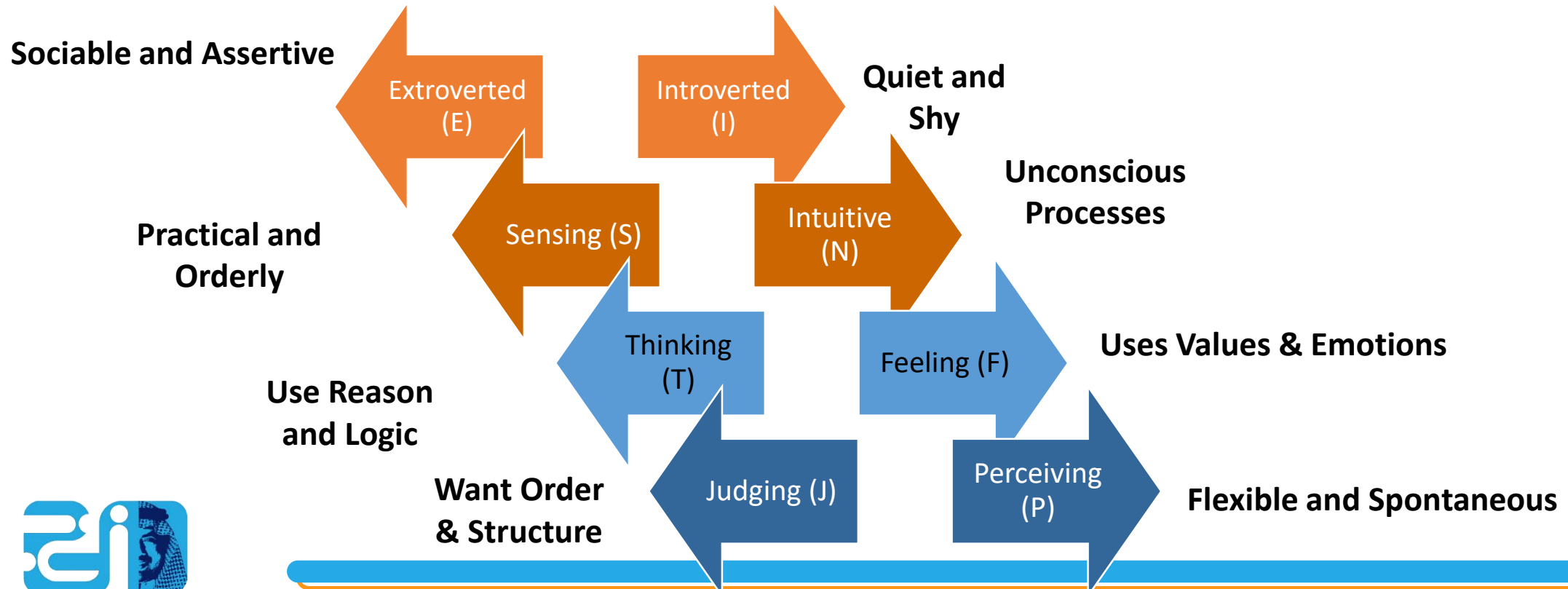
Myers-Briggs Type Indicator (MBTI)  
Big Five Model

# Chapter 03

## The Myers- Briggs Type Indicator

Most widely used instrument in the world.

Participants are classified on four axes to determine one of 16 possible personality types, such as ENTJ.



Each of the sixteen possible combinations has a name, for instance:

Visionaries (INTJ) – original, stubborn, and driven.

Organizers (ESTJ) – realistic, logical, analytical, and business-like.

Conceptualizer (ENTP) – entrepreneurial, innovative, individualistic, and resourceful.

Research results on the validity of MBTI are mixed.

MBTI is a good tool for self-awareness and counseling.

Should *not* be used as a selection test for job candidates.

## The Big Five Model of Personality Dimensions

Extroversion

- Sociable, gregarious, and assertive

Agreeableness

- Good-natured, cooperative, and trusting

Conscientiousness

- Responsible, dependable, persistent, and organized

Emotional Stability

- Calm, self-confident, secure under stress (positive), versus nervous, depressed, and insecure under stress (negative)

Openness to Experience

- Curious, imaginative, artistic, and sensitive

## How do The Big Five Traits Predict Behavior?

Research has shown this to be a better framework.

Certain traits have been shown to strongly relate to higher job performance:

Highly conscientious people develop more job knowledge, exert greater effort, and have better performance.

Other Big Five Traits also have implications for work.

Emotional stability is related to job satisfaction.

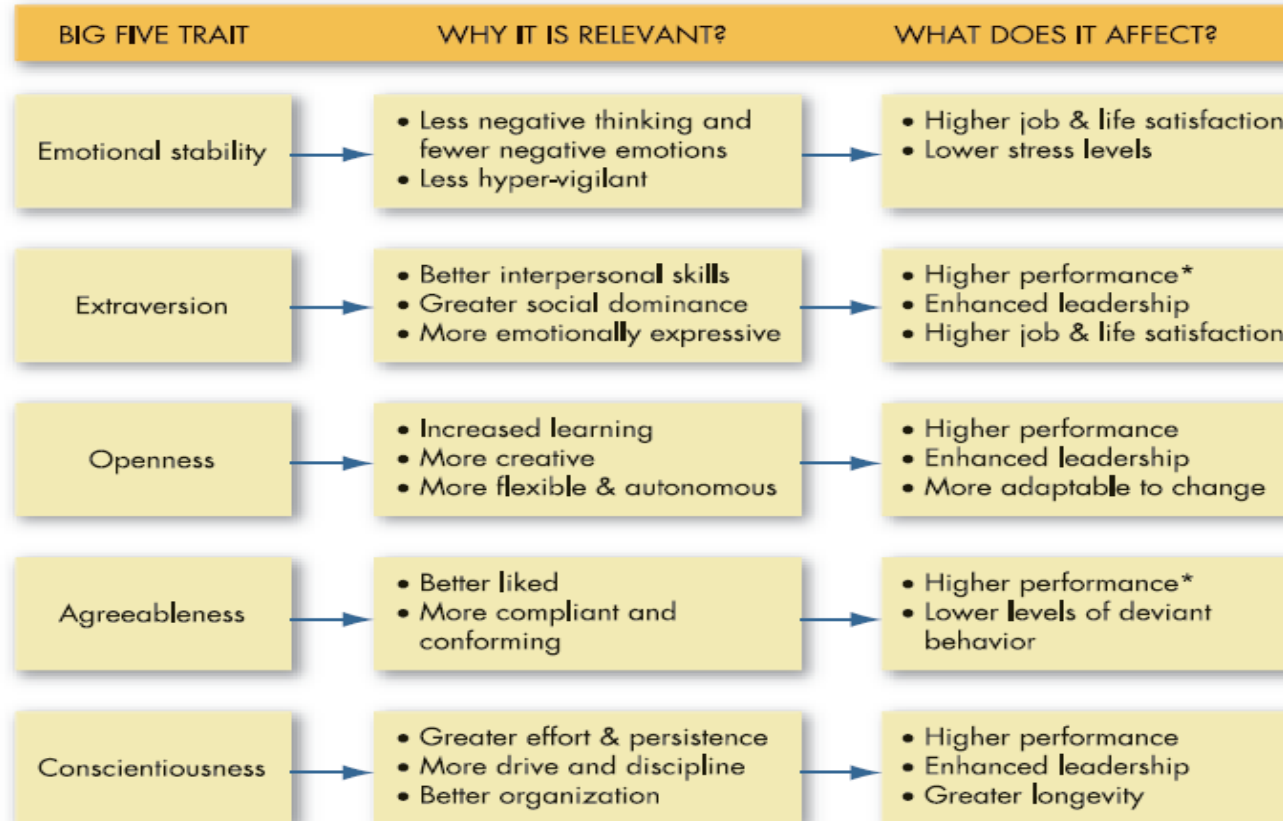
Extroverts tend to be happier in their jobs and have good social skills.

Open people are more creative and can be good leaders.

Agreeable people are good in social settings.

Figure 2-2

Model of How Big Five Traits Influence OB Criteria



### **Core Self-Evaluation**

Represent a stable personality trait which includes an individual's subconscious, fundamental evaluations about themselves, their own abilities and their own control. People who have high core self-evaluations will think positively of themselves and be confident in their own abilities.

### **Machiavellianism**

A pragmatic, emotionally distant power-player who believes that ends justify the means.

High Machs are manipulative, win more often, and persuade more than they are persuaded. Flourish when:

- they have direct interaction;
- they work with minimal rules and regulations;
- their emotions distract others.

### **Narcissism**

A **narcissist** is an arrogant, entitled, self-important person who needs excessive admiration.

Less effective in their jobs.

### **Self-Monitoring**

The ability to adjust behavior to meet external, situational factors.

High self-monitors conform more and are more likely to become leaders.

### **Risk Taking**

The willingness to take chances.

May be best to align propensities with job requirements.

Risk takers make faster decisions with less information.

Creates positive change in the environment.

**Values** are basic convictions on how to conduct yourself or how to live your life that are personally or socially preferable— “How To” live life properly.

### **Attributes of Values:**

Content Attribute—that the mode of conduct or end-state is important.

Intensity Attribute—just how important that content is.

### **Value System:**

A person’s values rank-ordered by intensity.

Tends to be relatively constant and consistent.

### **Terminal Values**

Desirable end-states of existence; the goals that a person would like to achieve during his or her lifetime.

### **Instrumental Values**

Preferable modes of behavior or means of achieving one's terminal values.

People in same occupations or categories tend to hold similar values, but:

- values vary between groups

- value differences make it difficult for groups to negotiate and may create conflict.

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## Value Different Between Groups

**TABLE 2-4 Mean Value Ranking of Executives, Union Members, and Activists (Top Five Only)**

| Executives                                                                                                                                                                                                                                                                                                                     |                | Union Members      |                | Activists           |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------|----------------|---------------------|----------------|
| Terminal                                                                                                                                                                                                                                                                                                                       | Instrumental   | Terminal           | Instrumental   | Terminal            | Instrumental   |
| 1. Self-respect                                                                                                                                                                                                                                                                                                                | 1. Honest      | 1. Family security | 1. Responsible | 1. Equality         | 1. Honest      |
| 2. Family security                                                                                                                                                                                                                                                                                                             | 2. Responsible | 2. Freedom         | 2. Honest      | 2. A world of peace | 2. Helpful     |
| 3. Freedom                                                                                                                                                                                                                                                                                                                     | 3. Capable     | 3. Happiness       | 3. Courageous  | 3. Family security  | 3. Courageous  |
| 4. A sense of accomplishment                                                                                                                                                                                                                                                                                                   | 4. Ambitious   | 4. Self-respect    | 4. Independent | 4. Self-respect     | 4. Responsible |
| 5. Happiness                                                                                                                                                                                                                                                                                                                   | 5. Independent | 5. Mature love     | 5. Capable     | 5. Freedom          | 5. Capable     |
| <p><i>Source:</i> Based on W.C. Frederick and J. Weber, "The Values of Corporate Managers and Their Critics: An Empirical Description and Normative Implications," in W.C. Frederick and L.E. Preston (eds.), <i>Business Ethics: Research Issues and Empirical Studies</i> (Greenwich, CT: JAI Press, 1990), pp. 123–144.</p> |                |                    |                |                     |                |

## Linking Personality & Values To The WorkPlace

Managers are less interested in someone's ability to do a specific job than in that person's flexibility.

### **John Holland's Personality-Job Fit Theory**

Six personality types.

Vocational Preference Inventory (VPI).

### **Key Points of the Model:**

There appear to be intrinsic differences in personality between people.

There are different types of jobs.

People in jobs congruent with their personality should be more satisfied and therefore turnover should reduce.

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## Holland's Personality Typology & Occupations

TABLE 2-5 Holland's Typology of Personality and Congruent Occupations

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



In addition to matching the individual's personality to the job, managers are also concerned with **Person-Organization Fit**.

The employee's personality must fit with the organizational culture.

People are attracted to organizations that match their values.

Those who match are most likely to be selected.

Mismatches will result in turnover.

Can use the Big Five personality types to match to the organizational culture.

**Power Distance** is the extent to which a society accepts that power in institutions and organizations is distributed unequally.

### **Low distance**

- Relatively equal power between those with status/wealth and those without status/wealth

### **High distance**

- Extremely unequal power distribution between those with status/wealth and those without status/wealth

### **Individualism**

The degree to which people prefer to act as individuals rather than a member of groups.

### **Collectivism**

A tight social framework in which people expect others in groups of which they are a part to look after them and protect them.

### **Masculinity**

The extent to which society values the work roles of achievement, power, and control, and where assertiveness and materialism are also valued.

### **Femininity**

The extent to which there is little differentiation between roles for men and women.

**Uncertainty avoidance** is the extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid them.

**High Uncertainty Avoidance:**

Society does not like ambiguous situations and tries to avoid them.

**Low Uncertainty Avoidance:**

Society does not mind ambiguous situations and embraces them.

### **Long-term Orientation**

A national culture attribute that emphasizes the future, thrift, and persistence.

### **Short-term Orientation**

A national culture attribute that emphasizes the present and the here and now.

There are regional differences within countries.

The original data is old and based on only one company.

Hofstede had to make many judgment calls while doing the research.

Some results don't match what is believed to be true about given countries.

Despite these problems it remains a very popular framework.

Identifies nine dimensions of national culture.

Similar to Hofstede's framework with these additional dimensions:

- Humane Orientation: how much society rewards people for being generous, and kind.
- Performance Orientation: how much society encourages and rewards performance improvement and excellence.

### 1. Ability

- Directly influences employees' level of performance.
- Managers need to focus on ability in selection, promotion, and transfer.
- Fine-tune job to fit incumbent's abilities.

### 2. Biographical Characteristics

- Should not be used in management decisions: possible source of bias.

### 3. Learning

- Observable change in behavior = learning.
- Reinforcement works better than punishment.

### **4. Personality**

Screen for the Big Five trait of conscientiousness.  
Take into account the situational factors as well.  
MBTI can help with training and development.

### **5. Values**

Often explain attitudes, behaviors, and perceptions.  
Higher performance and satisfaction achieved when the  
individual's values match those of the organization.