

Foundations of Individual Behaviour Personality and Values

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Lecture 8



Ability

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

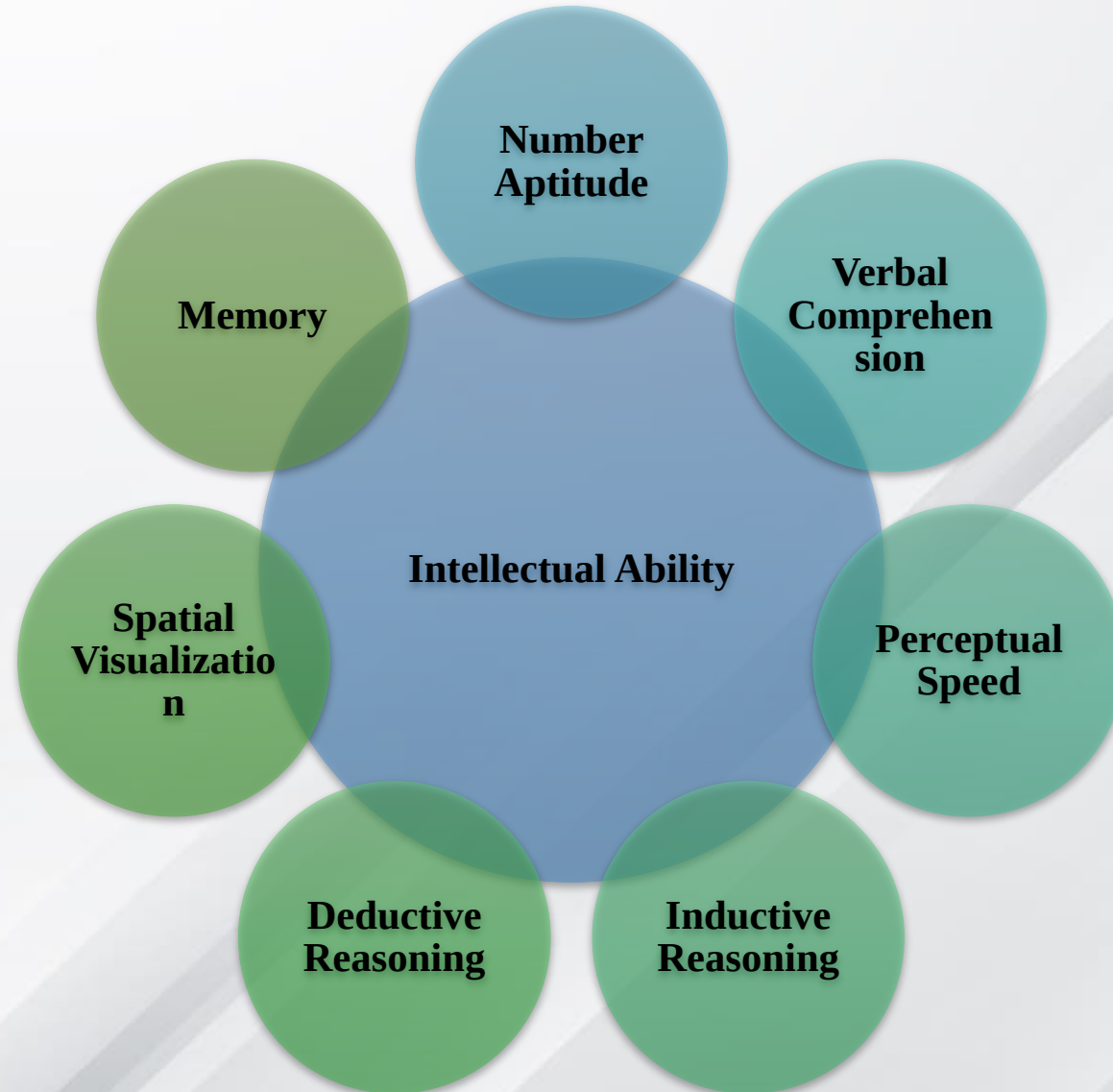
Intellectual Abilities

- The abilities needed to perform mental activities like thinking and reasoning.
- No correlation between intelligence and job satisfaction.

Physical Abilities

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

Dimensions of Intellectual Ability



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

Biographical Characteristics

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.

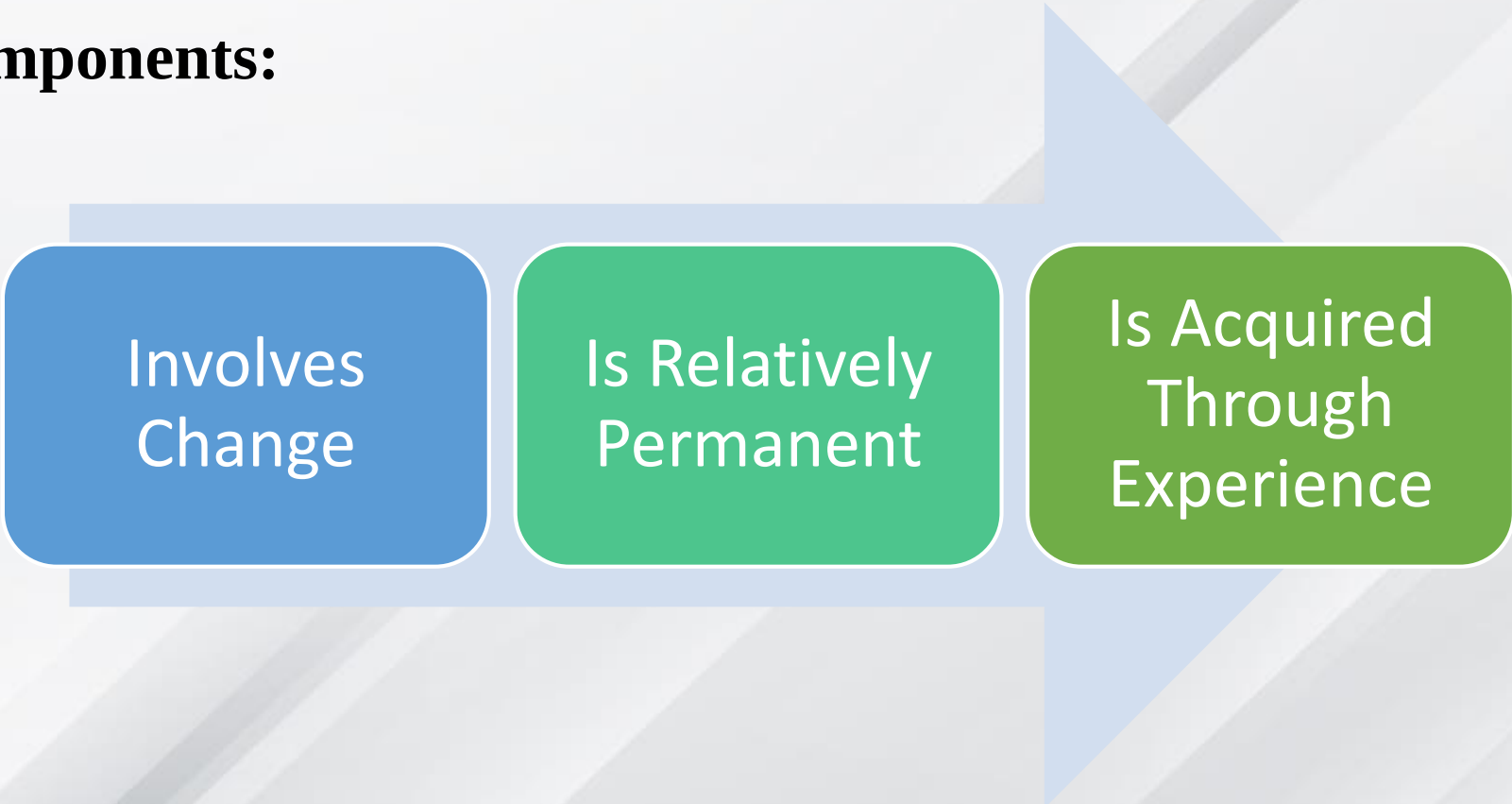
Race

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

Learning

Learning is any relatively permanent change in behavior that occurs because of experience

Learning components:



The diagram consists of three rounded rectangular boxes arranged horizontally, each containing a component of learning. The boxes are colored blue, green, and green from left to right. They are set against a light blue background that features a large, faint arrow pointing to the right. The entire graphic is overlaid on a background of diagonal grey lines.

Involves
Change

Is Relatively
Permanent

Is Acquired
Through
Experience

Theories of Learning

Classical Conditioning

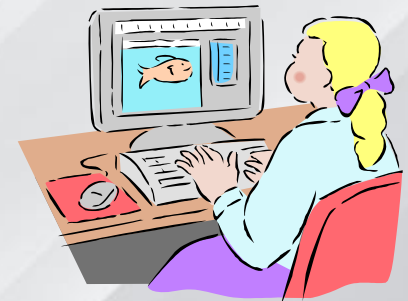
- A type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.

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.
- Pleasing consequences increase likelihood of repetition.
- Rewards are most effective immediately after performance.
- Unrewarded/punished behavior is unlikely to be repeated.

Social-Learning Theory

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.

Shaping: A Managerial Tool

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).

Shaping: A Managerial Tool (cont'd)

3. Punishment

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

4. Extinction

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

Schedules of Reinforcement: A Critical Issue

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.

Types of Intermittent Reinforcement

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.



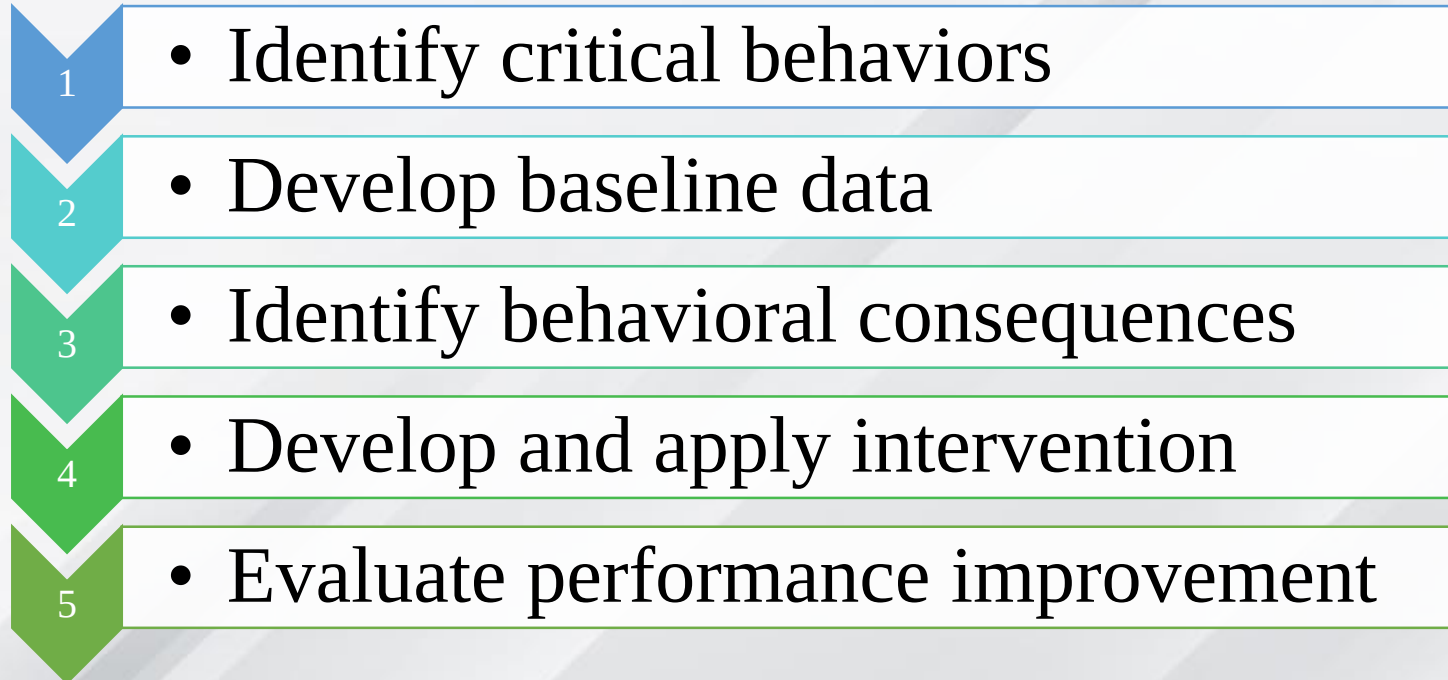
Schedules of Reinforcement

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

Behavior Modification (OB Mod)

- The application of reinforcement concepts to individuals in the work setting
- Follows the Five-Step Problem-Solving Model



What is Personality?

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

Gordon Allport.

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

What is Personality?

Measuring Personality

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

Personality Determinants

Heredity

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



Personality Traits

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

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

Two dominant frameworks are used to describe personality:

- Myers-Briggs Type Indicator (MBTI)
- Big Five Model



Myers-Briggs Types and Their Uses

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

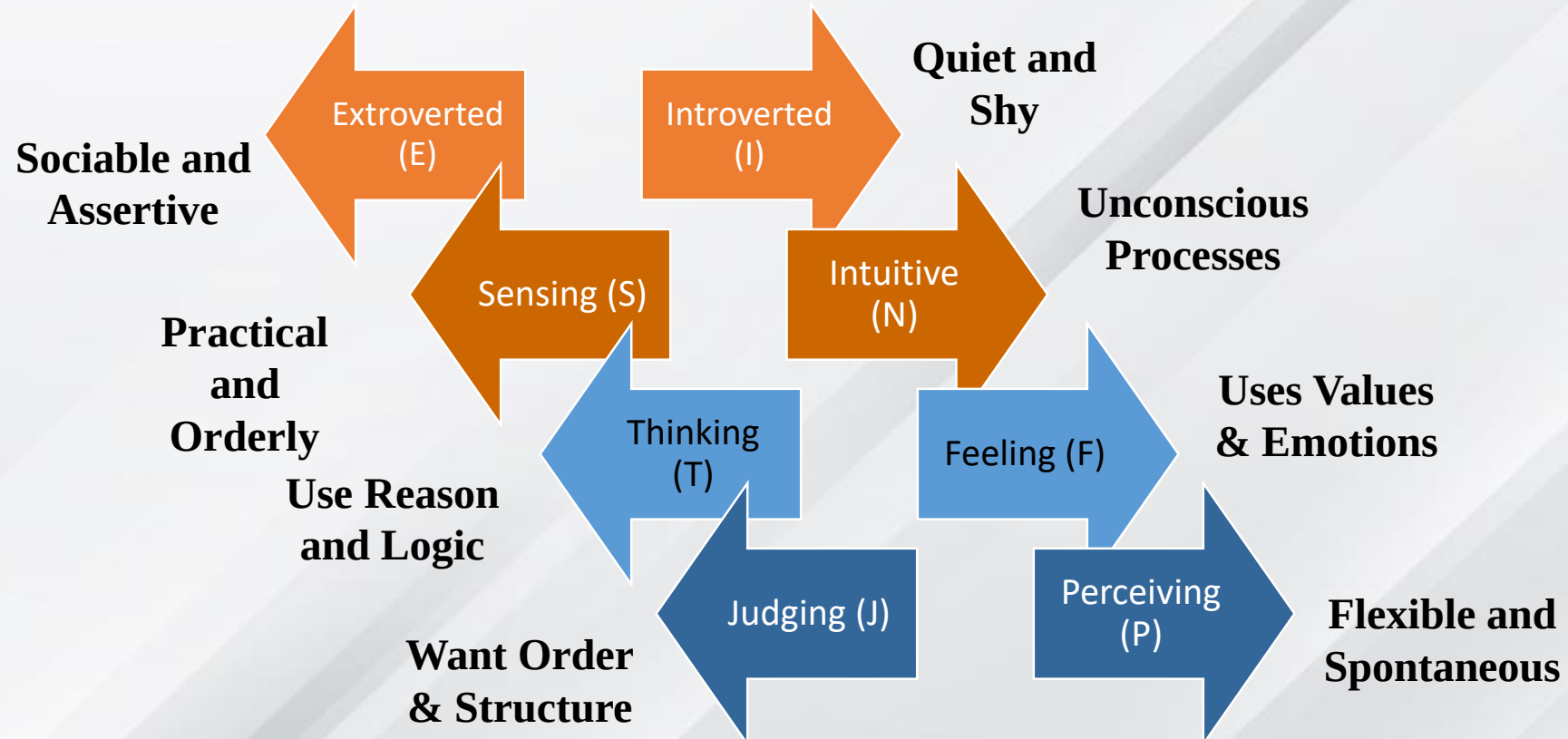
- Visionaries (INTJ) – original, stubborn, and driven.
- Organizers (ESTJ) – realistic, logical, analytical, and business-like.
- Conceptualizer (ENTP) – entrepreneurial, innovative, individualistic, and resourceful.

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 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.



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.

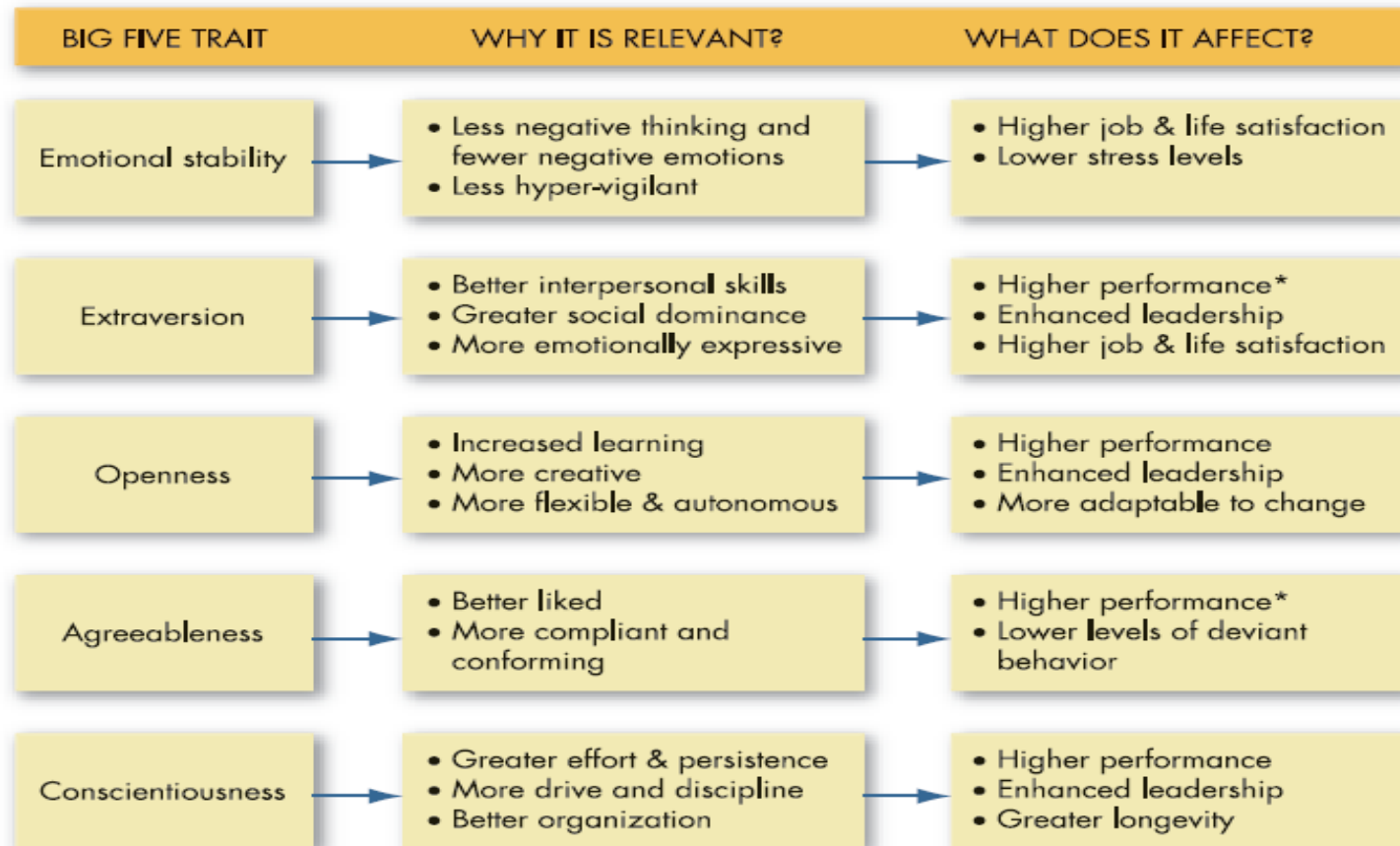
Certain traits have been shown to strongly relate to higher job performance:

- 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.

The Big Five Traits

Figure 2-2

Model of How Big Five Traits Influence OB Criteria



Other Personality Traits Relevant to OB

Core Self-Evaluation

- The degree to which people like or dislike themselves.
- Positive self-evaluation leads to higher job performance.

Machiavellianism (Manipulation)

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

Other Personality Traits Relevant to OB (Cont'd)

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.

Other Personality Traits Relevant to OB (Cont'd)

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.



Other Personality Traits Relevant to OB (Cont'd)

Type A and B Personalities

- Aggressively involved in a chronic, incessant struggle to achieve more in less time.
 - Impatient: always moving, walking, and eating rapidly.
 - Strive to think or do two or more things at once.
 - Cannot cope with leisure time.
 - Obsessed with achievement numbers.
- Quality of the work can be low.
- Type B people are the complete opposite.

Proactive Personality

- Identifies opportunities, shows initiative, acts, and perseveres to completion.

Values

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.



Classifying Values – Rokeach Value Survey

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.

Value Differences 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

Source: 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.), *Business Ethics: Research Issues and Empirical Studies* (Greenwich, CT: JAI Press, 1990), pp. 123–144.

Linking Personality and Values to the Workplace Person–Job Fit

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.

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

Still Linking Personality to the Workplace

Person–Organizational Fit

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.

Linking Cultures and Behaviors

Hofstede's Framework: Power Distance

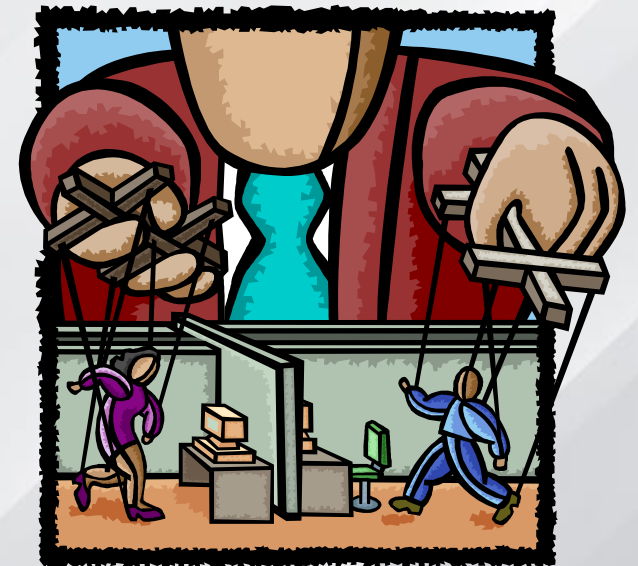
Power Distance is the extent to which a society accepts that power in institutions and organizations is distributed unequally.

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



Linking Cultures and Behaviors

Hofstede's Framework: Individualism

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.



Linking Cultures and Behaviors

Hofstede's Framework: Masculinity

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.

Linking Cultures and Behaviors

Hofstede's Framework: Uncertainty Avoidance

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.



Linking Cultures and Behaviors

Hofstede's Framework: Time Orientation

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.





Thank You