Foundations of Individual Behavior
Outline

From Self-Concept to Self-Management

• Self Esteem
• Self-Efficacy (“I can do that.”)
• Self-Monitoring
• Self management: A Social Learning Model

Personality Dynamics

• The Big Five Personality Dimensions
• Locus of Control: Self or Environment?
• Attitudes
• Intelligence and Cognitive Abilities
OB Gets Emotional

- Positive and Negative Emotions
- More Attention Needed
- Emotional Intelligence
Biographical Characteristics

Personal characteristics—such as age, gender, and marital status—that are objective and easily obtained from personnel records.
Ability
An individual’s capacity to perform the various tasks in a job.

Intellectual Ability
The capacity to do mental activities.

Multiple Intelligences
Intelligence contains four subparts: cognitive, social, emotional, and cultural.
Physical Abilities

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

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

- 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.

Key Concepts

• Unconditioned stimulus
• Unconditioned response
• Conditioned stimulus
• Conditioned response
Theories of Learning (cont’d)

Operant Conditioning

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

Key Concepts

• Reflexive (unlearned) behavior
• Conditioned (learned) behavior
• Reinforcement
Theories of Learning (cont’d)

Social-Learning Theory

People can learn through observation and direct experience.

Key Concepts

• Attentional processes
• Retention processes
• Motor reproduction processes
• Reinforcement processes
Shaping Behavior

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

Key Concepts

• Reinforcement is required to change behavior.
• Some rewards are more effective than others.
• The timing of reinforcement affects learning speed and permanence.
Types of Reinforcement

- **Positive reinforcement**
  - Providing a reward for a desired behavior.

- **Negative reinforcement**
  - Removing an unpleasant consequence when the desired behavior occurs.

- **Punishment**
  - Applying an undesirable condition to eliminate an undesirable behavior.

- **Extinction**
  - Withholding reinforcement of a behavior to cause its cessation.
Schedules of Reinforcement

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.
Schedules of Reinforcement (cont’d)

Fixed-Interval Schedule
Rewards are spaced at uniform time intervals.

Variable-Interval Schedule
Rewards are initiated after a fixed or constant number of responses.
OB Mod

The application of reinforcement concepts to individuals in the work setting.

Five Step Problem-Solving Model

1. Identify critical behaviors
2. Develop baseline data
3. Identify behavioral consequences
4. Develop and apply intervention
5. Evaluate performance improvement
Well Pay versus Sick Pay
- Reduces absenteeism by rewarding attendance, not absence.

Employee Discipline
- The use of punishment can be counter-productive.

Developing Training Programs
- OB MOD methods improve training effectiveness.

Self-management
- Reduces the need for external management control.
Instructional Road Map of Individual Differences in OB

The Unique Individual

Personality Traits

Personal Values

Self-Concept
- Self-esteem
- Self-efficacy
- Self-monitoring
- Organizational identification

Forms of Self-Expression
- Attitudes/Behavioral intentions
- Abilities
- Emotions
- Job Satisfaction
- Self-management

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Branden’s Six Pillars of Self-Esteem

1) Live consciously
Be actively and fully engaged in what you do and with whom you interact

2) Be self-accepting
Don’t be overly judgmental or critical of your thoughts and actions

3) Take personal responsibility
Take full responsibility for your decisions and actions in life’s journey

4) Be self-assertive
Be authentic and willing to defend you beliefs when interacting with others, rather than bending to their will to be accepted or liked

5) Live purposefully
Have clear near-term and long-term goals and realistic plans for achieving them to create a sense of control in your life

6) Have personal integrity
Be true to your word and your values

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Self-Efficacy

Self-efficacy: “A person’s belief about his or her chances of successfully accomplishing a specific task.”

A Model of Self-Efficacy

Sources of Self-Efficacy Beliefs:
- Prior experience
- Behavior models
- Persuasion from others
- Assessment of physical/emotional state
How Good Are You at Self-Monitoring?

**Self-Monitoring:** “The extent to which a person observes their own self-expressive behavior and adapts it to the demands of the situation.”

- Would those who know you well score you about the same? If not, could that be a source of interpersonal problems? Explain.
- What implications does your score have for you as a manager?
- If you are unhappy with your score, what can you do to change your self-monitoring tendencies?
A Social Learning Model of Self-Management

Person
(psychological self)

Behavior

Situational Cues

Consequences
Social Learning Model of Self-Management

**Person**
(Psychological Self)
- Symbolic coding
- Rehearsal
- Self-talk

**Behavior**
- Behavior changes needed for self-improvement

**Situational cues**
- Reminders and attention focusers
- Self-observation data
- Avoidance of negative cues
- Seeking of positive cues
- Personal goal setting
- Self-contracts

**Consequences**
- Self-reinforcement/self-punishment
- Building activities into the task that are *naturally rewarding* (e.g. activities that increase one’s sense of competence, self-control and purpose)
- Reinforcement from relevant others

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Comportamiento Organizacional
## The Big Five Personality Dimensions

<table>
<thead>
<tr>
<th>Personality Dimension</th>
<th>Characteristics of a Person Scoring Positively on the Dimension</th>
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<tbody>
<tr>
<td>1) Extraversion</td>
<td>Outgoing, talkative, social, assertive</td>
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<tr>
<td>2) Agreeableness</td>
<td>Trusting, good natured, cooperative, soft hearted</td>
</tr>
<tr>
<td>3) Conscientiousness</td>
<td>Dependable, responsible, achievement, oriented, persistent</td>
</tr>
<tr>
<td>4) Emotional stability</td>
<td>Relaxed, secure, unworried</td>
</tr>
<tr>
<td>5) Openness to experience</td>
<td>Intellectual, imaginative, curious, broad minded</td>
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Covey’s Seven Habits:
An Agenda for Managerial Self-Improvement

1. **Be proactive.**
2. **Begin with the end in mind.**
3. **Put first things first.**
4. **Think win/win.**
5. **Seek first to understand, then to be understood.**
6. **Synergize.**
7. **Sharpen the saw.**
The Big Five Personality Dimensions

1. **Extraversion**: Outgoing, talkative, sociable, assertive
2. **Agreeableness**: Trusting, good natured, cooperative, soft hearted
3. **Conscientiousness**: Dependable, responsible, achievement oriented, persistent
4. **Emotional stability**: Relaxed, secure, unworried
5. **Openness to experience**: Intellectual, imaginative, curious, broad minded

**Research finding**: **Conscientiousness** is the best (but not a strong) predictor of job performance
Locus of Control

- **External Locus of Control**
  one’s life outcomes attributed to environmental factors such as luck or fate

- **Internal Locus of Control** belief that one controls key events and consequences in one’s life.
For class discussion:

What sort of locus of control “balance” do today’s managers need to seek to be successful without experiencing excessive stress?
Seven Major Mental Abilities

1. **Verbal comprehension**: Meaning of words and reading comprehension
2. **Word fluency**: Ability to produce isolated words to meet specific requirements
3. **Numerical**: Arithmetic computation
4. **Spatial**: Perceive spatial patterns and visualize geometric shapes
5. **Memory**: Good rote memory of words, symbols, and lists
6. **Perceptual speed**: Perception of similarities and differences in figures
7. **Inductive reasoning**: Reasoning from specifics to general conclusion
Emotions: “Complex, patterned, organismic reactions to how we think we are doing in our lifelong efforts to survive and flourish and to achieve what we wish for ourselves.”
Positive and Negative Emotions

Negative Emotions (goal incongruent)
- Anger
- Fright/anxiety
- Guilt/shame
- Sadness
- Envy/jealousy
- Disgust

Positive Emotions (goal congruent)
- Happiness/Joy
- Pride
- Love/affection
- Relief
Developing Personal and Social Competence through Emotional Intelligence

**Personal Competence:**

*Self-Awareness*

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

*Self-Management*

- Emotional self-control
- Transparency
- Achievement
- Initiative
- Optimism
Developing Personal and Social Competence through Emotional Intelligence

### Social Competence:

**Social Awareness**
- Empathy
- Organizational awareness
- Service

**Relationship Management**
- Inspirational leadership
- Influence
- Developing others
- Change catalyst
- Conflict management
- Building bonds
- Teamwork and collaboration