Organizational Behaviour Understanding and Managing Life at Work (Canadian) 11th edition Johns Solutions Manual

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CHAPTER 2
PERSONALITY AND LEARNING

CHAPTER LEARNING OBJECTIVES

After reading Chapter 2 students should be able to do the following:

LO2.1. Define *personality* and describe the *dispositional*, *situational*, and *interactionist* approaches to organizational behaviour.
LO2.2. Discuss the Five-Factor Model of personality, *locus of control*, *self-monitoring*, and *self-esteem*.
LO2.3. Discuss *positive* and *negative affectivity*, *proactive personality*, *general self efficacy*, and *core self-evaluations* and their consequences.
LO2.4. Define *learning* and describe what is learned in organizations.
LO2.5. Explain *operant learning theory* and differentiate between *positive* and *negative reinforcements*, and *extinction* and *punishment*, and explain how to punish effectively.
LO2.6. Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.
LO2.7. Explain *social cognitive theory* and discuss *observational learning*, *self-efficacy beliefs*, and *self-regulation*.
LO2.8. Discuss the following organizational learning practices: *organizational behaviour modification*, *employee recognition programs*, and *training and development* programs.

CHAPTER OUTLINE AND TEACHING NOTES

What Is Personality?

Personality refers to the relatively stable set of psychological characteristics that influences the way individuals interact with their environment. It is reflected in the distinctive way that individual's react to people, situations, and problems.

Personality consists of a number of dimensions and traits that are determined in a complex way by generic predisposition and by one's long-term learning history. As well, people have a variety of personality characteristics. There is no one best personality.

Personality and Organizational Behaviour

Personality has a rather long history in organizational behaviour that is demonstrated by the "person-situation" debate and the dispositional, situational, and interactionist approaches. According to the dispositional approach, individuals possess stable traits or characteristics that influence their attitudes and behaviours. According to the situational approach, characteristics of the organizational setting such as rewards and punishment

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influence people's feelings, attitudes, and behaviour. According to the interactionist approach, organizational behaviour is a function of both dispositions and the situation. The interactionist approach is the most widely accepted perspective within organizational behaviour.

A good example of the interactionist approach is the role of personality in strong and weak situations. The role of personality in organizational settings is strongest in "weak" situations where there are loosely defined roles and few rules. In strong situations which have more defined roles, rules, and contingencies, personality tends to have less impact. Thus, the extent to which personality influences people's attitudes and behaviours depends on the situation.

An important implication of the interactionist approach is that some personality characteristics are useful in certain situations. According to *trait activation theory*, traits lead to certain behaviours when the situation makes the need for that trait salient. Thus, personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic.

As a result, managers need to appreciate the value of diversity and concentrate on achieving the right "fit" between people and positions, and exposing different employees to different management styles.

The Five-Factor Model of Personality
The "Big Five" dimensions of the Five-Factor model of personality and examples of traits are introduced as well as the kind of jobs where each trait is likely to be relevant:

- Extraversion. Sociable, talkative vs. withdrawn, shy. It is especially important for jobs that require a lot of interpersonal interaction, such as sales and management, where being sociable, assertive, energetic, and ambitious is important for success.

- Emotional Stability/Neuroticism. Stable, confident vs. depressed, anxious. For most jobs the performance of persons with low emotional stability is likely to suffer. Persons who score high on emotional stability are likely to have more effective interactions with co-workers and customers because they tend to be more calm and secure.

- Agreeableness. Tolerant, cooperative vs. cold, rude. Agreeableness is most likely to contribute to job performance in jobs that require interaction and involve helping, cooperating, and nurturing others, as well as in jobs that involve teamwork and cooperation.

- Conscientiousness. Dependable, responsible vs. careless, impulsive. Persons who are high on conscientiousness are likely to perform well on most jobs given their tendency toward hard work and achievement.

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- Openness to Experience. Curious, original vs. dull, unimaginative. People who are high on openness to experience are likely to do well in jobs that involve learning and creativity given that they tend to be intellectual, curious, and imaginative and have broad interests.

These dimensions are relatively independent and hold up well cross-culturally. There is also evidence for a genetic basis to them. Research has linked the Big Five to organizational behaviour. There is evidence that each of the "Big Five" dimensions is related to job performance, employee engagement, and organizational citizenship behaviours. High conscientiousness is related to performance for all jobs across occupations and is the strongest predictor of overall job performance of all of the "Big Five" dimensions. In addition, organizations with more conscientious employees have higher organizational financial performance The "Big Five" have also been found to be related to other work outcomes such as attendance, retention, counterproductive work behaviours, work motivation, job satisfaction, organizational commitment, life satisfaction, and career success. The Big Five are also important for group behaviours.

The Big Five personality dimensions are basic and general while those that follow are more specific.

Locus of Control
Locus of control is introduced using the examples of Laurie, a hard-working, driven individual who believes that she controls her destiny, and Stan who believes that luck is what provides advancement opportunities. These two examples are used to show the differences between an external locus of control (Stan) and an internal locus of control (Laurie).

Locus of control is a set of beliefs about whether one's behaviour is controlled mainly by internal or external forces. High "externals" see their behaviours controlled by factors like fate, luck and powerful people. High "internals" see stronger effects on their behaviour as a consequence of self-initiative, personal actions and free will.

Locus of control influences organizational behaviour in a variety of occupations. Internals are more satisfied with their jobs, more committed to their organizations, earn more money, and achieve higher organizational positions. In addition, they seem to perceive less stress, to cope with stress better, experience less burnout, and to engage in more careful career planning. They are also less likely to be absent from work and to be more satisfied with their lives.

Self-Monitoring
Self-monitoring is the extent to which people observe and regulate how they appear and behave in social settings and relationships. Individuals low in self-monitoring are said to "wear their hearts on their sleeves." They act like they feel and say what they think without regard to the situation. Individuals high on self-monitoring behave somewhat like actors, taking great care to observe and control the images that they project. In particular,

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they tend to show concern for socially appropriate emotions and behaviours, tune in to social and interpersonal cues, and respond accordingly.

Self-monitoring is related to organizational behaviour. High self-monitors tend to gravitate toward jobs that require a degree of role-playing such as sales, law, public relations, and politics. They perform particularly well in occupations that call for flexibility and adaptiveness in dealings with diverse constituencies.

In terms of work-related outcomes, high self-monitors tend to be more involved in their jobs, to perform at a higher level, and more likely to emerge as leaders. They also experience more role stress and show less commitment to their organization. However, high self-monitors are unlikely to feel comfortable in ambiguous social settings in which it is hard to determine exactly what behaviours are socially appropriate. Dealing with unfamiliar cultures (national or corporate) might provoke stress.

Self-Esteem

Self-esteem is the degree to which a person has a positive self-evaluation. People with high self-esteem have favourable self-images. People with low self-esteem tend to be more susceptible to external and social influences than those who have high self-esteem, that is, they are more plastic. This is known as *behavioural plasticity theory*.

People with low self-esteem tend to react badly to negative feedback – it lowers their subsequent performance and they do not react well to ambiguous and stressful situations.

Despite a possible downside to excessive esteem, organizations will generally benefit from a workforce with high self-esteem. Such people tend to make more fulfilling career decisions, they exhibit higher job satisfaction and job performance, and they are generally more resilient to the strains of everyday work life. Organizations can bolster self-esteem by providing opportunities for participation, autonomy, and interesting work which have been found to be positively related to self-esteem.

Advances in Personality and Organizational Behaviour

Five more recent personality variables that are important for organizational behaviour are positive affectivity, negative affectivity, proactive personality, general self-efficacy, and core self-evaluations.

Positive and Negative Affectivity. People who are high on *positive affectivity* have a propensity to view the world, including oneself and other people, in a positive light. People who are high on *negative affectivity* have a propensity to view the world, including oneself and other people, in a negative light. Positive and negative affectivity are emotional dispositions that predict people's general emotional tendencies. PA and NA are not opposite ends of a continuum; they are independent dimensions. People who have high positive affectivity report higher job satisfaction while those with high negative affectivity report lower job satisfaction. High PA has also been found to be related to job performance, employee engagement, organizational citizenship behaviours, and creativity at work. People with high negative affectivity tend to experience more stressful conditions at work and report higher levels of workplace stress and strain. NA has also

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been found to be associated with more counterproductive work behaviours (e.g., harassment, physical aggression), withdrawal behaviours (e.g., absenteeism, turnover), and occupational injury. PA has also been found to be a key factor that links happiness to success in life and at work.

Proactive Personality. *Proactive behaviour* involves taking initiative to improve one's current circumstances or creating new ones. It involves challenging the status quo. *Proactive personality* is a stable disposition that reflects a tendency to take personal initiative across a range of activities and situations to effect positive change in one's environment. Individuals with a proactive personality are relatively unconstrained by situational forces and act to change and influence their environment. Proactive personality is related to a number of work outcomes including job performance, employee engagement, organizational citizenship behaviours, tolerance for stress in demanding jobs, leadership effectiveness, participation in organizational initiatives, work team performance, and entrepreneurship. Persons with a proactive personality have also been found to be more successful when searching for employment and to have greater career success in terms of higher salaries, more frequent promotions, and more satisfying careers.

General Self-Efficacy. *General self-efficacy* (GSE) is a general trait that refers to an individual's belief in his or her ability to perform successfully in a variety of challenging situations. It is considered to be a motivational trait rather than an affective trait because it reflects an individual's belief that he or she can succeed at a variety of tasks rather than how an individual feels about him or herself. Individuals with high GSE are better able to adapt to novel, uncertain, and adverse situations. Employees with higher GSE have higher job satisfaction and job performance.

Core Self-Evaluations. *Core self-evaluations* is a multidimensional trait and a broad personality concept that consists of more specific traits that reflect the evaluations people hold about themselves and their self-worth. The four specific traits that make up a person's core self-evaluations are self-esteem, general self-efficacy, locus of control, and neuroticism (emotional stability). Core self-evaluations are positively related to job satisfaction, organizational commitment, and job performance as well as life satisfaction and career satisfaction. CSEs have also been found to be positively related to learning outcomes. Individuals with higher core self-evaluations perceive fewer stressors at work and experience less stress and conflict at work. People with higher core self-evaluations perceive their jobs as more intrinsically satisfying and have higher perceptions of fairness and support. They are also more likely to perceive and pay attention to the positive aspects of their environments.

What Is Learning?

Learning occurs when practice or experience leads to a relatively permanent change in behaviour potential. Practice or experience prompts learning which stems from an environment that gives feedback concerning the consequences of behaviour.

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What do Employees Learning?
In organizations, employees learn four general types of content: practical, intrapersonal, and interpersonal skills, and cultural awareness. *Practical skills* refer to job-specific skills, knowledge, and technical competence required to perform one's job. *Intrapersonal skills* refer to skills such as problem solving, critical thinking, and risk-taking. *Interpersonal skills* refer to interactive skills such as communication and teamwork. *Cultural awareness* refers to the cultural norms and expectations that exist in an organization.

Operant Learning Theory
Operant learning occurs when the subject learns to operate on the environment to achieve certain consequences. Operantly learned behaviour is controlled by the consequences that follow it. These consequences are usually contingent on the behaviour, and this connection is what is learned. Operant learning can be used to increase the probability of desired behaviours and to reduce or eliminate the probability of undesirable behaviours.

Increasing the Probability of Behaviour

There are two ways to increase the probability of behaviour, both based on the concept of reinforcement. *Reinforcement* is the process by which stimuli strengthen behaviours. A reinforcer is a stimulus that follows some behaviour and increases or maintains the probability of that behaviour. Positive reinforcers work by their application to a situation, while negative reinforcers work by their removal from a situation.

Positive Reinforcement
Positive reinforcement increases or maintains the probability of some behaviour by the application or addition of a stimulus to the situation in question. The stimulus is called a positive reinforcer. Whether or not something is a positive reinforcer depends on whether it increases or maintains the occurrence of some behaviour by its application.

Negative Reinforcement
Negative reinforcement increases or maintains the probability of some behaviour by the removal of a stimulus from the situation in question. It also occurs when a response prevents some event or stimulus from occurring. The removed or prevented stimulus is called a negative reinforcer.

Although negative reinforcers tend to be unpleasant things, it is important to note that stimuli are not inherently positive or negative; they become so only if they increase or maintain the probability of some behaviour by their application (a positive reinforcer) or by their removal or prevention (a negative reinforcer).

Organizational Errors Involving Reinforcement

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Managers sometimes make errors in trying to use reinforcement. The most common errors are confusing rewards with reinforcers, neglecting diversity in preferences for reinforcers, and neglecting important sources of reinforcement.

Confusing Rewards with Reinforcers. Rewards can fail to serve as reinforcers when they are not made contingent on specific behaviours that are of interest to the organization. Rewards that are not contingent on specific behaviours which an organization wishes to encourage may fail to serve as reinforcers.

Neglecting Diversity in Preferences for Reinforcers. Organizations tend to neglect diversity and individual differences in preferences for reinforcers. Thus, even rewards that are made contingent on behaviour may fail to have a reinforcing effect. Managers need to consider the possible range of stimuli under their control for their applicability as reinforcers for particular employees.

Neglecting Important Sources of Reinforcement. While concentrating on potential reinforcers of a formal nature, such as pay or promotions, managers often neglect those which are administered by co-workers or intrinsic to the jobs being performed. Two important sources of reinforcement that managers often ignore are performance feedback and social recognition.

Performance feedback involves providing quantitative or qualitative information on past performance for the purpose of changing or maintaining performance in specific ways. Performance feedback is most effective when it is a) conveyed in a positive manner, b) delivered immediately after the performance is observed, c) represented visually, such as in graph or chart form, and d) specific to the behaviour that is being targeted for feedback.

Social recognition involves informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done from one individual or group to another. When social recognition is made contingent on employee behaviour it can be an effective means for performance.

Reinforcement Strategies
Immediate reinforcement entails reinforcing the behaviour of interest without delay after its occurrence. Delayed reinforcement entails reinforcing the behaviour of interest after some time period has elapsed since its enactment. Continuous reinforcement entails reinforcing the behaviour of interest every time it occurs. Partial reinforcement entails reinforcing the behaviour of interest only a portion of the time it occurs.

Fast acquisition of some response occurs through continuous, immediate reinforcement, while persistent learning occurs through delayed, partial reinforcement. Note that a reinforcement strategy should match the requirements of a situation. Thus, managers have to tailor reinforcement strategies to the needs of the situation and must alter strategies over time to achieve effective learning and maintenance of behaviour.

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Reducing the Probability of Behaviour

Two strategies to reduce the probability of learned behaviour are extinction and punishment.

Extinction

Extinction refers to the gradual dissipation of behaviour following the termination of reinforcement. It is the process of doing away with a reinforcer that is maintaining some unwanted behaviour. Behaviours that are not reinforced will gradually dissipate. Note that extinction works best when coupled with reinforcement of some desired substitute behaviour. Also, behaviours learned under delayed or partial reinforcement schedules are more difficult to extinguish than those learned under continuous, immediate reinforcement.

Punishment

Punishment involves the application of an aversive stimulus following some behaviour designed to decrease the probability of that behaviour. It decreases the probability of some unwanted behaviour by the application or addition of a negative stimulus to the situation in question.

Using Punishment Effectively

Punishment has some unique characteristics that limit its effectiveness in stopping unwanted behaviour. While it provides a clear signal as to which activities are inappropriate, it does not by itself demonstrate which activities should *replace* the punished response. Positive and negative reinforcers specify which behaviours are appropriate. Punishment indicates only what is not appropriate and only temporarily suppresses the unwanted response. Thus, it is important to provide an acceptable alternative for the punished response. Another difficulty is that punishment has a tendency to provide a strong emotional reaction on the part of the punished individual. Thus, managers must be sure that their emotions are under control before punishing and should avoid punishment in front of observers.

In addition to providing correct alternative responses and limiting the emotions involved in punishment, the following principles should be considered for increasing the effectiveness of punishment:

- Make sure the chosen punishment is truly aversive.
- Punish immediately.
- Do not reward unwanted behaviours before or after punishment.
- Do not inadvertently punish desirable behaviour.

Punishment can be an effective means of stopping undesirable behaviour when it is applied very carefully and deliberately. In general, reinforcing correct behaviours and extinguishing unwanted responses are safer strategies for managers than the frequent use of punishment.

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Social Cognitive Theory

Learning and behaviour often occurs without the conscious control of positive and negative reinforcers by managers. People have the cognitive capacity to regulate and control their own thoughts, feelings, motivation, and actions. Human behaviour is not simply due to environmental influences. Social cognitive theory emphasizes the role of *cognitive processes* in regulating people's behaviour. According to social cognitive theory, human behaviour can best be explained through a system of *triadic reciprocal causation* in which personal factors and environmental factors work together and interact to influence people's behaviour. In addition, people's behaviour also influences personal factors and the environment.

According to Albert Bandura, social cognitive theory involves three components: observational learning, self-efficacy beliefs, and self-regulation

Observational Learning
Observational learning is the process of imitating the behaviour of others. It is a form of learning that occurs by observing or imagining the behaviour of others rather than by direct personal experience. With observational learning, *self-reinforcement* often shapes the behaviour of the learner. The best models for observing are attractive, credible, competent, and of high status. Vivid, memorable behaviour is most often imitated. The extent of observational learning as a means of learning in organizations suggests that managers should pay more attention to the process.

Self-Efficacy Beliefs
Self-efficacy beliefs refer to beliefs people have about their ability to successfully perform a specific task. It is a cognitive belief that is task specific and is the result of four sources of information: experience and success performing the task; observation of others performing the task; verbal persuasion and encouragement; and one's physiological or emotional state. Self-efficacy influences the activities people choose to perform, the amount of effort and persistence devoted to a task, affective and stress reactions, and job performance.

Self-Regulation
Self-regulation is the process in which people use learning principles to regulate their own behaviour. Self-regulation involves collecting self-observation data, observing models, setting behavioural goals, rehearsing the desired behaviour, and applying self-reinforcement. A key part of the process is people's pursuit of self-set goals that guide their behaviour. When there exists a discrepancy between one's goals and performance, individuals are motivated to modify their behaviour in the pursuit of goal attainment (a process known as *discrepancy reduction*). When individuals attain their goals, they are likely to set even higher and more challenging goals, a process known as *discrepancy production*. In this way, people continually engage in a process of setting goals in the pursuit of ever higher levels of performance. Thus, discrepancy reduction and discrepancy production lie at the heart of the self-regulatory process.

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Specific self-regulation techniques include: collect self-observation data, observe models, set goals, rehearse, and reinforce oneself.

Research has found that self-regulation can improve learning and result in a change in behaviour. One study found that it reduced absenteeism and in another study it improved the sales performance of a sample of insurance salespeople. Self-regulation programs have been successful in positively changing a variety of work behaviours and are an effective method of training and learning.

Organizational Learning Practices

Organizations employ a number of practices to enhance employee learning. These practices include organizational behaviour modification, employee recognition programs, and training and development programs.

Organizational Behaviour Modification
Organizational behavior modification (O.B. Mod) involves the systematic use of learning principles to influence organizational behaviour. The example in the text describes a program to improve safe working practices. Research supports the effectiveness of organizational behaviour modification. O.B. Mod programs have also been used to improve work attendance and task performance. The effects on task performance tend to be stronger in manufacturing than in service organizations. Although money has been found to have stronger effects on performance than social recognition and performance feedback, the use of all three together has the strongest effect on task performance.

Employee Recognition Programs
Employee recognition programs are formal organizational programs that publicly recognize and reward employees for specific behaviours. To be effective, a formal employee recognition program must specify (a) how a person will be recognized, (b) the type of behaviour being encouraged, (c) the manner of the public acknowledgement, and (d) a token or icon of the event for the recipient. A key part of an employee recognition program is public acknowledgement.

Peer recognition programs are formal programs in which employees can publicly acknowledge, recognize, and reward their co-workers for exceptional work and performance. With the increasing use of technology, many organizations have begun to use social recognition platforms for peer recognition.

Employee recognition programs have been found to be related to a number of individual and organizational outcomes, including job satisfaction, performance and productivity, and lower turnover. They have also been shown to be effective for improving work attendance.

Training and Development Programs
Training and development is one of the most common and important types of formal learning in organizations. Training refers to planned organizational activities that are

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designed to facilitate knowledge and skill acquisition to change behaviour and improve performance in one's current job; development focuses on future job responsibilities. One of the most widely used and effective methods of training is *behaviour modelling training* (BMT) which is a training method in which trainees observe a model performing a task followed by opportunities to practise the observed behaviours. BMTis based on the observational learning component of social cognitive theory and involves the following steps:

• Describe to trainees a set of well-defined behaviours (skills) to be learned.

• Provide a model or models displaying the effective use of those behaviours.

• Provide opportunities for trainees to practise using those behaviours.

• Provide feedback and social reinforcement to trainees following practice.

• Take steps to maximize the transfer of those behaviours to the job.

Research on behavioural modelling training has found that it has a positive effect on learning, skills, and job behaviour and the effects have been found to be greatest when trainees are instructed to set goals and when rewards and sanctions are used in the trainees' work environment.

SAMPLE ANSWERS TO DISCUSSION QUESTIONS

1. *Describe a situation in which you think an employer could use organizational behaviour modification and an employee recognition program to improve or correct employee behaviour. Can you anticipate any dangers in using these approaches?*

A sales manager of office equipment was concerned that her employees were not keeping up on trends in the marketplace and trends in the competitors' products. She sent around a memo stating that these issues would be discussed at the next sales meeting and asked salespersons to bring any information they had on these subjects for discussion. One brought in a relevant article from *Business Week* and another brought in a sales brochure on a new competing product. She publicly praised these persons before their materials were discussed. The following week more materials were brought in, and she continued to praise the people who brought them. Gradually, the discussion of new trends and products became an established practice due to her strategy of positive reinforcement. As long as OB Mod is confined to the use of positive reinforcement, it involves few problems. However, some might object that it makes workers highly dependent on the source of reinforcement. (In such a case, self-regulation should be initiated.) An employee recognition program could also be used to recognize and reward employees who bring in the most interesting new information and ideas. At the end of the year, an award ceremony can take place in which those employees who have made the greatest contribution in keeping up with trends in the marketplace (perhaps determined by peer vote) are recognized for their efforts. The key to making it an effective employee

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recognition program is to specify (a) how a person will be recognized, (b) the type of behaviour being encouraged, (c) the manner of the public acknowledgement, and (d) a token or icon of the event for the recipient. As long as the program is fair and employees appreciate the recognition, there should not be any dangers. Doing this on a monthly basis, however, might eventually lose its appeal and begin to lose its impact after a few events.

2. *A supervisor in a textile factory observes that one of her employees is violating a safety rule that could result in severe injury. What combination of reinforcement, punishment, and extinction could she use to correct this behaviour? What does social cognitive theory suggest that she do to correct the behaviour?*

A combination of punishment and positive reinforcement is advisable. Noting the violation, the supervisor should reprimand the employee immediately at the workstation but out of the earshot of other employees. The goal is to punish the violation firmly but not to provoke strong negative emotions. Then, the supervisor should model the safe work practice and have the employee imitate her behaviour. Correct imitation should be reinforced with praise. In the following days, the supervisor should monitor the employee's behaviour and praise safe work practices frequently. In addition to the use of observational learning, social cognitive theory also suggests strengthening the employee's self-efficacy beliefs and self-regulation. Positive feedback, praise, and encouragement can be used when the employee exhibits safe working practices which should help to strengthen self-efficacy beliefs. The employee should also be shown how to use self-regulation for learning safe working practices by collecting self-observation data, observing other employees' safe working practices, setting goals for safe working behaviour, rehearse the practices, and then reinforce oneself for meeting one's goals and for engaging in safe working practices.

3. *Describe a job in which you think an employee recognition program might be an effective means for changing and improving employee behaviour. Explain how you would design the program and how you might use principles from operant learning theory and social cognitive theory.*

An employee recognition program could be used to reinforce any behaviour that is important for an organization including employee attendance, safe working practices, customer service, or sales. What is most important is that employees are recognized for behaving in a manner that is highly desirable to the organization. To be effective, an employee recognition program should specify (a) how a person will be recognized, (b) the type of behaviour being encouraged, (c) the manner of the public acknowledgement, and (d) a token or icon of the event for the recipient. When answering this question, make sure that students provide answers to each of the components of an employee recognition program. Students will not have too much trouble indicating the behaviour to recognize. When they do, be sure to ask them how employees will be recognized, the manner of public acknowledgement, and the token or icon of the event for the recipient. A good example of an employee recognition program that specifies each of these components is the one for improving work attendance that is described in the chapter. Be sure to also bring in principles from operant learning theory and social cognitive theory. The importance of positive reinforcement and making rewards contingent on desirable

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behaviour from operant learning theory is particularly relevant. In addition, observational learning from social cognitive theory can be built into the public acknowledgement such that those who are recognized serve as role models for others to learn from. The public acknowledgement can also serve as a way to strengthen the self-efficacy of recipients and observers. Praise, encouragement, and social recognition can serve as strong means for strengthening self-efficacy.

4. *Do you think organizations should base their hiring decisions on applicants' personality? What are the advantages and disadvantages of doing this? If an organization were to do this, what personality characteristics do you think they should focus on when assessing and choosing applicants?*

Many organizations use personality tests as part of the selection process. The research evidence described in the chapter indicates significant relationships between many of the personality traits and various job attitudes and behaviours. Thus, a potential advantage is that employees with certain personality traits will have more positive attitudes and job performance. A disadvantage might be that the situation changes and the personality trait is no longer required for a particular task or job. Another disadvantage could be a lack of diversity of perspectives if employees are hired because of a particular personality trait. The key point for doing this as suggested in the chapter is the notion of fit. That is, putting the right person in the right job, group, or organization. This follows from trait activation theory and the idea that traits lead to certain behaviours only when the situation makes the need for that trait salient. Thus, if organizations are going to base their hiring decisions on an applicant's personality, then they must have a good understanding of the situation or job and the personality trait that is required for a particular situation or job. A good example is that extraversion is especially important for jobs that require a lot of interpersonal interaction such as sales and management.

5. *Employee of the month (EOM) programs are one of the most popular forms of recognition in organizations. However, there is some evidence that such programs are not effective and can even have detrimental effects, such as sabotage and unhealthy competition. Based on the material presented in this chapter, why do you think that the typical EOM program is not effective, and how should EOM programs be designed to make them more effective?*

Students will probably be familiar with EOM programs and might have worked in organizations where they were used. It might be fun to ask students if they are familiar with such programs and if they have ever worked in an organization that had them and if they were ever chosen as the employee of the month. If so, additional probes might help to determine how an employee was chosen as the employee of the month. Students might be surprised to learn that EOM programs are often ineffective. Perhaps you can ask a student who is familiar with such a program what behaviours were being rewarded and reinforced. You might then ask the class why EOM programs are often not effective in terms of leading to improved behaviour and performance. As described in the chapter, a common organizational error is confusing rewards with reinforcers. In other words, EOM programs do not make the reward contingent on specific behaviours that are of interest to the organization. In addition, the focus of EOM programs is often results rather than specific behaviours. This means that employees might engage in undesirable behaviours

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but achieve the results needed to be chosen as employee of the month. This could involve unethical or illegal behaviour. In some cases, it is not clear what the criteria are for being chosen as employee of the month so employees do not know what they should be doing and what they have to do to be chosen as employee of the month. Another problem that is unique to EOM programs is that there is usually only one employee of the month which means that other employees who are doing a great job and are good performers are not rewarded. As a result, many good performers will not be rewarded and overtime their good behaviour and performance might be extinguished. It is also possible that the same few employees who are consistently the best performers will frequently be chosen as employee of the month making it difficult for other good performers to be rewarded and recognized. To make EOM programs more effective, it is important to first identify the important and desirable behaviours that the organization wants to recognize and reward. They should then make it clear to employees what the desirable behaviours are and what the criteria are for being chosen as employee of the month. Finally, it is probably a good idea to have an "Employees of the Month" program so that all employees who meet the criteria can be rewarded and reinforced. The key as always is to identify the desirable behaviours and make sure that the reward and reinforcement is made contingent on the desirable behaviours. EOM programs have to be careful to reward and reinforce desirable behaviours and at the same time, avoid punishing and extinguishing desirable behaviours.

ADDITIONAL DISCUSSION QUESTIONS AND ANSWERS

1. *Consider the relevance of the dispositional, situational, and interactionist approaches to your own behaviour. Describe examples of your behaviour in a school or work situation that demonstrates each perspective of organizational behaviour.*

This is a good question to get students thinking about how each approach is relevant to their own behaviour in various situations. Students should be able to think of situations in which they behaved in a certain way because of their personality and dispositions. If you need to provide an example, ask students what happens when they must work on a group project and the group meets for the first time. How do they behave and how do the other members of their group behave? This is a good example of a weak situation where there are no rules or contingencies. As a result, personality is likely to have a strong effect on how people behave. For example, students who are extraverted and have high self-esteem are more likely to begin a group discussion and provide some direction. Students should also be able to provide examples of situations in which they behaved a certain way because of the situation. For example, ask students how they and other new employees behave when they first begin a new job. They will probably tell you that they try to figure out what they are supposed to do and then conform. In other words, everybody who is new basically follows what others are doing in order to stay in line. The situation is strong in terms of rules and reward and punishment contingencies and so the situation will have a strong influence on behaviour. When students provide their examples, it might be a good idea to ask them to think about whether the situation was "weak" or "strong" and how that determined whether personality or the situation was the main factor for their behaviour. Students might have a more difficult time thinking of examples of the interactionist approach. You might be able to assist them by asking them about

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situations in which not everybody behaved or reacted the same way. For example, if an instructor suddenly announces that there is going to be a test at the end of the class, some people will experience a great deal of anxiety and stress while others will not be too concerned. This is a good example of how people vary in their reactions to stressors. People with low self-esteem or high negative affectivity might be more likely to experience a stress reaction in response to the instructor's announcement.

2. *Suppose that you are the manager of two employees, one who has an internal locus of control and another who has an external locus control. Describe the leadership tactics that you would use with each employee. Contrast the management styles that you would employ for employees with high versus low self-esteem.*

Internals are not necessarily better workers than externals. Since internals do better on more innovative and creative jobs, and externals do better in jobs that are more routine, you should place the workers in the environment where they can most excel. For instance, if you were managing the marketing department and had to produce and place a television advertisement for your company's product, the internal locus of control individual could be placed in charge of managing the copywriting and design of advertising, while the external locus of control individual could track production schedules, cost, and procuring airtime from television stations. In terms of self-esteem, you should use negative feedback sparingly with a low self-esteem worker. Low self-esteem workers also react less well to stressful and ambiguous work situations, so you should provide clear direction and minimize stress. Since most organizations and work settings will benefit from workers with high self-esteem, you should avoid petty work rules that signal that the employees are untrustworthy.

3. *Consider some examples of behaviour that you repeat fairly regularly (such as studying or going to work every morning). What are the positive and negative reinforcers that maintain this behaviour?*

Studying: Positive reinforcers that might maintain studying behaviour include receiving good grades, feeling confident about mastery of subject matter, or receiving compliments from a professor. Negative reinforcers include the threat of losing a scholarship or the fear of being embarrassed in class.

Going to work: Positive reinforcers that might maintain work attendance include any rewards that the job provides, such as pay and interesting work. Negative reinforcers include the threat that superiors, co-workers, and family members will react negatively toward poor attendance.

4. *We pointed out that managers frequently resort to punishing ineffective behaviour. What are some of the practical demands of the typical manager's job that lead to this state of affairs?*

Many managers (especially those at lower organizational levels) command few tangible positive reinforcers to control employee behaviour. That is, they may have little real control over pay raises, promotions, and so forth. In addition, they may lack the social skills to use praise and compliments as positive reinforcers. In this case, they may perceive that punishment (for example, reprimands, docking pay) is the only available means to control employee behaviour. In addition, many managers are exceedingly busy

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and have many employees to supervise. They may concentrate only on poor performance or deviant behaviour. "Exceptions" are noted and punished, while routine, acceptable role performance is ignored due to time constraints.

5. *Discuss a situation that you have observed in which the use of punishment was ineffective in terminating some unwanted behaviour. Why was punishment ineffective in this case? What would have made it more effective?*
Punishment is most effective when it is swift, intense, and administered in a consistent, fair, and unemotional manner. In addition, it is essential that the unwanted behaviour be *replaced* with a desirable behaviour that can be reinforced. For an example of ineffective punishment, consider the employee who has been turning in reports that are technically accurate but poorly written and messily presented. The boss ignores the negative aspects of the reports for several weeks, and then gets angry and "cracks down," screaming at the employee that the reports are "totally unacceptable." The boss committed several errors: (1) He delayed the punishment; (2) He punished with anger; (3) He didn't explain exactly what was wrong with the reports. In this case, it is likely that the employee will become hostile, and he has little notion of how to improve the reports. Punishment would have been more effective if the boss had punished the employee immediately, made sure his emotions were under control, and explained to the employee what was wrong with his reports and what is considered to be acceptable. The manager might then reinforce the employees' reports when they are better written and presented.

EXTRA DISCUSSION QUESTIONS

1. How important is personality for organizational behaviour and when it is it most likely to influence employee attitudes and behaviour?
2. Distinguish between locus of control, self-monitoring, self-esteem, and general self-efficacy.
3. What do employees learn in organizations and what are some of the ways they can learn these things?
4. How could organizational behaviour modification be used to increase the productivity of civil servants?
5. Defend or refute this statement: Operant learning is unethical because it entails manipulating people to behave in a certain manner.
6. Discuss some of the ways reinforcement could be used to teach students about organizational behaviour.
7. Differentiate between punishment, extinction, and negative reinforcement, citing examples to clarify your answer.
8. What can managers do to ensure that their use of reinforcement and punishment is effective?
9. Describe social cognitive theory and give an example of how each component of the theory can be used to improve student or employee learning.
10. Describe various types of organizational learning practices and how an organization can use them to help employees learn to perform their jobs better.

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SAMPLE ANSWERS TO INTEGRATIVE DISCUSSION QUESTIONS

1. *Refer to the material in Chapter 1 on Mintzberg's managerial roles and consider how personality might be a factor in how effectively a manager performs each role. Discuss the relationship among the Big Five personality dimensions, locus of control, self-monitoring, self-esteem, proactive personality, and general self-efficacy with each of the managerial roles.*

This question helps students understand how personality might be an important factor in management. In terms of Mintzberg's roles, it is possible to consider how some of the personality characteristics discussed in this chapter might be important. For example, *interpersonal roles* are used to establish and maintain interpersonal relations. This includes the figurehead role, leadership role, and liaison role. Of the Big Five dimensions, extraversion is likely to be important since it refers to the extent that a person is outgoing and enjoys social situations. Other dimensions of the Big Five that are important for the interpersonal role are emotional stability, agreeableness, and openness to experience. High self-esteem would also be important for the interpersonal role because it is associated with good social skills. High self-monitoring might also be important in those situations where one has to adapt their behaviour in social situations.

Informational roles are concerned with various ways a manager receives and transmits information. Roles in this group include the monitor role, disseminator role, and spokesperson role. High conscientiousness is likely to be especially important for this role as well as emotional stability and agreeableness.

Decisional roles deal with managerial decision-making and include the entrepreneur role, the disturbance handler role, the resource allocator role, and the negotiator role. Conscientiousness is likely to be important in this role. Also important would be an internal locus of control or the belief that one is able to control what happens to them. Internal locus of control is also important for this role to the extent that it is associated with less stress and the ability to cope with stress. Managers with high self-esteem will also perform better in this position because they are more likely to be sure of the correctness of their opinions, attitudes, and behaviours. Openness to experience would be important for the entrepreneur role. Managers with a proactive personality would be especially effective in the entrepreneur role given their tendency to identify opportunities, show initiative, take action, and persevere until they bring about meaningful change. In addition, managers with high general self-efficacy (GSE) are likely to perform the decisional roles effectively given that they have strong beliefs about succeeding at a variety of tasks. Managers with high GSE will probably perform especially well in the entrepreneur and negotiator roles.

2. *Discuss how each of the organizational learning practices described in the chapter can be used by organizations to deal effectively with the contemporary management concerns discussed in Chapter 1.*

The organizational learning practices can be applied to each of the contemporary management concerns discussed in Chapter 1. For example, organizational behaviour modification and employee recognition programs can be used to positively reinforce

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behaviours that are consistent with corporate social responsibility. That is, positive reinforcement and recognition can be provided when workers do things that support CSR programs such as green initiatives and volunteer work for charitable organizations. Training and development can be used to help employees appreciate and learn about diversity and corporate social responsibility, stereotype reduction, and to prepare employees for assignments in foreign cultures. In addition, training and development in the form of PsyCap interventions can be designed to develop employees' PsyCap. Employee recognition programs and training and development can be used as part of a positive work environment that makes an organization more attractive to job applicants and to retain employees (talent management). Many of the best companies to work for have employee recognition programs and provide more training and development programs than other organizations (see Exhibit 1.1). Finally, employee recognition programs and opportunities for learning (training and development) can be used to improve work engagement.

SAMPLE ANSWER TO ON-THE-JOB CHALLENGE QUESTION: 18 000 COLLISIONS

What do you think is the reason for so many TTC accidents? Is it due to driver personality or characteristics of the work environment? Use learning theory to explain what the TTC can do to reduce the number of accidents. What organizational learning practices might help to lower the number of accidents? Do you think that personality should be the focus of hiring decisions? Explain your answers.

Given that many of the accidents are by repeat offenders (one bus driver was involved in 30 crashes in the last five years and 181 drivers have been in 10 collisions or more) there is some evidence that one of the reasons for some of these accidents is dispositional. In terms of particular personality characteristics (you might want to ask students what personality characteristics might cause a driver to have accidents), low conscientiousness is one of the first that comes to mind given that less conscientious people are irresponsible, lazy, and impulsive. Low emotional stability (neuroticism) might also be a factor given that low emotional stability is associated with being anxious, hostile, impulsive, depressed, insecure, and more prone to stress. One can also make the case that given that high conscientiousness predicts performance in all jobs across occupations, chances are that those drivers who get into accidents and have poor job performance have low conscientiousness. The work environment also seems to be a factor here given that many of the accidents are preventable and there are many repeat offenders. One would think that the work environment should be designed in a way that reduces preventable accidents and prevents drivers from continuing to have accidents.

From a learning theory perspective, it would seem that good driving is not being reinforced and bad driving is not being punished. Thus, according to conditioning theory, drivers who have good records and exhibit safe driving should be rewarded. That is, after a designated period of time of good driving (e.g., months, shifts, etc.), there should be positive reinforcement. On the other hand, there should be punishment associated with

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poor driving and being involved in preventable accidents and the punishment should be more severe for repeat offenders such that it eventually leads to termination. It should be quite possible to reduce the number of preventable accidents with the use of reward and punishment contingencies that are closely tied to driving behaviour. Good driving should be positively reinforced and preventable accidents should be punished.

In terms of organizational learning practices, all three discussed in the chapter can be useful. For starters, it would seem that some drivers probably need additional training if they continue to have preventable accidents. Organizational behaviour modification (O.B. Mod) can be used to change the behaviour of those drivers who get into preventable accidents. The example in the textbook which describes how one company used O.B. Mod to lower accidents provides a good starting point for how to use O.B. Mod to reduce preventable accidents. The plan would involve identifying and teaching safe driving habits and behaviours and when drivers follow them they will be reinforced. This would of course involve determining the safe driving practices and training drivers to perform them. Some monitoring and observation of repeat offenders would be then be required to ensure that they exhibit safe driving practices and are reinforced for doing so, which as described in the chapter, can be as simple as providing feedback. The intent would be to increase safe driving behaviours and ultimately to eliminate preventable accidents. Finally, it would also be possible to set up an employee recognition program to publicly recognize drivers, perhaps on a monthly basis for safe driving practices, and a safe driving record. This could also involve customer feedback and/or co-worker involvement and a peer recognition program.

With respect to personality and hiring drivers, this might also be considered given that there seem to be repeat offenders. Thus, dispositions might also be a factor associated with accidents. Among the various personality traits, conscientiousness would seem to be especially relevant for predicting the likelihood of accidents. It is very likely that higher conscientiousness is related to fewer accidents.

TEACHING NOTES FOR *PROACTIVE PERSONALITY SCALE, GENERAL SELF-EFFICACY, AND CORE SELF-EVALUATIONS SCALE (CSES)* EXPERIENTIAL EXERCISE

Students should be asked to complete the Proactive Personality Scale, General Self-Efficacy, and Core Self-Evaluations scales prior to class. They can score and interpret their results by following the directions provided in the text on pages 78-80. These and other exercises in the text are for students to learn something about themselves that is related to organizational behaviour. Given the link between proactive personality and career success, general self-efficacy and job performance, and CSE and job satisfaction and job performance, students are likely to be very interested in their score and what it means. It might be worth discussing a study by Seibert, Kraimer, and Crant (2001, Personnel Psychology, pp.845-876) on the link between proactive personality and career success. You might ask students why they think people with a proactive personality have greater career progression (salary growth and number of promotions) and career satisfaction. What is it that proactive people do? In their study, Seibert et al. found that

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proactive personality was positively related to innovation (develop and work to implement new ideas, processes, and routines at work), political knowledge (gaining information regarding formal and informal work relationships and power structures within the organization), and career initiative (take responsibility for the management of one's own career such as career planning and skill development). These proactive behaviours were related to the positive career outcomes. Thus, proactive individuals influence work situations that increase the likelihood of career success.

To help students understand the meaning of proactive personality, general self-efficacy, and CSE and their scores, class discussion might revolve around the following issues:

1. What is proactive personality, general self-efficacy, and CSE?
2. How is proactive personality, general self-efficacy, and CSE relevant for organizational behaviour?
3. How might your proactive personality, general self-efficacy, and CSE scores influence your grades?
4. How might your proactive personality, general self-efficacy, and CSE scores influence your career?
5. Is it important for people to know about their own proactive personality, general self-efficacy, and CSE?

In terms of the discussion questions provided in the text, you might proceed as follows:

1. Is there a relationship between proactive personality and involvement in extracurricular and service activities? What about personal accomplishments that involve environmental change? Try to determine if there are differences between students with higher proactive personality scores in these and other ways. Have they been more involved in extracurricular and service activities? What do students with high scores on proactive personality do different from those with low scores?

   Regarding GSE, are students with higher GSE more effective in adapting to novel, difficult, and challenging situations? What do students with high scores on GSE do differently from those with lower scores?

   For CSE, are students with higher CSE scores more satisfied with their current or a previous job and are they more satisfied with their life?

2. Have students try to understand how proactive personality, GSE, and CSE might be beneficial in some situations but not in others. Of course, one of the main benefits of proactive personality appears to be career success. But are there any other benefits? Are there any downsides? What about GSE and CSE?

3. Students are likely to frown upon the idea of hiring people just because they have a proactive personality or high GSE and CSE. Try playing devil's advocate and challenge them to explain why they believe it might not be a good idea to do this. You

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might say something like, “If I have a business, isn’t it my right to hire people who are high on proactive personality, GSE, and CSE?”

4. You might ask those who scored high on proactive personality, GSE, and CSE if they think it has helped them in school, work, and in their career as well as any other areas of their life. You might also ask them how students who scored lower might be able to improve their proactive personality, GSE, and CSE. What things can they do that will help them to be more proactive and have higher GSE and CSE? It might be worth pointing out that just because people with a proactive personality are more proactive, does not mean others cannot work on being more proactive. The chapter defines proactive behaviour as taking initiative to improve current circumstances or creating new ones. Can students who scored lower make more of an effort at being proactive? And what about GSE and CSE? GSE has to do with one’s belief in their ability to perform successfully in a variety of challenging situations. Can this belief be changed? What can people do to increase these beliefs and their GSE? Should people even try to change their GSE and what are the potential advantages of doing so? CSE is a broad personality concept that consists of self-esteem, general self-efficacy, locus of control, and neuroticism (emotional stability). Is this something that can be changed? What specific traits of CSE might be easier or perhaps difficult to change? Can people change their personality in the process? What if any aspects of personality might be worth trying to change and why?

TEACHING NOTES FOR *PLAYING HOOKY* CASE INCIDENT

1. *Based on what you know about learning theory, explain why the workers engaged in inappropriate behaviours during work hours and why they were not doing what they were supposed to be doing.*

   This situation provides a good example of how the failure to use positive reinforcement and punishment can result in employees not performing expected behaviours and instead exhibiting inappropriate on-the-job behaviour. It might be a good idea to first have students identify the desirable and undesirable behaviours and to then ask them to describe what behaviours are being reinforced and punished. It should be clear from the description in the text that the desired behaviours are not being reinforced and as a result, employees are not exhibiting them. It should also be clear that undesirable behaviours are not being punished and as a result, employees are engaging in inappropriate behaviours without any consequences. This should help students see the importance of the effective use of positive reinforcement and punishment and what can happen when they are not being made contingent on desirable and undesirable behaviours. You might refer to the section in the chapter on using punishment effectively when discussing the use of punishment and also consider reinforcement strategies when discussing the use of positive reinforcement.

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2. *Use operant learning theory and social cognitive theory to explain what can be done to eliminate undesirable behaviours and increase desirable behaviours. What approach do you recommend?*

In this case, positive reinforcement should be used and made contingent on desirable behaviours. At the same time, the inappropriate behaviours need to be punished. This is in effect what the school board has done following the investigation. Some workers were given warnings about their conduct while others were "dismissed for cause." While this might help to reduce the instances of the inappropriate behaviour, it does not seem that anything has been done to reinforce appropriate behaviours. As indicated in the text, punishment provides a clear signal as to which activities and behaviours are inappropriate. However, it does not by itself demonstrate which activities should replace the punished response. Of course, one has to assume that the workers in question know what they are supposed to be doing. The problem seems to be a lack of reinforcement that is contingent on the desired behaviours. Thus, the best strategy moving forward would be to reinforce desired behaviours and to punish undesirable behaviours.

From a social cognitive theory perspective, one might see the potential for observational learning and self-regulation. Observational learning probably plays a role in the inappropriate behaviour. Employees see their co-workers using work time for their own means and so they do the same. What is needed are examples of desirable behaviour for employees to observe and imitate. Training in self-regulation might also be used so that employees learn to better manage and use their time although this is only likely to work if they are rewarded for desirable behaviours and punished for inappropriate behaviours.

3. *What do you think of the way the school board responded to the Toronto Star investigation? Do you think it will eliminate the problems? Explain your answer.*

The school board responded following the Toronto Star investigation by punishing the offending employees and by disciplining some and firing others. This was clearly called for in light of the allegations of fraud and time theft. However, one wonders why they didn't crack down in this way sooner. It is difficult to say for sure if it will eliminate the problems because it really depends on what else they do. It is likely to stop the wasteful activities in the short term given that it has become a public issue and to the extent that the worst offenders have been disciplined or fired, it might subside. However, over time it is very possible for the same wasteful activities to continue if they do not enforce reward and punishment contingencies as discussed in the previous answers. Certainly, if some employees are observed by their co-workers engaging in wasteful activities without punishment others are likely to follow. Thus, eliminating the problems in the long term will require more than disciplining and firing a few. A system of reward and punishment contingencies must be implemented and strictly followed and enforced.

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4. *Do you think that organizational learning practices can be used to change employee behaviours? Consider the potential of organizational behaviour modification, employee recognition programs, and training and development. What practices would you recommend and why?*

   The main problem in this case is that employees are engaging in wasteful activities with impunity. Thus, the focus is really about stopping the undesirable and inappropriate behaviour by punishing the offenders. However, the use of some learning practices that encourage and reinforce desirable behaviour might also help to eliminate wasteful and inappropriate activities. It is not likely that the employees require training. In this case, employees clearly know what they are supposed to be doing and they are probably very capable of doing it. Therefore, O. B. Mod might be useful as a way to make sure that employees are using their time properly and rewarded for doing so. As well, an employee recognition program might also be useful for publicly acknowledging and reinforcing employees who use their time effectively while at work. The bottom line is the need to clearly identify what employees should be doing, how they should be using their time, the activities they should be engaging in, monitoring employees' use of time and behaviour, and then rewarding employees who use their time effectively and engage in appropriate work-related behaviours.

ADDITIONAL CASE INCIDENT: COURIER CATS

To stay competitive, many organizations regularly upgrade their computer technology. This was the case for Courier Cats, a small but profitable courier firm. To improve the delivery and tracking of parcels, the company decided to invest in new software. It was expected that the new software would not only allow the company to expand its business but also improve the quality of service. Because the new software was much more complex and sophisticated than what the company had been using, employees had to attend a one-day training program to learn how to use the new system. However, six months after the system was implemented, many employees were still using the old system. Some employees refused to use the new software, while others did not think they would ever be able to learn how to use it.

1. Why do you think that the employees did not use the new software?
2. Can personality explain why some employees refused to use the new software? What personality characteristics are most relevant for explaining why some employees refused to use the new software while others had no trouble learning and using it?
3. What are some of the implications that stem from operant learning theory and social cognitive theory for increasing the probability that the employees will use the new software? What do you recommend for improving the use of the new software?

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TEACHING NOTES FOR *COURIER CATS* CASE INCIDENT

1. *Why do you think that the employees did not use the new software?*

There are a number of reasons why employees did not use the new software. To begin with, the training program (a one-day seminar) might not have been enough to learn to use software that was more complex and sophisticated than what employees were used to. Even if the training was sufficient, it is possible that employees were not provided with any positive reinforcement to use the software and were able to continue using the old program. Lacking any form of positive reinforcement in the form of rewards, feedback or recognition, employees did not change their behaviour. As well, the fact that some employees did not think they would ever be able to learn how to use the new software suggests that their self-efficacy was probably weak, and as a result, they either did not try to use the new software or they gave up. Finally, it is possible that the work environment at Courier Cats does not encourage or support learning.

2. *Can personality explain why some employees refused to use the new software? What personality characteristics are most relevant for explaining why some employees refused to use the new software while others had no trouble learning and using it?*

A number of the personality variables described in the chapter might be important for learning and using the new software. For example, among the Big Five, persons higher on *openness to experience* would be more likely to use and learn the new software given their receptiveness to new ideas while those who are less open favour the status quo. *Proactive personality* is also likely to be important given the tendency to take personal initiative and to effect positive change in the one's environment. Employees with higher *general self-efficacy* are also more likely to use the new software program given that GSE is a motivational trait and individuals who score higher on it believe they have the ability to perform successfully in a variety of challenging situations. Thus, openness to experience, proactive personality, and general self-efficacy probably help to explain why some employees refused to use the new software while others had no trouble learning and using it.

3. *What are some of the implications that stem from operant learning theory and social cognitive theory for increasing the probability that the employees will use the new software? What do you recommend for improving the use of the new software?*

One of the most important implications from operant learning theory is that some form of positive reinforcement should have been provided to employees for using the new software. In other words, rewards, positive feedback, or recognition should be provided to employees for learning and using the new software. Perhaps rewards could also be provided for helping co-workers learn the software in order to facilitate learning. In terms of social cognitive theory, more effort has to be made to strengthen employee's self-efficacy for using the new software. Perhaps additional training both on and off-the-job will help. Self-regulation training might also be effective to help employees observe their behaviour, set goals, and reward themselves for attaining their goals. A good recommendation would be to combine the training program with some informal learning in which employees can work together, discuss the new software, and help each other on-the-job. An organizational behaviour modification program that rewards employees for using the new software, getting up to speed, and helping others would also be a good

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idea. Behaviour modeling training might also be effective especially if trainees are instructed to set goals and when rewards and sanctions are used in the work environment following the training.

TEACHING NOTES FOR *ROARING DRAGON HOTEL: A SECOND ATTEMPT AT MODERNIZATION* CASE STUDY

This is an excellent case for demonstrating how a poor understanding and use of learning principles and theory can cause serious problems in an organization and threaten its reputation and success. In particular, it shows how the lack of positive reinforcement and an environment that does not reinforce desired behaviours can lead to undesirable behaviours and outcomes that threaten the reputation and success of a business. The case provides a good example of the importance of clearly identifying desired behaviours that need to be reinforced and ensuring that rewards are made contingent on the desired behaviour and that undesirable behaviours (e.g., poor customer service) are punished. The case is also useful for the application of the organizational learning practices described in Chapter 2.

1. *What are the main problems at the Roaring Dragon Hotel? Use operant learning theory and social cognitive theory to explain why the hotel is having these problems. What role might personality play in the hotel's problems?*

Following the completion of the training, the new facilities opened in November 2006. As indicated in the case, not long after a number of problems began to surface and two critical errors affected the RDH's status and placed the spotlight firmly on the quality of the hotel's human resources. First, a Japanese couple were given the keys to their "Superior Room" on the 8th level and they were not guided and accompanied to their room by the bell boy but rather, checked-in unaccompanied. Further, the room had not been made up after the previous guests had checked out. The housekeeping department head was notified to take urgent action to find the guests another room, however, the guests had to wait another 45 minutes in the hotel lobby for the problem to be solved. Given that they had just arrived from a long flight and paid a high price for a superior suite, they were not happy and wrote a letter of complaint to the RDH general manager. As it turns out, an employee had failed to complete the relevant paper work correctly earlier in the day and because it occurred at a demanding period with many guests arriving, the supervisor had been called away and was not present to double check the documentation. The following week, three meals were delivered to the wrong room on the executive level. The food and beverage employee returned to the ground floor with the meals to the kitchen and no one was sure of what to do. An employee who was recently transferred from the supply department, had written the wrong room number on the delivery sheet. The supervisor was away taking care of another urgent issue and by the time she returned, nearly 40 minutes had passed and the food was cold. The guests who were waiting for their food had called the front desk to find out why it was taking so long. As a result, the food had to be prepared again and this meant another 90-minute wait for the guests from the time they made their order. The guests included senior executives.

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This led to another formal complaint to the general manager. The RDH general manager went to personally apologize and give the guests a complimentary bottle of wine, however, the damage to the hotel's reputation was done and a week later one of the executive's company cancelled the bookings for its annual conference at the RDH and re-booked with a competitor. In addition to these problems, some of the hotel's long-term customers began to notice some small issues with the housekeeping and bellboy services. For example, some customers noticed that after the daily cleaning of their rooms, some days there would be two sachets of coffee, two of sugar and two of powdered milk left in their side table drawer. Then the next day, there would be four of each and then a week later, there would be none. As stated in the case, such mistakes are not forgiven or tolerated in a five-star hotel like the RDH. The problem seemed to be the complacent attitude of the small number of younger staff, coupled with greater demands on the supervisory staff. On top of these problems, turnover has also become an issue. The attraction of higher salaries and a promotion led to three senior managers and 14 junior and middle level staff to leave for new positions in other hotels. Employee turnover was expected to worsen when two more five-star hotels open in the city. These problems were so significant that senior government officials and RDH board members called an urgent meeting to decide what to do. They had to decide if they should contact PHS senior management for input and whether the PHS team should be contracted to stay on the site until these problems were resolved.

In summary, the main problems include:

1. Guests not guided and accompanied to their room by the bell boy.
2. Room not made up after previous guests checked out.
3. Guests made to wait too long for problems to be solved.
4. Employees failed to complete relevant paper work correctly.
5. Supervisor not present to double check documentation.
6. Meals delivered to the wrong room.
7. Employee had written the wrong room number on the meal delivery sheet.
8. Food had to be prepared again and resulted in another 90-minute wait for the guests.
9. Formal complaints to the general manager.
10. Inconsistent service.
11. Complacent attitude of some staff and greater demands on the supervisory staff.
12. Turnover.

In terms of operant learning theory, it seems that there are no reward and punishment contingencies associated with employee behaviours. In other words, poor service behaviour is not being punished and good quality service behaviour is not being recognized and rewarded. Thus, there is a complete absence of consequences for employee behaviour. In terms of social cognitive theory, employees do not seem to

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have appropriate role models to observe so that they can learn the appropriate quality service behaviours. It is also questionable if employees have developed strong self-efficacy beliefs for performing their jobs and roles and providing high quality service. Employees might also be lacking in their ability to self-regulate and manage their behaviours as they do not seem to have goals or to correct poor behaviours. However, the main problem seems to be the complete lack of reward and punishment contingencies.

With regard to personality, although we do not have any information about the personalities of employees, many if not all of the main problems suggest a lack of conscientiousness on the part of the employees involved. If employees were higher on conscientiousness (more dependable, self-disciplined, and achievement striving) these problems and errors would be less likely. The problems seem to be things that are associated with low conscientiousness (e.g., irresponsible, careless).

2. *Do you think it was a good idea to train all of the hotel's employees? How effective was the training? Did the training result in a five-star standard of hotel service? Explain your answer.*

   As indicated in the case, the hotel needed to raise the skills of existing staff to a five-star standard of quality. The board was aware that the quality of expertise and training had to be at the cutting edge to produce the desired outcome. With increasing competition from new five-star hotels in the region, developing the human resources to deliver a five-star service experience was paramount. Therefore, Premium Hotel Services (PHS) a global hotel training company, was contracted by the hotel to upgrade all the employees' skills in preparation for the re-opening of the new premises in November 2006. PHS designed an intense training program to effectively develop a human resource team that would be able to produce a five-star standard of hotel service. This was clearly needed given the history of the hotel and the need to improve customer service and compete with other hotels. So, it was definitely a good idea and necessary to train all of the hotel employees. Based on the problems noted in the case and in the previous question, it would seem that the training was not very effective as it clearly did not result in a five-star standard of hotel service. Although we do not know the details of the training in terms of its content and methods, we can assume that the training was well designed given that it was provided by a company that specializes in hotel training. The main issue seems to be that the training did not transfer to the job. It might very well have been a good training program but it has not generalized from the training environment to the work environment. The trainers probably should have stayed on after the training ended to continue to monitor employee behaviour and to provide on-the-job training. On the other hand, some of the problems suggest that the employees do not always know what they should be doing such as when food is delivered to a room and nobody answers the door. Thus, perhaps some additional training is required. Some new and additional training programs might be required to upgrade the skills and abilities of some employees. Some of the problems noted seem like they would have been learned in training such as the bellboy knowing that guests must be accompanied and guided to their room. As

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indicated in the text with respect to behaviour modelling training, training is most effective when trainees are instructed to set goals and when rewards and sanctions are used in the trainees work environment. Thus, while some additional and on-the-job training might be required, the use of rewards and sanctions is clearly needed to reinforce the training and ensure that employees apply the training on-the-job.

3. *What behaviours need to be maintained or increased, and what behaviours should be reduced or eliminated? Be specific about the behaviours that need to be improved and those that need to be eliminated.*

   To answer this question, it is helpful to return to the main problems identified in response to the first question.

Therefore, the behaviours that need to be maintained and increased include the following:

1. Bell boy must guide and accompany guests to their room.
2. Rooms must be made up soon after guests checked out and before new guests are given room.
3. Employees must complete relevant paper work correctly.
4. Supervisor must double check documentation.
5. Meals must be delivered to the proper room in a timely manner.
6. Services provided by housekeeping and bellboys must be consistent and follow hotel rules and guidelines.

Behaviours that need to be reduced or eliminated include the following:

1. Making guests wait too long for problems to be solved.
2. Paper work not completed or correct.
3. Supervisor not present to double check documentation.
4. Meals delivered to the wrong room.
5. Inconsistent and poor service.
6. Complacent attitude of staff.
7. Turnover.

4. *Use the concepts and principles from operant learning theory and social cognitive theory to explain how the hotel can address its problems. What are some of the most important things it should do?*

   In order to address the problems, the hotel needs to ensure that the required behaviours as indicated above are being performed consistently by all employees and that problem behaviours are reduced or eliminated. In terms of operant learning theory, they need to institute positive reinforcement to accompany key behaviours associated with providing customers with excellent quality service. This could be as simple as providing employees with positive feedback for quality service behaviours. Employees have to know that they will be rewarded for providing quality service. There also has to be consequences for poor customer service. Thus, punishment in the

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form of warnings and reprimands and various sanctions need to be in place when employees fail to provide excellent customer service such as failing to accompany guests to their room and not making sure that a room is ready when guests check in. In terms of social cognitive theory, observational learning seems to be important here as employees need to have good examples of excellent customer service behaviour that they can imitate. There does not seem to be any good role models of quality customer service and this would be helpful for employees who are learning to provide quality service for the first time. It is also important to reward departments for providing quality service and managers should also be rewarded and punished for the service being provided by their employees.

5. *What organizational learning practices might be effective for changing employee behaviours and improving the quality of the hotel's service? Consider the potential of organizational behaviour modification, employee recognition programs, and additional training and development. Explain how you would implement each of these practices and predict their potential effectiveness.*

   As indicated in response to the second question, it is possible that additional or follow-up training is required, a kind of booster session as well. Also, some on-the-job training in terms of coaching might be necessary to make sure that employees are properly applying the training on-the-job and sanctions and rewards should also be used to reinforce the training on-the-job. O. B. Mod can also be used to reinforce key employee behaviours for providing excellent customer service. Thus, the hotel should clearly identify key behaviours for various positions (e.g., housekeeping, bell boy, food services) and monitor those behaviours so that when they are performed well, they are reinforced in some way whether it is positive feedback or a tally system that keeps track of and records the behaviours when they occur. An employee recognition program would also be a good idea to recognize and reward employees for providing excellent customer service. This will not only serve to reinforce those specific behaviours required and excellent customer service behaviour, but it will also help to create a norm and culture for superior customer service. Rewards and recognition need to be offered to employees for quality service. In addition, offering additional training might also help not only to provide employees with the skills required to provide quality service but also to reduce turnover and retain good employees.

6. *What advice would you give the Roaring Dragon Hotel on how to address the problems they are having? What do they need to do to achieve a five-star standard of quality? Explain your answer.*

   It should now be clear that the training was not enough to achieve the five-star standard of quality. It seems that employees were not providing the service expected of them either because the training was lacking and/or the learned behaviours were not being reinforced on-the-job. Therefore, the best strategy for the hotel to achieve a five-star standard of quality is to include a combination of programs: provide additional follow-up and booster training, perhaps several times during the first year; provide some on-the-job training; use rewards and sanctions to ensure that the training is being used on-the-job; use positive reinforcement and punishment to

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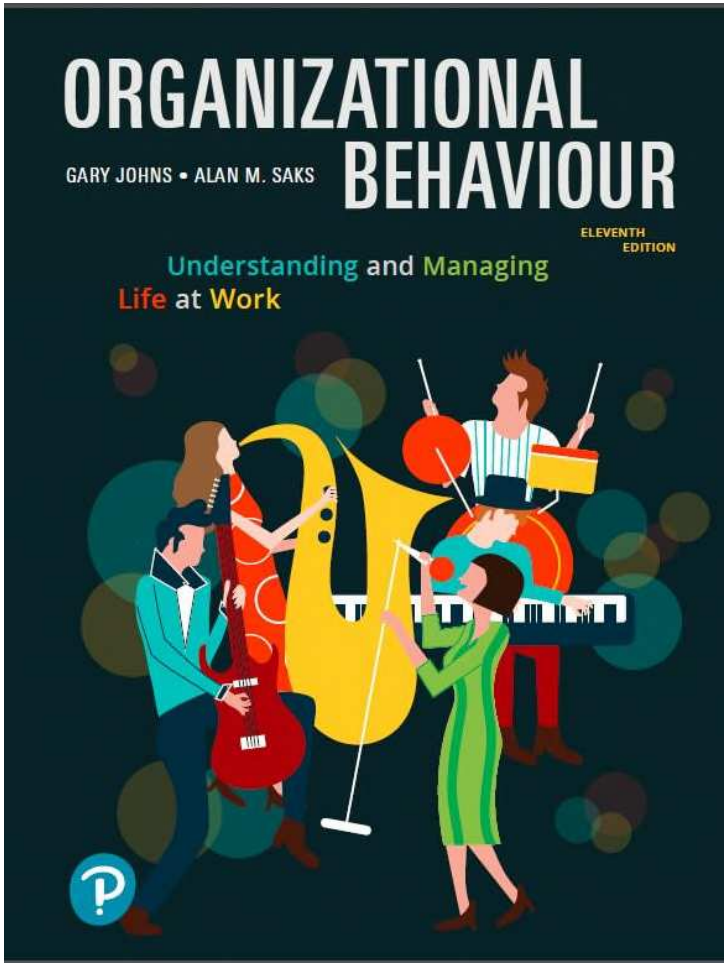
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reinforce and reward excellent customer service and punish and eliminate behaviours that result in poor customer service and complaints; use O.B. Mod to reinforce key behaviours for the different employee groups; and implement an employee recognition program to reinforce and reward excellent customer service. This might also include a peer-recognition program so that employees can be aware of and observant of the excellent customer service provided by their co-workers so they too can learn from them and provide quality service. Overall, providing quality service has to be made a top priority and supported and reinforced through on-going training programs that upgrade employees' skills and abilities to provide quality service, O.B. Mod programs that reinforce quality service behaviours, and employee recognition programs that reward and recognize quality service behaviours.

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Organizational Behaviour:
Understanding and Managing Life at Work
Eleventh Edition



Chapter 2

Personality and Learning

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Learning Objectives (1 of 3)

LO2.1 Define *personality* and describe the *dispositional*, *situational*, and *interactionist* approaches to organizational behaviour.

LO2.2 Discuss the Five-Factor Model of personality, *locus of control*, *self-monitoring*, and *self-esteem*.

LO2.3 Discuss *positive* and *negative affectivity*, *proactive personality*, *general self-efficacy*, and *core self-evaluations* and their consequences.

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Learning Objectives (2 of 3)

LO2.4 Define *learning,* and describe what is learned in organizations.

LO2.5 Explain *operant learning theory,* and differentiate between *positive* and *negative reinforcements*, and *extinction* and *punishment,* and explain how to use punishment effectively.

LO2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

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Learning Objectives (3 of 3)

LO2.7 Explain social cognitive theory and discuss *observational learning*, *self-efficacy beliefs*, and *self-regulation*.

LO2.8 Describe the following organizational learning practices: *organizational behaviour modification*, *employee recognition programs*, and *training and development programs*.

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What Is Personality?

- The relatively stable set of psychological characteristics that influences the way an individual interacts with his or her environment and how he or she feels, thinks, and behaves.
- Dimensions and traits that are determined by genetic predisposition and one's long-term learning history.
- People have a variety of personality characteristics.

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Personality and Organizational Behaviour

- Personality has a long history in organizational behaviour.
- The role of personality in organizational behaviour has often been debated in what is known as the "person-situation debate"
- This has led to three approaches:
  - The dispositional approach
  - The situational approach
  - The interactionist approach

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The Dispositional Approach

- Focuses on individual dispositions and personality.
- Individuals possess stable traits or characteristics that influence their attitudes and behaviours.
- Individuals are predisposed to behave in certain ways.

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The Situational Approach

- Characteristics of the organizational setting such as rewards and punishment influence people's feelings, attitudes and behaviour.
- Many studies have shown that job satisfaction and other work-related attitudes are largely determined by situational factors such as the characteristics of work tasks.

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The Interactionist Approach

- Organizational behaviour (individuals' attitudes and behaviour) is a function of both dispositions and the situation.
- To predict and understand organizational behaviour, we need to know something about an individual's personality and the work setting.
- The interactionist approach is the most widely accepted perspective within organizational behaviour.

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Personality and the Situation (1 of 2)

- Situations can be described as being either “weak” or “strong”.
- In **weak** situations, roles are loosely defined, there are few rules and weak reinforcement and punishment contingencies.
- Personality has the strongest effect in weak situations.

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Personality and the Situation (2 of 2)

- In **strong** situations, the roles, rules, and contingencies are more defined.
- Personality has less of an impact in strong situations.
- The extent to which personality influences people's attitudes and behaviour depends on the situation.

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Trait Activation Theory

- Personality traits lead to certain behaviours only when the situation makes the need for the trait salient.
- Personality influences people's behaviour when the situation calls for a particular personality characteristic.

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Implications of the Interactionist Approach

- Some personality characteristics are useful in certain organizational situations.
- There is no one best personality.
- Managers need to appreciate the advantages of employee diversity.
- The importance of *fit* - putting the right person in the right job, group, or organization.

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The Five-Factor Model of Personality
(1 of 2)

- Five basic but general dimensions that describe personality:
  - Extraversion
  - Emotional stability/neuroticism
  - Agreeableness
  - Conscientiousness
  - Openness to experience

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The Five-Factor Model of Personality
(2 of 2)

Extraversion	Emotional Stability	Agreeableness	Conscientiousness	Openness to Experience
Sociable, Talkative vs. Withdrawn, Shy	Stable, Confident vs. Depressed, Anxious	Tolerant, Cooperative vs. Cold, Rude	Dependable, Responsible vs. Careless, Impulsive	Curious, Original vs. Dull, Unimaginative

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Extraversion and OB

- Important for jobs that require interpersonal interaction and where being sociable, assertive, energetic, and ambitious is important for success.

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Emotional Stability/Neuroticism and OB

- Persons high on emotional stability will have more effective interactions with co-workers and customers as they tend to be more calm and secure.

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Agreeableness and OB

- Contributes to job performance in jobs that require interaction and involve helping, cooperating, and nurturing others as well as in jobs that involve teamwork and cooperation.

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Conscientiousness and OB

- Important for job performance on most jobs given the tendency towards hard work and achievement.

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Openness to Experience and OB

- Important for jobs that involve learning and creativity given the tendency to be intellectual, curious, and imaginative and have broad interests.

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The Five-Factor Model of Personality: Research (1 of 2)

- Each of the “Big Five” dimensions is related to job performance, employee engagement, and organizational citizenship behaviours.
- Best predictors of job performance depends on the occupation.
- Conscientiousness is the strongest predictor of overall job performance across all occupations.
- Organizations with more conscientious employees have higher organizational financial performance.

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The Five-Factor Model of Personality: Research (2 of 2)

- The “Big Five” are also related to:
  - Retention and attendance.
  - Counterproductive behaviours, unsafe work behaviour and workplace deviance.
  - Work motivation, job satisfaction, organizational commitment, and life satisfaction.
  - Team behaviours such as cooperation.
  - Career success and employment.

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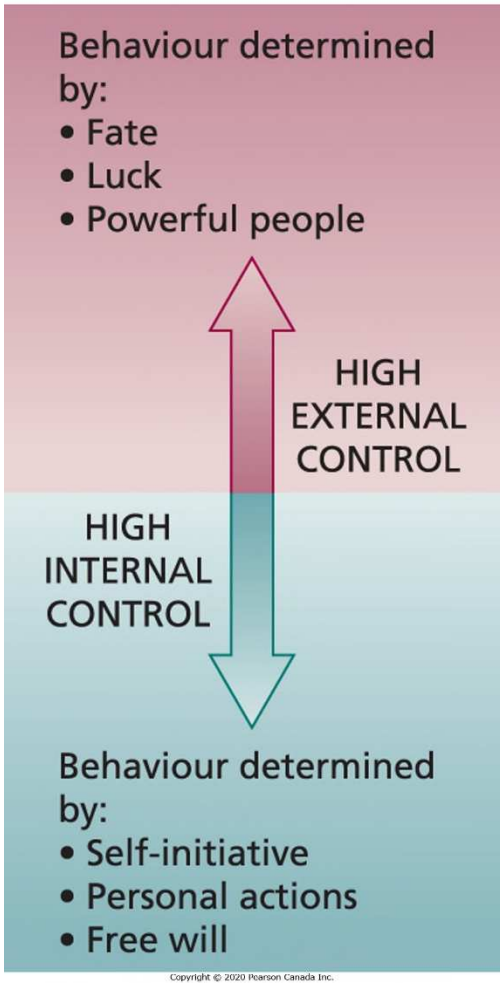
Locus of Control

- A set of beliefs about whether one's behaviour is controlled mainly by internal or external factors.
- Internals believe that the opportunity to control their own behaviour resides within themselves.
- Externals believe that external forces determine their behaviour.

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The Internal/External Locus of Control Continuum



Locus of Control: Research

- Internals are more satisfied with their jobs, more committed to their organization, earn more money, and achieve higher organizational positions.
- Internals perceive less stress, cope with stress better and experience less burnout, and engage in more careful career planning.
- Internals are less likely to be absent from work and are more satisfied with their lives.

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Self-Monitoring (1 of 2)

- The extent to which people observe and regulate how they appear and behave in social settings and relationships.
- High self-monitors take great care to observe and control the images that they project.

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Self-Monitoring (2 of 2)

- High self-monitors show concern for socially appropriate emotions and behaviours, and tune into social and interpersonal cues; they regulate their behaviour and self-presentation according to these cues.

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Self-Monitoring: Research (1 of 2)

- High self-monitors gravitate to jobs that require role-playing and the use of their self-presentation skills.
- High self-monitors are more involved in their jobs, perform better, and are more likely to emerge as leaders.
- High self-monitors experience more role stress and show less commitment to their organization.

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Self-Monitoring: Research (2 of 2)

- High self-monitors are not comfortable in ambiguous social settings in which it is hard to determine what behaviours are socially appropriate.
- Dealing with unfamiliar cultures might provoke stress.

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Self-Esteem

- The degree to which a person has a positive self-evaluation.
- People with high self-esteem have favourable self-images.
- People with low self-esteem have unfavourable self-images.

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Self-Esteem and Behavioural Plasticity Theory

- People with low self-esteem tend to be more susceptible to external and social influences than those who have high self-esteem.
- Events and people in organizations have more impact on the beliefs and actions of employees with low self-esteem.

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Self-Esteem: Research

- Employees with low self-esteem react badly to negative feedback – it lowers subsequent performance.
- People with high self-esteem make more fulfilling career decisions and have higher job satisfaction and job performance.
- People with high self-esteem are more resilient to the strains of everyday work-life.
- *What can organizations do to bolster self-esteem?*

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Bolstering Self-Esteem

- Opportunity for participation in decision making
- Autonomy
- Interesting work
- Avoid excessive and petty work rules

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Advances in Personality and Organizational Behaviour

- Positive affectivity
- Negative affectivity
- Proactive personality
- General self-efficacy
- Core self-evaluations

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Positive and Negative Affectivity

- People who are high on ***positive affectivity*** (**PA**) experience positive emotions and moods and view the world in a positive light.
- People who are high on ***negative affectivity*** (**NA**) experience negative emotions and moods and view the world in a negative light.
- PA and NA are independent dimensions.
- They are *emotional* dispositions that predict people's general emotional tendencies.

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Positive and Negative Affectivity: Research (1 of 2)

- People with higher PA report higher job satisfaction and job performance, engage in more organizational citizenship behaviours, and are more creative at work.
- PA is the strongest predictor of employee engagement compared to other personality traits.
- NA is associated with lower job satisfaction and engagement, and poorer job performance.

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Positive and Negative Affectivity: Research (2 of 2)

- NA has also been found to be related to more counterproductive work behaviours, withdrawal behaviours, and occupational injury.
- PA has been found to link happiness to success in life and at work.

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Proactive Personality

- A stable personal disposition that reflects a tendency to take personal initiative across a range of activities and situations and to effect positive change in one's environment.
- *Proactive behaviour* involves taking initiative to improve current circumstances or creating new ones.
- Proactive individuals search for and identify opportunities, show initiative, take action, and persevere until they bring about meaningful change.

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Proactive Personality: Research

- Proactive personality is related to a number of work outcomes (such as job satisfaction, employee engagement, job performance, organizational citizenship behaviours).
- Persons with a proactive personality are more successful in searching for employment and career success.

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General Self-Efficacy

- A general trait that refers to an individual's belief in his or her ability to perform successfully in a variety of challenging situations.
- General self-efficacy (GSE) is a *motivational* trait rather than an *affective* trait.

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General Self-Efficacy: Research

- Individuals with higher GSE are better able to adapt to novel, uncertain, and adverse situations.
- Employees with higher GSE have higher job satisfaction and job performance.

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Core Self-Evaluations

- A multidimensional trait and broad personality concept that consists of several more specific traits that reflect the evaluations people hold about themselves and their self-worth, competence, and capability.

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Four Traits of Core Self-Evaluations

- Self-esteem
- General self-efficacy
- Locus of control
- Neuroticism (emotional stability)

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Core Self-Evaluations: Research (1 of 2)

- People with more positive CSEs have higher job satisfaction, life satisfaction, and career satisfaction.
- CSE is related to job satisfaction over time.
- CSE is related to higher organizational commitment, job performance, and learning outcomes.
- Individuals with higher CSE perceive fewer stressors and experience less stress and conflict at work.

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Core Self-Evaluations: Research (2 of 2)

- Individuals with higher CSE are more likely to perceive and pay attention to the positive aspects of their environments.
- They also experience their job as more intrinsically satisfying and have higher perceptions of fairness and support.

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What Is Learning?

- Learning occurs when practice or experience leads to a relatively permanent change in behaviour potential.
- The practice or experience that prompts learning stems from an environment that provides feedback concerning the consequences of behaviour.

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What Do Employees Learn in Organizations?

- Practical skills
- Intrapersonal skills
- Interpersonal skills
- Cultural awareness

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Practical Skills

- Job-specific skills, knowledge, technical competence.

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Intrapersonal Skills

- Problem solving, critical thinking, alternative work processes, risk taking.

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Interpersonal Skills

- Interactive skills such as communicating, teamwork, conflict resolution.

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Cultural Awareness

- The social norms of organizations, company goals, business operations, expectations, and priorities.

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How Do People Learn?

- Two theories that describe how people in organizations learn:
  - Operant learning theory
  - Social cognitive theory

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Operant Learning Theory (1 of 2)

- Learning in which the subject learns to operate on the environment to achieve certain consequences.
- Operantly learned behaviour is controlled by the consequences that follow it.
- It is the connection between the behaviour and the consequence that is learned.

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Operant Learning Theory (2 of 2)

- Operant learning can be used to increase the probability of desired behaviours and to reduce or eliminate the probability of undesirable behaviours.

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Increasing the Probability of Behaviour
(1 of 2)

- One of the most important consequences that influences behaviour is reinforcement.
- *Reinforcement* is the process by which stimuli strengthen behaviours.
- A reinforcer is a stimulus that follows some behaviour and increases or maintains the probability of that behaviour.

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Increasing the Probability of Behaviour
(2 of 2)

- Positive reinforcers work by their application to a situation.
- Negative reinforcers work by their removal from a situation.

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Positive Reinforcement

- The application or addition of a stimulus that increases or maintains the probability of some behaviour.
- The stimulus is the positive reinforcer.
- The reinforcer is dependent or contingent on the occurrence of some desired behaviour.
- Whether or not something is a positive reinforcer depends on whether it increases or maintains the occurrence of some behaviour by its application.

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Negative Reinforcement

- The removal of a stimulus from a situation that increases or maintains the probability of some behaviour.
- Negative reinforcement occurs when a response *prevents* some event or stimulus from occurring.
- The removed or prevented stimulus is a negative reinforcer.
- Negative reinforcers are defined by what they do and how they work, not by their unpleasantness.

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Organizational Errors Involving Reinforcement

- Managers sometimes make the following errors when trying to use reinforcement:
  - Confusing rewards with reinforcers
  - Neglecting diversity in preferences for reinforcers
  - Neglecting important sources of reinforcement

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Confusing Rewards with Reinforcers

- Rewards fail to serve as reinforcers when they are not made *contingent* on some specific desired behaviours.

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Neglecting Diversity in Preferences for Reinforcers

- Organizations often fail to appreciate individual differences in preferences for reinforcers.
- Managers should consider the stimuli under their control for their applicability as reinforcers for particular employees.

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Neglecting Important Sources of Reinforcement

- Managers often neglect important sources of reinforcement such as those administered by co-workers or intrinsic to the job.
- Two important sources of reinforcement that managers often ignore:
  - Performance feedback
  - Social recognition

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Performance Feedback (1 of 2)

- *Performance feedback* involves providing quantitative or qualitative information on past performance for the purpose of changing or maintaining performance in specific ways.

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Performance Feedback (2 of 2)

- Performance feedback is most effective when it is:
  - Conveyed in a positive manner
  - Delivered immediately after observing performance
  - Represented visually (graph or chart form)
  - Specific to the behaviour that is being targeted for feedback

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Social Recognition

- *Social recognition* involves informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done from one individual or group to another.
- It is so important to employees that many would leave their job if their manager failed to provide it.
- When social recognition is made contingent on employee behaviour it can be an effective means for performance improvement.

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Reinforcement Strategies (1 of 3)

- Reinforcement can be:
  - Continuous versus partial
  - Immediate versus delayed
- *What is the best way to administer reinforcers?*

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Reinforcement Strategies (2 of 3)

- For fast acquisition of some response, *continuous* and *immediate* reinforcement should be used.
- Behaviour tends to be persistent when it is learned under conditions of *partial* and *delayed* reinforcement.

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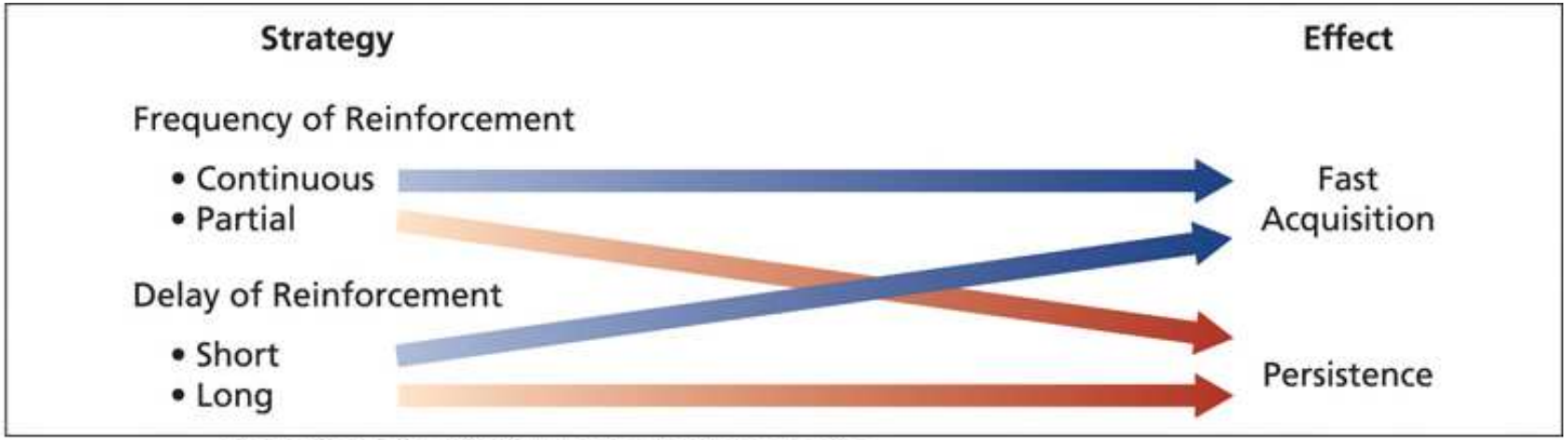
Reinforcement Strategies (3 of 3)

- Managers have to tailor reinforcement strategies to the needs of the situation and often must alter their strategies over time to achieve effective learning and maintenance of behaviour.

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Summary of Reinforcement Strategies and Their Effects



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Reducing the Probability of Behaviour

- Sometimes learned behaviours are detrimental to the operation of an organization and they need to be reduced or eliminated.
- Two strategies that can reduce the probability of learned behaviour:
  - Extinction
  - Punishment

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Extinction

- The gradual dissipation of behaviour following the termination of reinforcement.
- If the behaviour is not reinforced, it will gradually dissipate or be extinguished.
- Extinction works best when coupled with the reinforcement of some desired substitute behaviour.

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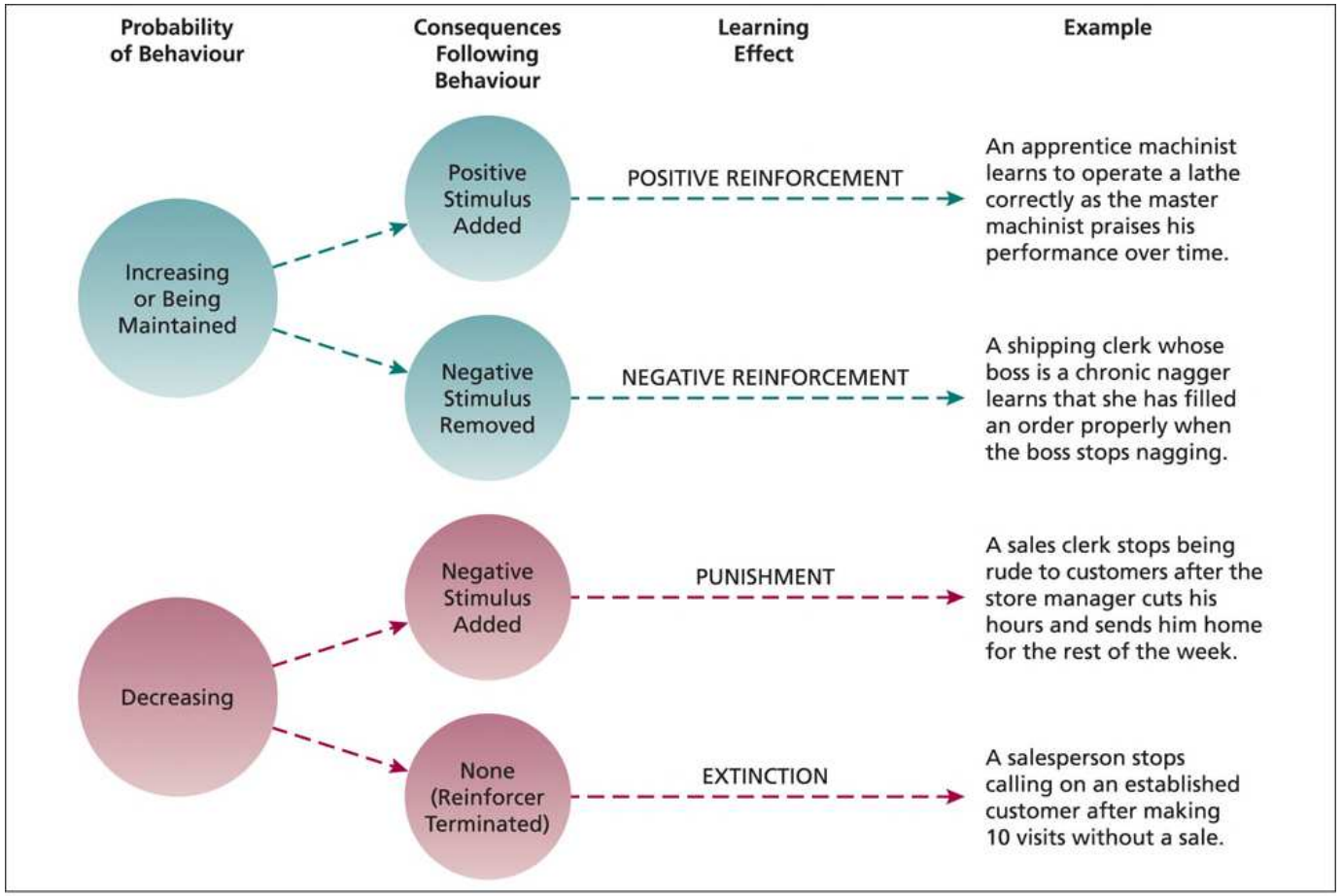
Punishment

- The application of an aversive stimulus following unwanted behaviour to decrease the probability of that behaviour.
- A nasty stimulus is *applied* after some undesirable behaviour in order to *decrease* the probability of that behaviour.

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Summary of Learning Effects



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Problems Using Punishment (1 of 2)

- Punishment has some unique characteristics that often limit its effectiveness in eliminating unwanted behaviour.
- It does not demonstrate which behaviours should replace the punished response.
- Punishment indicates only what is not appropriate.

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Problems Using Punishment (2 of 2)

- Punishment only temporarily suppresses the unwanted behaviour.
- Punishment can provoke a strong emotional reaction from the punished individual.

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Using Punishment Effectively (1 of 2)

- Provide an acceptable alternative response for the punished response.
- Limit the emotions involved in punishment.
- Make sure the chosen punishment is truly aversive.

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Using Punishment Effectively (2 of 2)

- Punish immediately or reinstate the circumstances surrounding the problem behaviour at a more appropriate time.
- Do not reward unwanted behaviours before or after punishment.
- Do not inadvertently punish desirable behaviour.

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Social Cognitive Theory (1 of 2)

- Social cognitive theory emphasizes the role of *cognitive processes* in regulating people's behaviour.
- People learn by observing the behaviour of others and can regulate their own behaviour by thinking about the consequences of their actions, setting performance goals, monitoring performance, and rewarding themselves for goal accomplishment.

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Social Cognitive Theory (2 of 2)

- Human behaviour can best be explained through a system of triadic reciprocal causation in which *personal* factors and *environmental* factors work together and interact to influence people's *behaviour*.
- People's behaviour also influences personal factors and the environment.
- Social cognitive theory compliments operant learning theory in explaining how people learn and organizational behaviour.

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Components of Social Cognitive Theory

- Observational learning
- Self-efficacy beliefs
- Self-regulation

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Observational Learning (1 of 2)

- The process of observing and imitating the behaviour of others:
  - Examining the behaviour of others
  - Seeing the consequences they experience
  - Thinking about what might happen if we act the same way
  - Imitating the behaviour if we expect favourable consequences

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Observational Learning (2 of 2)

- The reinforcement is *self-reinforcement*.
- Attractive, credible, competent, high-status people are most likely to be imitated.
- It is important that the model's behaviour result in positive consequences that are vivid and memorable.

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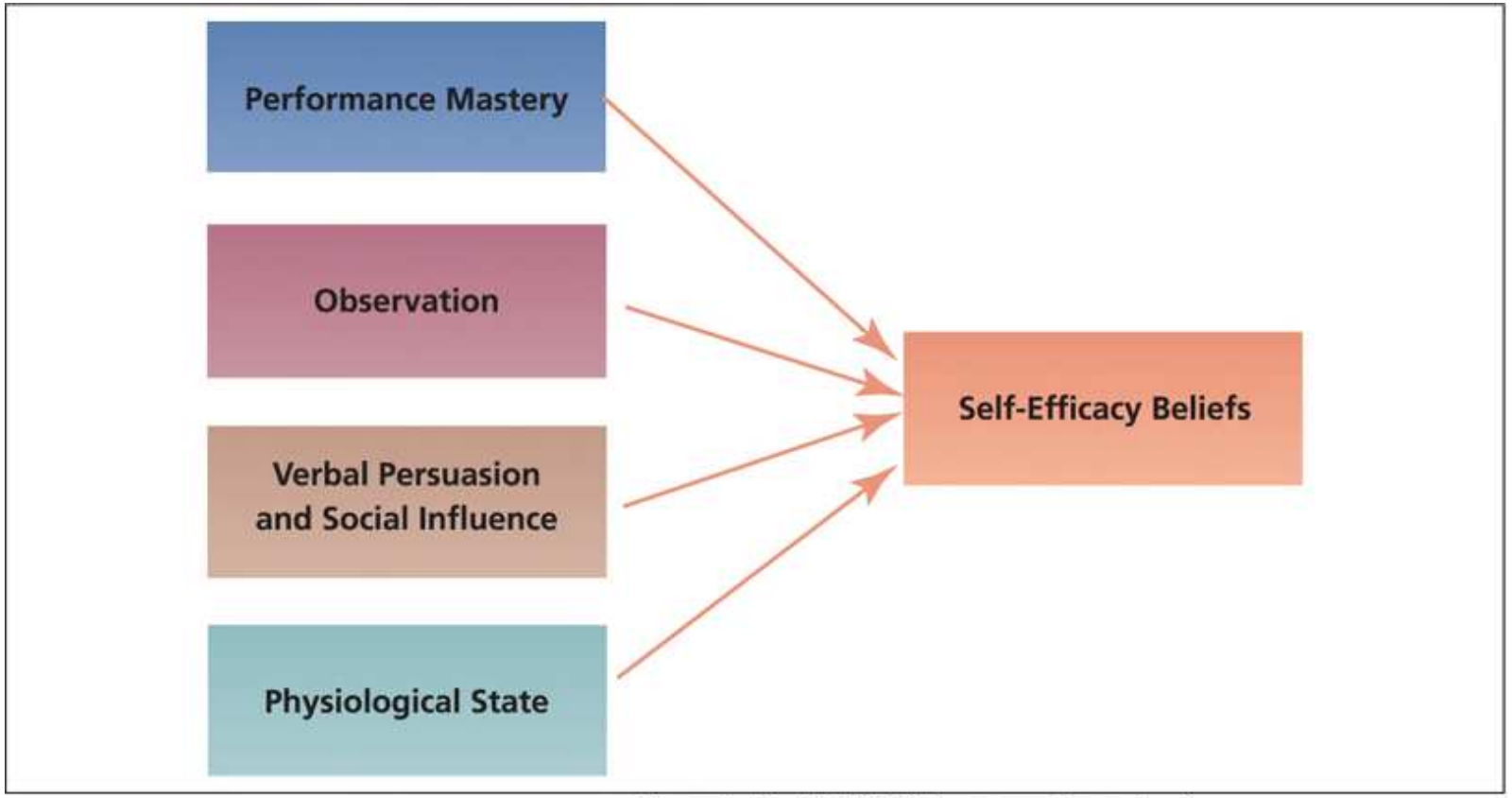
Self-Efficacy Beliefs (1 of 2)

- Beliefs people have about their ability to successfully perform a specific task.
- It is a cognitive belief that can be changed and modified in response to different sources of information.
- Self-efficacy is influenced by four sources of information.

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Determinants of Self-Efficacy Beliefs



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Self-Efficacy Beliefs (2 of 2)

- Self-efficacy beliefs influence the activities people choose to perform, the amount of effort and persistence devoted to a task, affective and stress reactions, and job performance.

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Self-Regulation (1 of 4)

- The use of learning principles to regulate one's own behaviour.
- It involves observing one's own behaviour, comparing it to a standard, and rewarding oneself when behaviour meets the standard.
- A key part of the process is people's pursuit of self-set goals that guide behaviour.

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Self-Regulation (2 of 4)

- *Discrepancy reduction* and *discrepancy production* lie at the heart of the self-regulatory process.
- Discrepancy reduction: A discrepancy between one's goals and performance which motivates one to modify their behaviour.
- Discrepancy production: When individuals attain their goals they are likely to set higher and more challenging goals.

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Self-Regulation (3 of 4)

- Self-regulation involves the following activities:
  - Collect self-observation data
  - Observe models
  - Set goals
  - Rehearse
  - Reinforce oneself

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Self-Regulation (4 of 4)

- Self-regulation can improve learning and result in a change in behaviour.
- Self-regulation training has been shown to improve work attendance and sales performance.
- Self-regulation has been shown to change a variety of behaviours and it is an effective method of learning and training.

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Organizational Learning Practices

- Organizational learning practices include:
  - Organizational behaviour modification
  - Employee recognition programs
  - Training and development programs

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Organizational Behaviour Modification (O.B. Mod.) (1 of 2)

- The systematic use of learning principles to influence organizational behaviour.
- Research supports the effectiveness of O.B. Mod.
- O.B. Mod. has been shown to improve safe working behaviour, work attendance, and task performance.

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Organizational Behaviour Modification (O.B. Mod.) (2 of 2)

- The effects on task performance are stronger in manufacturing than in service organizations.
- Money, feedback, and social recognition have been used as effective forms of positive reinforcement.
- Money has stronger effects, however, the use of all three together has the strongest effect on task performance.

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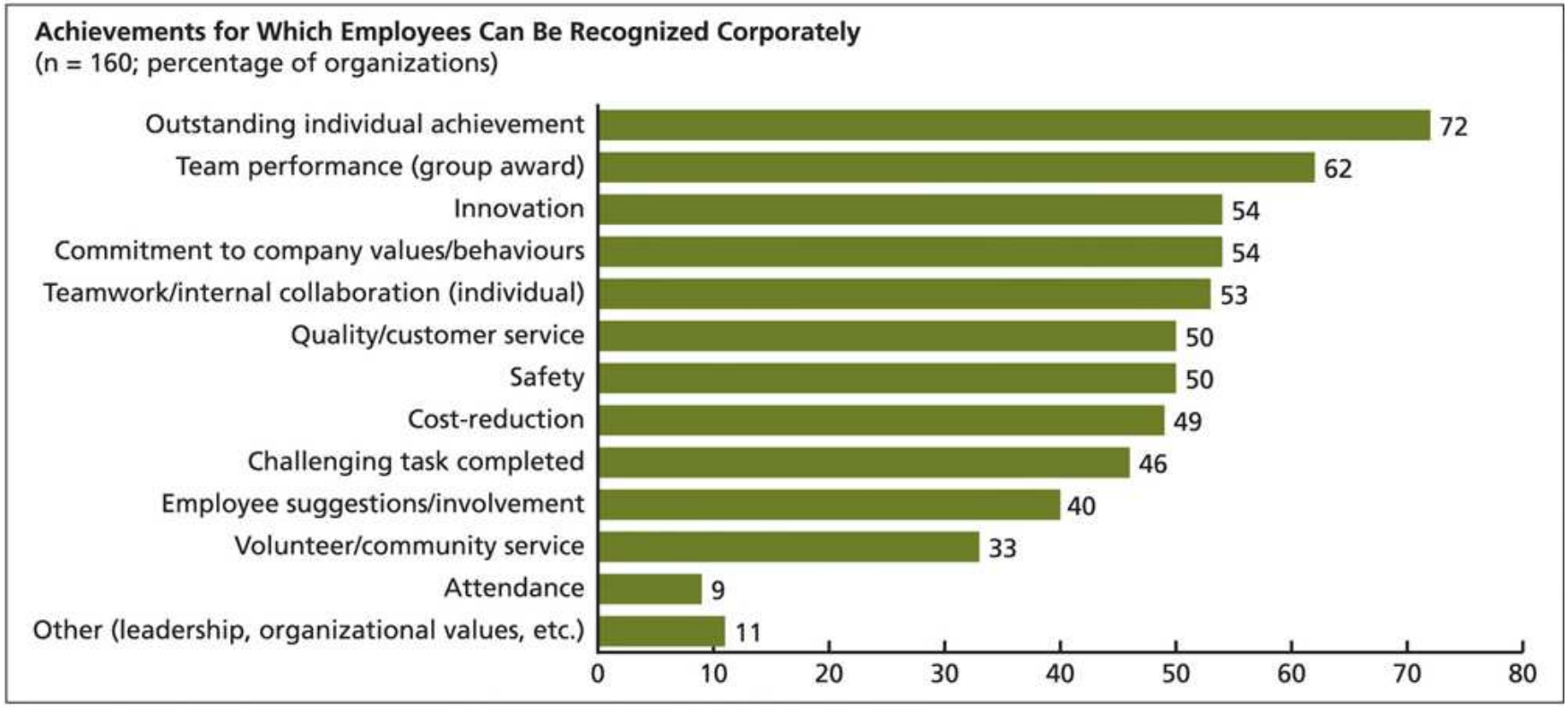
Employee Recognition Programs (1 of 3)

- Formal organizational programs that publicly recognize and reward employees for specific behaviours.
- Many companies in Canada have some form of employee recognition program.
- Many recognition programs are not effective.

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Types of Recognition Programs



Source: Based on Chart 8 from The Power of Appreciation, Conference Board of Canada, p. 22.

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Employee Recognition Programs (2 of 3)

- To be effective, formal employee recognition programs must specify:
  - How a person will be recognized
  - The type of behaviour being encouraged
  - The manner of the public acknowledgement
  - A token or icon of the event for the recipient
- A key component of formal recognition programs is public acknowledgement.

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Peer Recognition Programs

- Formal programs in which employees publicly acknowledge, recognize, and reward their co-workers for exceptional work and performance.
- Many organizations have begun to use social recognition platforms for peer recognition.

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Employee Recognition Programs (3 of 3)

- Employee recognition programs have been found to result in individual and organizational outcomes:
  - Job satisfaction
  - Performance and productivity
  - Lower absenteeism and turnover

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Training and Development Programs
(1 of 2)

- *Training* refers to planned organizational activities that are designed to facilitate knowledge and skill acquisition to change behaviour and improve performance on one's current job.
- *Development* focuses on future job responsibilities.

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Training and Development Programs
(2 of 2)

- Effective training and development programs include many principles of learning such as:
  - Positive reinforcement
  - Feedback
  - Observational learning
  - Self-efficacy beliefs
  - Self-regulation

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Behaviour Modelling Training (BMT)
(1 of 2)

- One of the most widely used and effective methods of training which is based on the observational learning component of social cognitive theory.
- Trainees observe a model performing a task followed by opportunities to practice the observed behaviours.
- It involves five steps based on observational learning.

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Steps in Behaviour Modelling Training (BMT)

- Describe to trainees a set of well-defined behaviours (skills) to be learned.
- Provide a model or models displaying the effective use of those behaviours.
- Provide opportunities for trainees to practice using those behaviours.
- Provide feedback and social reinforcement to trainees following practice.
- Take steps to maximize the transfer of those behaviours to the job.

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Behaviour Modelling Training (BMT)
(2 of 2)

- BMT has been used to develop many different types of skills (e.g., interpersonal, sales).
- BMT has a positive effect on learning, skills, and job behaviour.
- The effects on behaviour are greatest when trainees are instructed to set goals and when rewards and sanctions are used in the trainees' work environment.

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