Organizational Behaviour Key Concepts (Canadian) 5th edition Kinicki Solutions Manual

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Unit 2
Chapter 2
Social Perception & Attribution Factors Influencing Individual Decision Making

Learning Objectives

After reading this chapter, the student should be able to:

- **LO 1 *Describe* perception in terms of the social information processing model**.
- **LO 2 *Explain*** six managerial implications of social perceptions
- **LO 3 *Examine*** various managerial challenges and workplace recommendations around gender, age, racial/ethnic, and disability stereotypes.
- **LO 4 *Explain*, according to Kelley's Model, how external and internal causal attributions are formulated**.
- **LO 5** *Compare and contrast* fundamental attribution bias and self-serving bias.

Chapter Overview

Chapter Two begins our journey to understand individual behaviour. The chapter begins by defining perception and how people process information. Part of this discussion revolves around misperceptions or errors in judgment from the shortcuts individuals take. Stereotyping is the first to be explored: age, racial, ethnic, gender and disability. Next we examine causal attributions, which are cause-and-effect explanations of behaviour—our own and the behaviour of others. After each section, implications to the workplace are discussed so that concepts don't sit alone without any application to the contemporary workplace.

I. Begin Lesson by Capturing the Attention of Students

Ia. Reflection Questions for Class:

1. What is perception and how does it differ from social perception?

2. Perceptions differ between people, explain how this can be, keeping the following statement in mind: "People make their own reality".

3. How can attributional tendencies distort perception?

Ib. OB In the News:

- Find current stories and information in the media that relates directly to OB concepts being taught in the course – in the case of this chapter specifically, find items that relate to misperceptions of people, discrimination based on gender, hiring bias, promotions

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given to only certain people in the workplace, age discrimination, etc. Place such information on the board so students can see the relevancy of what they are studying and its application to the contemporary Canadian workplace.

Ic. OB Question of the Day:

- With observation being the most relied upon sense we have to establish truth, is it possible that what we see or know to be true is actual wrong . . . and really just a misperception? Now relate this to what we know about the people in our workplace and our relationship with them.

II. Ice Breaker: Facing An OB Challenge

Facing An OB Challenge is about a Muslim woman who wears a hijab (head scarf) to work and she feels that people are alienated by her and therefore treat her differently – not because of what she has said or done, but strictly based upon what she is wearing. Here's the situation:

> *This semester I have a co-op placement at an office. I am by far the youngest female in the office but I also choose to wear a hijab because of my Muslim faith. Recently, I've noticed that a few co-workers are avoiding me – I think my headscarf scares them. I finally asked my immediate supervisor if maybe I was imagining it, but she said my perception was probably right. How can I convince others not to prejudge me based on how I look?*
>
> *— NOT THAT DIFFERENT*

This situation should get the students thinking about assessing their work environment – the demographic profile of those in positions of authority vs. those in non-managerial roles, and the attitude they may have toward fellow workers and why. Basically, this situation should get students reflecting on their own beliefs that are based on their perception of events.

Ask the class the following questions:

Q: Do employers still look at and take into consideration how an individual looks when they are hiring? This question should generate some class discussion around how employers select (or not) new employees given their looks, how they dress – rather than their skills.

Q: Do the students in the course judge others by how they look, talk or act? This second question can lead into them completing Self-assessment 2.1 near the start of the chapter.

III. Individual Student Engagement Activities

- Self-Assessment Exercises: To encourage student engagement with materials and topic, invite the students to complete the self-assessment found within the chapter:
    1. 2.1 relates to assessing individual perception

- CONNECT/LearnSmart: Call the attention of the students towards the CONNECT Library of Student Learning Resources for Chapter 2. For example, the Tegrity video for chapter 2 can be

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extremely helpful for online courses where lecture capture isn't available or possible. Further, the LearnSmart lesson for Chapter 2 is a helpful tool to reinforce the theoretical concepts. Depending on the cognitive ability of the students as well as the level of the learning outcomes expected, consider this reminder to adjust the LearnSmart settings accordingly, the professor can determine the amount of time and level of depth of knowledge for each lesson.

IV. Multi-Media Exercise(s)

- Ask the students to determine where they learn the truth in their own lives. If they say 'I trust what I see" or "I witnessed it myself', then you can pick up on this line of questioning by showing students how our senses can be tricked. Google search on your own to find any 'slodive optical illusions' site or 'magic tricks' site . . . be sure to find a video or visual to show the class. Once found, the information on these sites can get the class thinking about how we experience stimuli, how our brains perceive events/people/situations and then how we process and make sense of our perceptions. These optical illusions and magic tricks also get the students thinking about perception accuracy and whether it can be flawed. Further, it gets us thinking about what we know to be true in our lives, in our jobs, how we provide services to people, etc. Isn't it all just our perception? Isn't it possible that there could in fact be many others just as 'correct'?

  Using the multi-media panel in your room, once again to illustrate the idea that our brain uses selective attention which tends to bias our cognition – this is easily explained by research and demonstrated in the 13 video clips shown on Dr. Daniel Simons webpage: Simons Lab. Dr. Simon is the head of Visual Cognition Lab at the University of Illinois.

  Once within Simons homepage, find the infamous Invisible Gorilla video clip: Tell the students to count how many times the ball changes hands between the kids wearing white clothes. Did they spot the gorilla? If not, why?

  The second clip: This is a take-off of the first clip . . . the students can still be tricked even though they've observed this demonstration before. Did the students observe the other changes in the video clip? If not, why not? Again, selective perception. If we are looking for one thing, then our focus can actually blind us to other things occurring.

  Whether we are talking about change blindness, familiarity that can bias perception, the manner in which intuition can deceive, all contribute to understanding the role perception plays in our lives and what we know to be true.

V. OB in the Movies

Showing a few minutes of a movie clip is an interesting way to begin this lesson on perception. Here are a few options to consider: Show 8-10 minutes of the movie *Vantage Point* (Columbia Pictures, 2008), which depicts Dennis Quaid as a secret service agent covering the assassination attempt of the President of the United States. The film shows the situation from the perspective of eight strangers. Ask the class which perception of the incident was correct.

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Another alternative may be to show 5-10 minutes of the timeless animated movie *Alice In Wonderland* (Disney, 1951) which works off the lesson that people make their own reality through their perception of what is happening around them and how they interpret it. One of Lewis Carroll's characters in the story, the Cheshire Cat, said it best, "I'm not crazy. My reality is just different than yours."

VI. Chapter Discussion, Summary Points & Collaborative Learning

PART 1

Teacher Directed:

We begin this lesson by defining perception and social perception (or social cognition which it is sometimes referred to). By highlighting the four-stage sequence, you are able to help the students understand how complex the process is; what we take to be so lightly is, in fact, quite a sophisticated multi-level process. You are encouraged to go through the different stages and point out the key aspects of each. Figure 2.1 may be a helpful visual aid for students.

The lesson moves on by discussing stereotypes and other perceptual errors. Table 2.1 is an excellent tool to use that helps the students relate to the concepts being discussed but at the same time teaching them specific perceptual errors types along the way. Ask the students if any of them have ever used such errors in judgement.

Collaborative Learning:

- Pair & Share - Break the class into small groups or have them work with the person next to them on the following exercise:
  1. Topic #1: Ask one side of the classroom to identify at least 2 implications of the social cognition process in terms of hiring, performance appraisals on employees, leadership effectiveness and/or communication at the workplace.
  2. Topic #2: Ask the other side of the classroom to comment on stereotyping in the Canadian workplace by having them read the Law & Ethics at work feature box that discusses Canada's Barrier-Removal Legislation, have the students answer the question at the end of the paragraph.
  3. After allowing 5 minutes for students to talk between themselves; taking one topic at a time, have half the class share their comments with the entire class.
  4. Comment on each as they are spoken. Those that are valid should be written on the board.
  5. Now switch to the other topic and repeat step #4 above.
  6. As the professor, be sure to fill in the gaps based on what is written in the chapter about each of these topics – students may miss some points worth mentioning.

PART #2

Teacher Directed:

This section discusses causal attribution which students won't understand at first. However, when you present some of the theory (See Figures 2.3 and 2.4) and examples that are presented in the text,

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students should begin to see things a bit more clearly. There are two attributional tendencies that distort one's interpretation of observed behaviour – fundamental attribution bias and self-serving bias.

By reviewing each first with theory and then follow up with examples, try and have the students think of their own examples of each. Ask the students to share some of their examples with the class.

Collaborative Learning:

- Pair & Share - Break the class into two parts. The students in each part are to work with a person next to them on the following exercise. You may use the following questions for discussion, or consider incorporating those listed under the back of chapter discussion questions:
  1. Students sitting in the Part #1 section – Try and identify how attribution models help us understand how managers handle poorly performing employees. Do managers typically attribute poor performance to internal or external factors? Have them think of examples and explain why. Open your textbook towards the last few pages of the chapter for added support.
  2. Students sitting in the Part #2 section – Try and identify how attribution models help us understand how employees behave when accused of low performance. Do employees typically attribute low performance to internal or external factors? Have them think of examples and explain why. Open your textbook towards the last few pages of the chapter for added support.

- Allow the class to have at least 10 minutes to talk between themselves.
- Section #1 - Pick one or two students to come to the front of the class and lead the discussion around their topic – writing key points on the board.
- After 5 - 7 minutes thank the students and have two students from the next section come to the front of the class.

Summarize this classroom experience or move on to the experiential exercise located at the back of the chapter. If time allows, you may also want to complete the Ethical OB Dilemma, located on the Connect site.

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VII. Solutions to End-of-Chapter Questions

Discussion Questions

1. ***Why is it important for decision makers to have a working knowledge of perception and attribution?***

   Decision makers, like managers, are responsible for getting work completed through others and this means that each employee will interpret the activity through their own perception if directions are not clear, ambiguous or vague. As managers 'correct' behaviour in others, they must understand the process, not personalize or label the behaviour immediately, rather try to understand the behaviour response first. Misunderstandings on the job can be avoided if people take the time to audit their own behaviour in addition to reviewing the response from others. Decision makers such as managers can have their own bias and make their own attribution errors—knowing that such a thing can occur is important so as to avoid such errors in judgement in the future and hopefully be more receptive to others and their perceptions.

2. ***Have you ever been stereotyped by someone? If so, what were the conditions under which you experienced it and how did it make you feel?***

   Here you can expect students to share their own personal experiences. This is a good way of getting the students to talk about the chapter concepts and personalize the information. Having others identify with classmates can also create camaraderie between students.

3. ***Can you think of an example of salient stimuli?***

   First provide the definition found in the chapter and even have the student refer back to the material. Once this is done, solicit comments from the class and share with the rest of the students.

4. ***Can you think of an example of someone that you know who has used self-serving bias? Try and recall the situation to your classmates.***

   To get students to reflect a moment, use the time to first review the definition. Then ask the class for examples.

5. ***Is it possible for individuals NOT to constantly formulate cause-and-effect explanations for their own and others' behaviour? Explain.***

   Students are challenged to try and find examples in our lives when cause and effect are not used to explain behaviour. This becomes a lesson unto itself how individuals behave.

VIII. Integration of OB Concepts: Discussion Question

1. ***Review chapter 1. Discuss the role of social perception and its effects on workplace diversity.***
   When we combine the factors learned in chapter one together with chapter 2, we see an emerging lesson for students to recognize. Specifically, how others perceive fellow employees in a diverse workplace can have a significant effect on how well employees get along. The challenge will be for managers to help in the integration and socialization process of those individuals who do not 'fit' into the 'typical' Canadian employee role – for whatever reason. Those who don't fit may not be desired

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or considered during the recruitment/selection process. Another negative bias may appear during performance reviews as certain attributes or qualities may be deemed undesirable by the person conducting the review. Leadership opportunities or any promotional opportunity involving authority may be denied or withheld from diverse individuals for no other reason other than the fact that they are different. . . shunning them becomes a way of keeping diverse groups out of the management pool.

IX. Google Searches

These five exercises are wonderful just-in-time learning exercises that are useful in laptop classrooms. It's a way of focusing student attention on the topic under discussion. Whenever possible, encourage the students to complete a Google search while taking notes from class discussions/lecture. This keeps them on task and discourages them from multi-tasking off-topic on MSN and other tempting sites. Although Google is the search engine recommended, any of the other search engines from Bing to Yahoo! are certainly appropriate to use as well.

Search #1 – ***Common Stereotypes about Canadians*** The purpose of this search is for students to see the effects of stereotyping. Some may not be aware that there are stereotypes around being Canadian. By highlighting them here, students can appreciate the unfair comments that can have negative effects on behaviour—they are not based on truth, but rather unsubstantiated gross generalizations. Don't be surprised if they try and make stereotype comments about people from other countries.

Search #2 – ***Self Serving Bias*** The purpose of this search is for students to consider the kinds of self serving bias that are on the web. It's a good ice breaker and gets students thinking about the concepts from the chapter.

Search #3 – ***Compare & Contrast Section 15*** This search prompts discussion around the legal aspects of cognition errors, stereotypes and misperceptions as they relate to the workplace. The Canadian government has laws stating that some perceptions are wrong and that other types of behaviour are unacceptable. How is this possible given what we've learned in this chapter? Are some perceptions that lead to certain behaviours wrong or are they just wrong according to Canadian values?

Search #4 – ***Gender Discrimination at Wal-Mart*** The purpose of this search is for students to become familiar with common past business practices from the largest retailer in the world. Ask the students if they believe that Wal-Mart has changed their business behaviour. Also, there are several questions mentioned that go along with this search.

Search #5 – ***Meiorin Case Supreme Court of Canada*** The purpose of this search is for students to become familiar with one of the most important landmark Supreme Court decisions in Canada – especially as it relates to the recruitment and selection of employees. Employers can create biased barriers in their hiring without realizing what they are doing. As a result, discrimination occurs and this becomes an illegal act.

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X. Experiential Exercise

This 20 minute classroom exercise allows the class to explore the concept of social perception especially as it relates to today's workplace and economy. It's a takeoff from the Vantage Point movie clip we talked about earlier in chapter 2 of this instructor's manual, but with a twist.

XI. OB In Action Case Study

This case study explores the situation that happened in 2015 at Dalhousie University (Halifax, Nova Scotia) Dental School when 13 fourth-year male students created a closed Facebook group page that was discovered to have posted what Dalhousie president stated were 'unacceptable' pictures and statements about fellow female students in the program.

Here are responses to the discussion questions:

1. **Refer to the Social Perception Model – Stage 1 and explain why every future Dalhousie dental-school graduate will have to be asked 'if they had been the subject of a complaint', as Irwin Fefergrad suggests?** *Recall that Stage 1 of the social perception model is about selective attention and comprehension around people/events/objects. In this stage people are bombarded by constant stimuli from the environment and as a result they are not able to take in 100% of all that is occurring; rather, they'll selectively perceive the situation at Dalhousie. . . and they will typically focus on the 'bad' aspects of a situation as well. If the male student names are not made public by the university, then all graduates of the Dalhousie dental program will be lumped into one giant alumni pool leaving the Canadian dental associations to search, isolate and prohibit such students (who were involved) from practicing dentistry. The lack of cooperation from the university, as the industry perceives this to be, will leave professionals wondering what other types of unprofessional or inappropriate student behaviour the university is allowing, enabling and covering up. This means that future dental students may have to suffer the consequences of the biased negative perception created by what has happened. As new future students enrol, they may be associated (rightly or wrongly) with the Dalhousie dental program debacle leading to provincial accreditation bodies like the Alberta Dental Association to pursue asking 'if they had been the subject of a complaint' while at school.*

2. **Is it possible that perception, especially 'implicit cognition' will play a role in whether any of the 13 accused students will or will not be hired in the future? Explain your response.** *Yes, it is possible that implicit cognition will play a role in the future career opportunities of the 13 male Dalhousie dental students. By definition we know that* ***implicit cognition*** *represents 'any thoughts or beliefs that are automatically activated without our conscious awareness'. Even though the students were allowed to continue on in their studies, resulting in most cases with graduation from the university, it does not guarantee that the fall-out won't follow these 13 after they've left campus. When the provincial dental associations are conducting their accreditation processes, and they come across a recent graduate of the Dalhousie dental school program, they'll be tempted to reject an application on the basis that there isn't a good 'fit' with the professional requirements of the job. There will be a biased negative belief about dental grads from Dalhousie.*

3. **What schema do you have when hearing the job title 'Dental Surgeon'? Does your schema fit with the behaviours exhibited by the 13 dental students who posted misogynistic statements on Facebook?** *While this is an opinion question, we can try and draw some parallels between individual student responses and a possible typical response. For example,* ***w****hen an average*

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person hears the title 'Dental Surgeon' they may associate it with years of rigorous post-secondary education and professional clinical training. Further, they know that there is a standard of behaviour and competencies that are determined by a 3rd party provincial accrediting body that ensures strict controls are maintained around such things as conduct. The ***schema*** *or mental picture that an individual may have about a dental surgeon would involve an individual wearing scrubs, wearing plastic gloves, headlamp and face mask ready to perform surgery on a patient in a hospital operating room. The natural question that should be asked next is - what is your schema when the term 'misogynistic' person is mentioned? Most likely, the mental picture that has just been described earlier will not fit the mental schema of a person who is misogynistic (fear or hatred of females). Schemas are helpful during stage 2 encoding and simplification strategies because they lend meaning to a situation/person/event; schemas make it easier for our brains to understand and process what we are perceiving in preparation of sending it all to memory.*

4. **What other perceptual factors could become involved with this case?** *Errors in perception may occur; for example, the* ***halo effect*** *might occur as individuals who sit as members of the provincial accreditation organization may form an overall negative impression about the Dalhousie dental debacle and therefore use that negative impression to bias all Dalhousie dental graduates who apply for accreditation to any one of the many provincial dental associations across Canada. Another possible occurrence could be* ***recency*** **effect** *– as the poor behaviours exhibited during the 4th year by the 13 members are critiqued and scrutinized more so than the many past years of good behaviour when the same 13 students acted properly without incident. One last perceptual factor that could occur involves stage 4 –* ***retrieval and response.*** *Here, members of the industry could hold on to their schemata-based impression of Dalhousie male dental graduates . . . maybe even created a negative stereotype of all males in the graduating classes at Dalhousie dental school and use that memory to screen and then reject applicants who want to practice*.

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XII. Ethical OB Dilemma

Ethnic-Sounding Names Scare Off Job Prospects

Ethnic sounding names tend to exclude certain people from the job market. Consider the research conducted and ask the students what they think of the results and how it relates to the topic of perception. How would they resolve the dilemma in terms of job applicants?

XIII. Chapter Handout

In order to get the students actively engaged in the materials, sometimes it's good to assign them something to do while the class is taking place. On the next page you can find a handout that can be photocopied, distributed and completed by each student and handed in at the end of class. You may not want to do this each week, but it's a good spot quiz type of exercise that can be used for bonus or participation marks for one particular class.

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Student Name & Number: _____

Chapter 2 Handout

Key Term Definitions & Application of OB to the World of Work

Key Term	**Definition**	**(check off) Term Was Referred To During Class**
Social perception		
Stereotype		
Causal attributions		
Self-serving bias		

Applying OB Concepts to the World of Work:

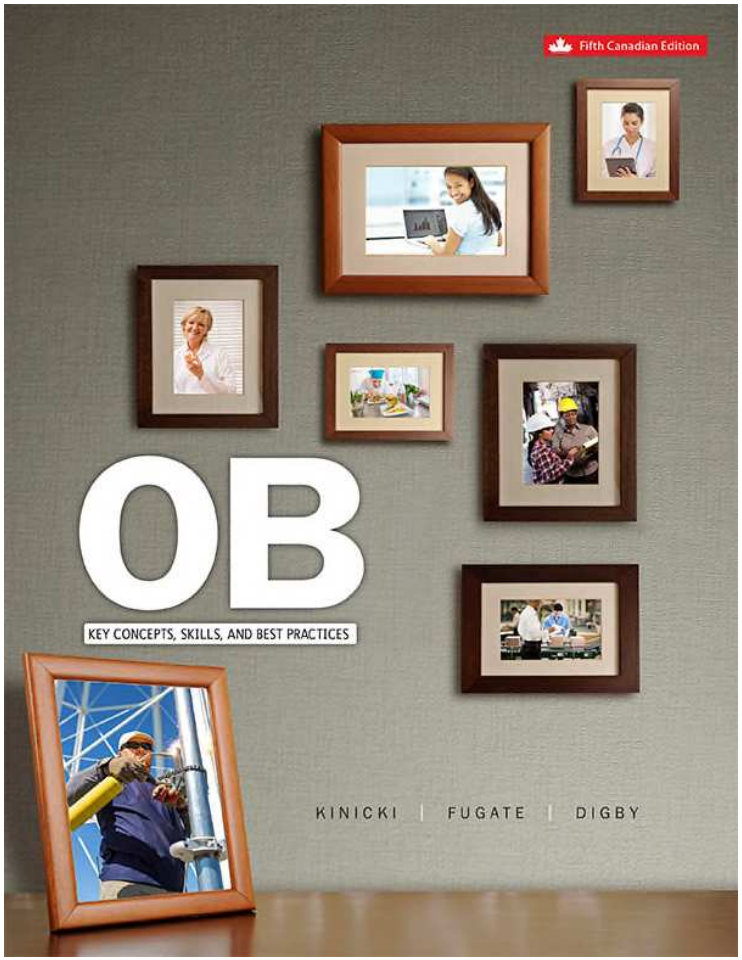
Write a ____ word reflection on how the concepts discussed in this chapter relate to:

- *improving our understanding of others in the workplace*
- *increasing employee productivity*

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Chapter 2

Social Perception and Attribution Factors Influencing Individual Behaviour

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Learning Objectives

1. Describe perception in terms of the social information processing model.
2. Explain six managerial implications of social perceptions
3. Examine various managerial challenges and workplace recommendations around gender, age, racial/ethnic, and disability stereotypes.
4. Explain, according to Kelley's Model, how external and internal causal attributions are formulated.
5. Compare and contrast fundamental attribution bias and self-serving bias.

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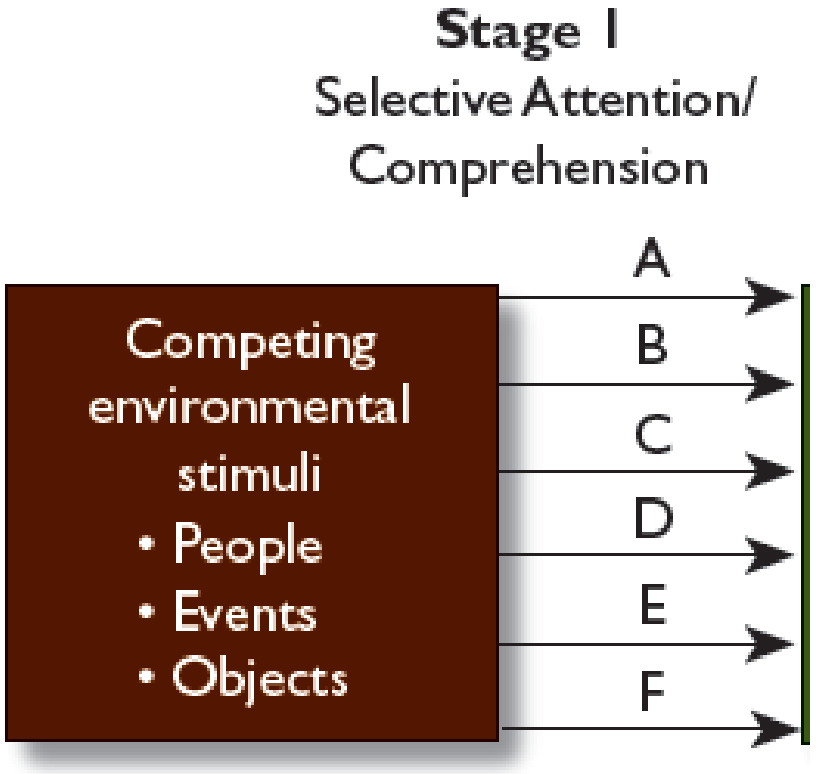


What is Perception?

- **Perception** is the process of interpreting one's environment.
- **Social perception** is how people perceive one another and can be labelled also as social cognition and social information.

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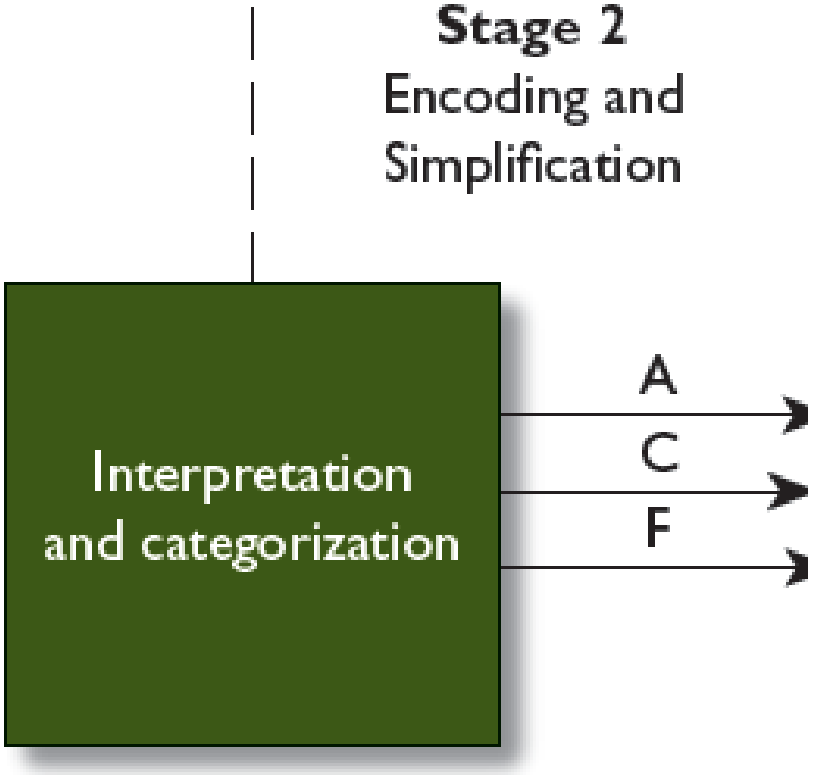
Perception: Four-Stage Sequence



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Perception: Four-Stage Sequence

- Cognitive categories
- Schemata



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TABLE 2.1

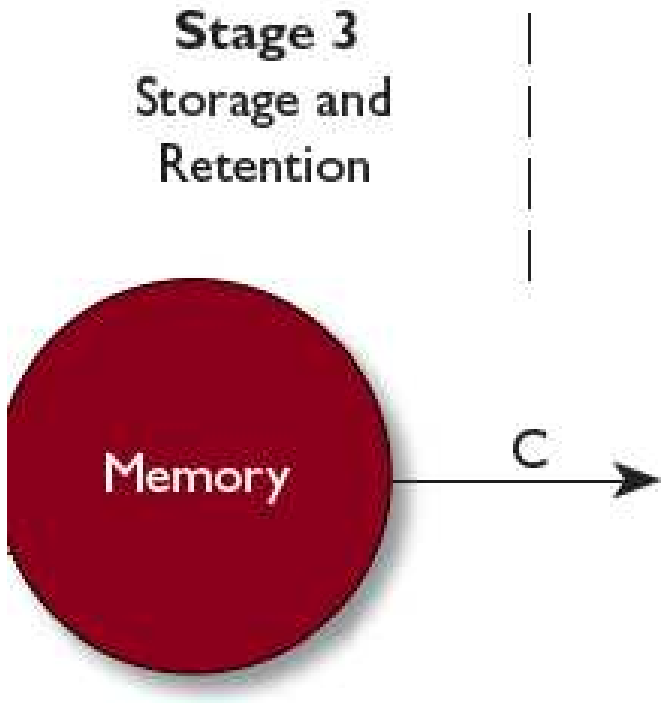
Commonly Found Perceptual Errors

Perceptual Error	Description	Example	Recommended Solution
Halo	A rater forms an overall impression about an object and then uses that impression to bias ratings about the object	Rating a professor high on the teaching dimensions of ability to motivate students, knowledge, and communication because we like him or her.	Remember that an employee's behaviour tends to vary across different dimensions of performance. Keep a file or diary to record examples of positive and negative employee performance throughout the year.
Leniency	A personal characteristic that leads an individual to consistently evaluate other people or objects in an extremely positive fashion.	Rating a professor high on all dimensions of performance regardless of his or her actual performance. The rater who hates to say negative things about others.	It does not help employees when they are given positive feedback that is inaccurate. Try to be fair and realistic when evaluating others.
Central tendency	The tendency to avoid all extreme judgments and rate people and objects as average or neutral.	Rating a professor average on all dimensions of performance regardless of his or her actual performance.	It is normal to provide feedback that contains both positive and negative information. The use of a performance diary can help to remember examples of employee performance.
Recency effects	The tendency to remember recent information. If the recent information is negative, the person or object is evaluated negatively.	Although a professor has given good lectures for 12 to 15 weeks, he or she is evaluated negatively because lectures over the last 3 weeks were done poorly.	It is critical to accumulate examples of performance that span the entire rating period. Keep a file or diary to record examples of performance throughout the year.
Contrast effects	The tendency to evaluate people or objects by comparing them with characteristics of recently observed people or objects.	Rating a good professor as average because you compared his or her performance with three of the best professors you have ever had. You are currently taking courses from the three excellent professors.	It is important to evaluate employees against a standard rather than your memory of the best or worst person in a particular job.

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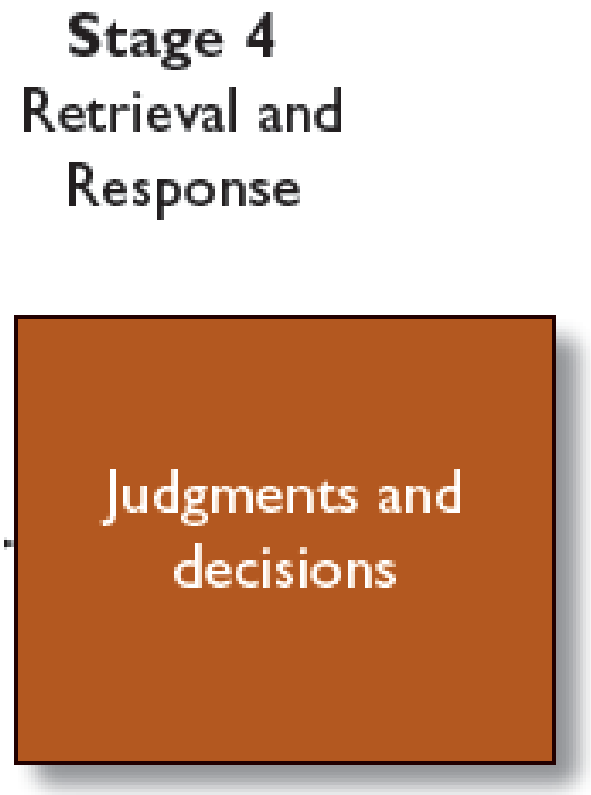
Perception: Four-Stage Sequence

- Event memory
- Semantic Memory
- Person Memory



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Perception: Four-Stage Sequence



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Managerial Implications

1. Hiring

- Affected by **implicit cognition**

2. Performance Appraisal

- Faulty perceptions can lead to inaccuracies; using more objective measures will reduce bias

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Managerial Implications

3. Leadership

- Impacted by employee '**schemata**' of good and poor leaders

4. Communication and Interpersonal Influence

- Perception can cause distortions

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Managerial Implications

5. **Workplace Aggression, Bullying, and Antisocial Behaviour**
   - Based on employees' perceptions of the working environment
6. **Physical and Psychological Well-Being**
   - Perceptions of fear, harm, and anxiety are can lead to physical and psychological issues

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Stereotypes Formation and Maintenance

- **Stereotype**
  - An individual's set of beliefs about the characteristics or attributes of a group.
  - Used as a means of processing the large amount of information which bombards individuals every day.
- **Are stereotypes always negative?**

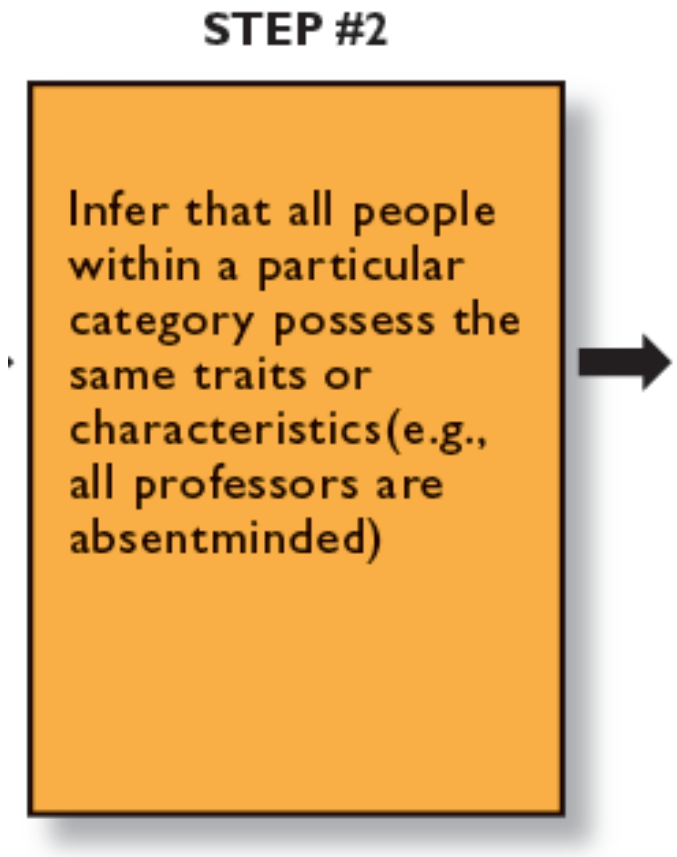
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Four-Step Process of Stereotyping



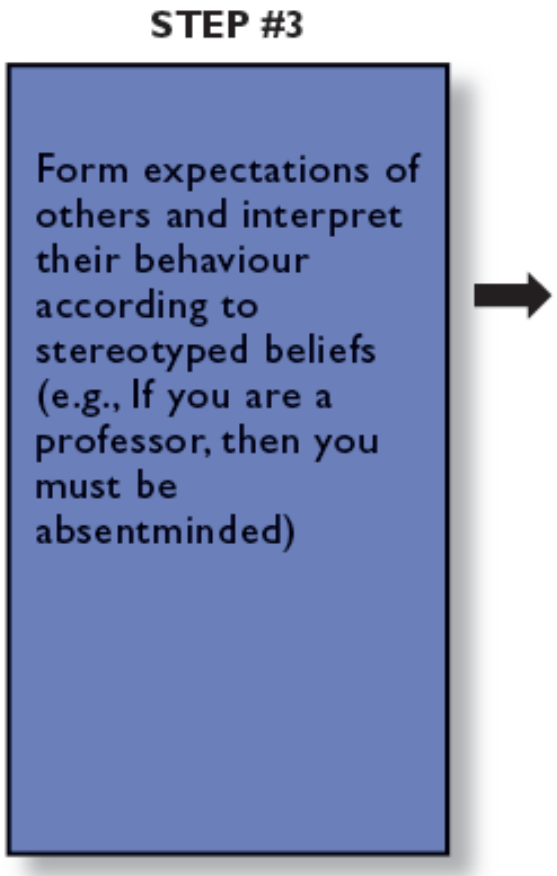
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Four-Step Process of Stereotyping



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Four-Step Process of Stereotyping



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Four-Step Process of Stereotyping

STEP #4

Overestimate the frequency of stereotypic behaviours exhibited by others or incorrectly explain expected and unexpected behaviours (e.g., all future professors you meet will be absentminded just like those from the past)

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Consequences of Stereotyping

- Poor decisions
- Creating barriers
- Undermining loyalty
- Lowering job satisfaction

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Four Common Forms of Stereotyping

1. Gender Stereotypes

- Beliefs about appropriate roles for men and women.
- Studies show: There is no significant difference in **performance ratings** but gender is significantly related to **promotion potential. Men are rated more favourably** than women despite commonalities in terms of age, education, tenure, salary, and type of job.

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Four Common Forms of Stereotyping

2. Age Stereotypes

- Discrimination is a result of a negative orientation towards age
- Age and turnover are negatively related
- Job Performance
- Studies show: Age and job performance are not related; as age increases so does employee fulfillment, internal work motivation and organizational commitment

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Four Common Forms of Stereotyping

3. Racial and Ethnic Stereotypes

- Often triggered automatically as the result of looking at someone's features or skin colour.
- Despite being more educated than non-visible minorities, visible minorities have a **higher unemployment rate**.
- A recent United Nations report cited Canada as not doing enough in the areas of racial and aboriginal issues.

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Four Common Forms of Stereotyping

4. Disability Stereotypes

- Individuals with disabilities face negative stereotypes on two fronts: the general population and employers.
- Canadians with disabilities live at the bottom of the income scale and have the highest level of unemployment. This is largely due to lower levels of education.

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What Are Causal Attributions?

- **Causal attributions** are the suspected or inferred causes of observed behaviour
  - Internal Factors
  - External Factors

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Kelley's Model of Attribution

Consensus: comparing a person's behaviour with that of his or her peers

Distinctiveness: comparing a person's behaviour on one task with their behaviour on other tasks

Consistency: judging if a person's performance on a given task is consistent over time

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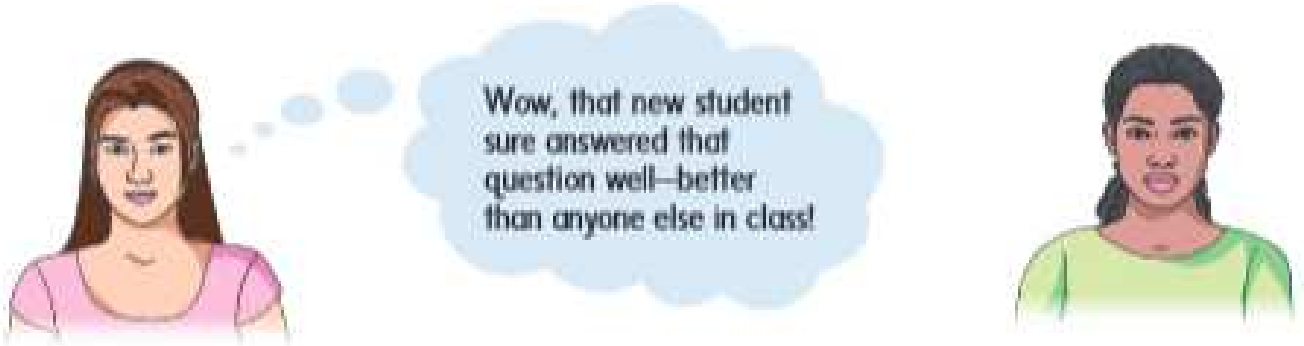
Casual Attributions Around Three Dimensions

CONSENSUS: Suri looks at a new student in class and compares the student to her current friends.



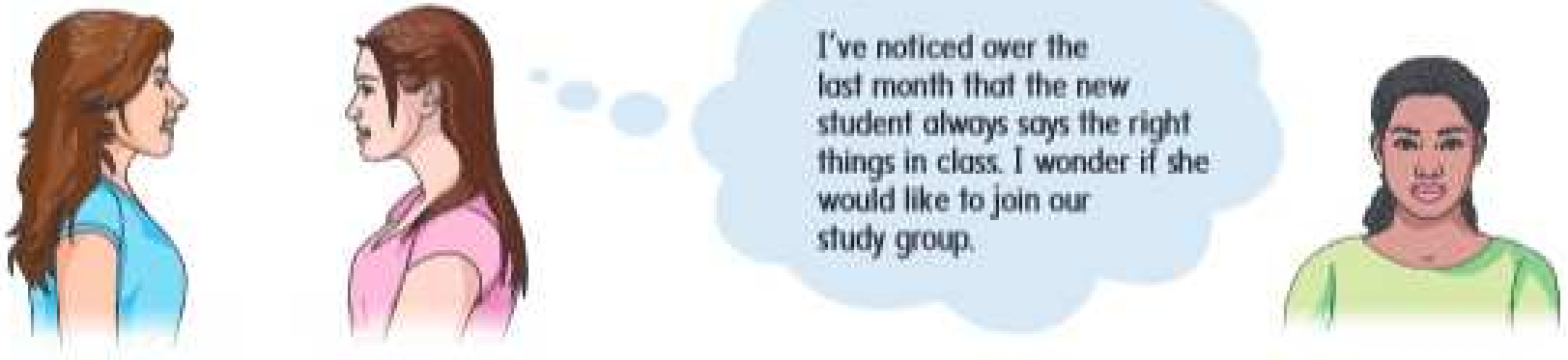
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DISTINCTIVENESS: Suri observes the new student answering questions during class one day and is impressed with the responses. Suri recalls the new student made a strong presentation to the class the other day and was able to defend her answers well when questioned by the professor.



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CONSISTENCY: Suri decides the new student is smart because every time she gives a response during class, the teacher agrees with her.



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Attributional Tendencies

- **Fundamental Attribution Bias**
  - One's tendency to attribute another person's behaviour to his or her personal characteristics, as opposed to environmental factors
- **Self-Serving Bias**
  - One's tendency to take more personal responsibility for success than for failure

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Managerial Application and Implications

- Managers give employees more immediate, frequent, and negative feedback when they attributed their **performance to low effort**.
- Managers tend to transfer employees when their performance was attributed to a **lack of ability**.
- Overall, managers tend to attribute behaviour to **internal causes**. Such an attribution can lead to inaccurate performance appraisals as well as reduced employee motivation and performance.

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Summary of Learning Objectives

LO1: Describe perception in terms of the social information processing model.

- Perception is a mental and cognitive process that enables us to interpret and understand our surroundings.
- The four stages of social perception are selective attention/comprehension, encoding and simplification, storage and retention, and retrieval and response.
- During social cognition, salient stimuli are matched with schemata, assigned to cognitive categories, and stored in long-term memory for events, semantic materials, or people.

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Summary of Learning Objectives

LO2: Explain six managerial implications of social perceptions.

- Social perception affects hiring decisions, performance appraisals, leadership perceptions, communication processes, workplace aggression and antisocial behaviour, and physical and psychological well-being.

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Summary of Learning Objectives

LO3: Examine various managerial challenges and workplace recommendations of gender, age, racial/ethnic, and disability stereotypes.

- Key challenge: reduce the stereotyping that influences decision making and interpersonal processes
- Hiring decisions: based on valid individual differences; use valid criteria when evaluating employee performance.
- Minimizing differences in job opportunities and experiences across groups of people can help alleviate promotional barriers.

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Summary of Learning Objectives

LO4: Explain, according to Kelley's Model, how external and internal causal attributions are formulated.

- Attribution theory attempts to describe how people infer causes for observed behaviour.
- According to Kelley's model of causal attribution, external attributions tend to be made when consensus and distinctiveness are high and consistency is low.
- Internal attributions tend to be made when consensus and distinctiveness are low and consistency is high.

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Summary of Learning Objectives

LO5: Compare and contrast fundamental attribution bias and self-serving bias.

- Fundamental attribution bias involves emphasizing personal factors more than situational factors while formulating causal attributions for the behaviour of others.
- Self-serving bias involves personalizing the causes of one's successes and externalizing the causes of one's failures.

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