

9.12 MODEL QUESTIONS

1. Discuss the meaning of “Organization Behaviour”?
2. Explain the different approaches of OB.
3. Discuss the major tenets of Bureaucratic Theory of management.
4. Explain the significance of Taylor’s Scientific Management theory in OB.
5. Why Fayol’s management principles are known as the universal principles of management.
6. State the relationship between HRM and OB.
7. Explain how globalization has affected organizational behaviour.
8. Discuss the limitations of OB in the current scenario.

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UNIT 10:PERSONALITY AND PERCEPTION

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Concept of Personality

10.4 Approaches to Personality Traits and Determinants

10.5 Personality Attributes

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10.12 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- state the concept of personality and its determinants.
- describe the different approaches to personality traits and dimensions.
- identify different personality attributes affecting behavior in organizations.
- describe the basic elements of the perceptual process.
- state the importance and factors influencing perception
- describe the challenges of performance appraisal while making judgment about others.

10.2 INTRODUCTION

All organizations are composed of employees with varied backgrounds, skills, experiences, aspirations and attitudes. The behavior

of an employee always involves a complex interaction of the person and the situation. Events in the surrounding environment, including the presence and behavior of others, strongly influence the way people behave at any particular time. One reason why we need to study human behavior is that individuals are different and unique. They respond to different situations and events in a different manner. It is therefore essential to study the individual and his personality before proceeding to see how he behaves in work organizations. One key idea is that personality represents personal characteristics that lead to conscious patterns of behavior. People naturally seek to understand these behavioral patterns in their interaction with others. Managers and employees in organizations need to understand others' behavior in various situations. In this Unit, we shall discuss the aspects related with personality and perception.

10.3 CONCEPT OF PERSONALITY

Personality refers to the relatively stable pattern of behaviors and consistent internal states that explain a person's behavioral tendencies. Personality has both internal and external elements. The external traits are observable behaviors that we rely on to identify one's personality. The internal state represents the thoughts, values, and generic characteristics that we infer from the observable behavior. Personality traits are less evident in situation where social norms, reward systems, and other conditions constraint our behavior.

An individual's personality is relatively stable. If it changes at all, it is only after a long time or as a result of traumatic events. Theories of personality often describe what people have in common and what set people apart. To understand the personality of an individual, it is important to understand both what that individual has in common with others and what makes that particular individual unique. This complexity makes managing and working with people extremely challenging.

10.4 APPROACHES TO PERSONALITY TRAITS AND DETERMINANTS

The major determinants of personality are, generally, grouped by researchers under four heads: biological, cultural, family and situational. Let us discuss these factors in detail:

a. Biological Factors: Personal characteristics such as age, sex, marital status, dependents, ability etc. Such individual information would help find the relationship between an individual's background and his motivation level and the impact of these variables on employee productivity, turnover and satisfaction.

- ***Age:*** The relationship between age and job performance has been a point of intense debate and discussion over the years. It is widely believed that job performance decline with increasing age. An employee turnover too, tends to be low as employees age. There are less chances of such employees quitting the job suddenly because of two reasons; one, the outside opportunities may not be very tempting or may not be available, second, one begins to get more by staying back in terms of higher wages, benefits, bonuses, stock options etc. The ***age vs. absenteeism*** relationship is somewhat inverse because older employees have lower rate of avoidable absence than do their younger counterparts. They have generally higher rate of unavoidable absence due to poor health and longer recovery periods when they fell sick. Coming to ***age vs. productivity*** relationship, it is generally believed that an individual's skills decay over time, may loose interest in his job and the intellectual stimulation may also depreciate over time. However, this may not always hold good as recent research studies have proved. In fact, researchers now opine that age and job performance are unrelated.
- ***Sex:*** It is generally believed that gender difference between males and females affect their job performance, especially in situations demanding physical effort. However, there are no consistent male

female differences in problem-solving ability, analytical skills, motivation, sociability, competitive drive etc. At lower level women are willing to conform to authority whereas men are more aggressive. The difference in productivity, turnovers are also negligible.

- ***Marital Status:*** Research evidence suggests that married employees tend to have fewer absences, undergo fewer turnovers, and remain more satisfied with their job than unmarried co-workers.
- ***Ability:*** It refers to individual's capacity to perform the various tasks in a job. An individual's abilities are of two kinds (a) Intellectual abilities, which are required to carry out mental activities. These include number aptitude, verbal comprehension, perceptual speed, reasoning and memory. Selection tests emphasized to measure these found to be strong predictors of job performance. (b) Physical abilities, which includes stamina, dexterity, strength and similar skills. Physical abilities are more important for performing less skilled and more standard jobs at lower levels in an organization.

b. Cultural and Heredity Factors:

- ***Culture:*** A culture provides people with a set of values and assumptive beliefs as well as implicit inferences about how the world operates, which enable them to find meaning of the events of their lives. Culture is a complex set of these beliefs, values, and, techniques for dealing with the environment which are shared among contemporaries and transmitted from one generation to the next. Culture requires both conformity and acceptance from its members. There are several ways of ensuring that members comply with the dictates of the culture. Such socialization takes place through early training given to the young generation of a culture, through establishing customs and also through informal pressure to obey certain ways of behaving. The personality of an individual to a marked extent is determined by the culture in which he is brought up.
- ***Heredity:*** Personality emerges over time from the interaction of genetic and environmental factors. To a large extent, genes predetermine an individual's physical characteristics, (size, facial

attractiveness, sex, muscle composition and reflexes etc) and they contribute to other important personality characteristics such as intelligence and temperament. Gender, race, appearance, size, and even health and energy are influenced significantly by inherited genetic features.

Although heredity plays a role in development of personality, personality characteristics are not completely dictated by heredity. One of the major characteristics that distinguish human being from other species is that human beings have a significantly greater capacity to learn, remember and think about what happened in the past, what is happening in the present, and what might happen in the future. Individuals learn and acquire knowledge, abilities, values, and attitudes. Individuals learn their own motives. Overtime, their pattern of behavior becomes identified as their personalities. People's personality becomes clearer and more stable as they grow older. Personality can change and may do so slowly over the years. The more set the individual's personality becomes, the greater the need for conscious effort to modify it.

c. **Family and Social Factors:** Family and social factors are important in shaping the personality of an individual. In order to understand the effect of family on an individual's personality, it is necessary to understand the socialization process and identification process.

The contribution of family and social groups in combination of culture is known as ***socialization***. Socialization is the process by which an individual infant acquires, from the enormously wide range of behavioral potentials that are open to him at birth, those behavioral patterns that are customary and acceptable according to the standards of his family and social groups. It initially starts with the contact with mother and later on the other members of the family. The social groups also play an influential role in shaping an individual's personality. ***Identification*** process starts when a person begins to identify himself with some other members of the family. Normally a child tries to behave as his father or mother. He tries to

emulate certain actions of his model - the parents. Apart from socialization and identification process, the personality of an individual is influenced by the home environment. There are substantial empirical evidences to indicate that overall environment created by parents at home is critical in personality development.

d. **Situational Factors:** An individual's personality is a unique combination of emotional, thought, and behavioral pattern that affect how a person reacts to situations and interacts with others. So situation plays a vital role in human personality. Knowledge, skill and language are obviously acquired and represent important modifications of behavior. However, learned modifications in behavior are not passed on the children, they must be acquired by them through their own personal experience, through interaction with the environment.



CHECK YOUR PROGRESS

Q.1 What are the determinants of personality?

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10.5 PERSONALITY ATTRIBUTES

Some of us are quiet and passive; others are loud and aggressive. When we describe people using terms such as *quiet, passive, loud, aggressive, ambitious, extrovert, loyal,* we are describing their personalities. Personality is most often described in terms of measurable traits that person exhibits. Over the years researchers have attempted to identify the traits that best describe personality.

10.5.1 Sixteen Personality Factors

Raymond Cattell in 1943 used the Allport and Odbert list of traits as a starting point to frame a multi-dimensional model of personality. As the list was too exhaustive, he reduced the number

of traits and applied cluster and factor analysis techniques to the reduced set. Words which were semantically similar were grouped as synonyms clusters, which were further grouped as antonyms pairs. He reduced the list of 4500 traits from the Allport and Odbert list to 35 variables in order to identify the major dimensions of personality. To assess these factors he constructed the Sixteen Personality Factors (16 PF) as follows:

	Sixteen Personality Factors (16 PF)
1	Apprehensive versus self-assured
2	Assertive versus humble
3	Conscientious versus expedient
4	Controlled versus casual
5	Emotionally stable versus unstable
6	Experimental versus conservative
7	Happy-go-lucky versus sober
8	Imaginative versus practical
9	More intelligent versus less intelligent
10	Outgoing versus reserved
11	Relaxed versus tense
12	Reserved versus warm
13	Shrewd versus forthright
14	Suspicious versus trusting
15	Tough-minded versus sensitive
16	Venturesome versus timid

Table 10.1: Sixteen Personality Factors

Cattell went on to construct the 16PF Questionnaire using these 16 factors as the basis. The questionnaire remains in use by universities and businesses for research, personnel selection, and the like. Further factor analysis reduced the 16 factors to 5 factors leading to the development of the “Big Five” personality theory.