DETERMINANTS OF OCCUPATIONAL BEHAVIOUR

FEM 3104

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LEARNING OBJECTIVES

• To explain the determinant of occupational behaviour - personality, perception, attitude, motivation, intelligence.
• To explain diversity at work place.
A simplified structure of psychological theory
(Arnold & Randall, 2010)
INDIVIDUAL BEHAVIOUR

PERCEPTION

PERSONALITY

ENVIRONMENTAL INTERACTION & OCCUPATIONAL BEHAVIOUR
FACTORS PREDICTING OCCUPATIONAL BEHAVIOUR (Furham, 1992)

- DEMOGRAPHIC FACTORS
- INTELLIGENCE
- MOTIVATION
- PERSONALITY
- ABILITY
IQ

WORK BEHAVIOR

PERSONALITY

PHYSICAL ABILITY
physical sensory, psychomotor (sensorimotor)

INDIVIDUAL DIFFERENCES

INTEREST
APTITUDE & ABILITY

- **Aptitude:** a person’s capability to learn something.
- **Ability:** the extent to which a person can efficiently carry out multiple processes in coordination to achieve a specific goal. Also called as *competencies*.
- **Aptitude:** potential ability. **Ability:** knowledge and skills that an individual possess.
Ability
when you can make three generations of people laugh their socks off without uttering a single word
Aptitude and abilities are important considerations for manager when initially hiring or selecting candidates for a job.

Strength shows, not only in the ability to persist, but the ability to start over.
Background characteristics that help shape what a person has become - gender, age, race, ethnicity, class, education, birth order, parents’ occupation.

Different from psychographic factors which refers to beliefs and values.

Demographic differences can be the basis for inappropriate stereotyping that can influence workplace decisions and behaviour.
INTELLIGENCE

- No universal accepted definition.
- “Intelligence is what intelligence measure” (Boring, 1923).
- Two prominent theories:
  2. Sternberg, 1985: Triarchic Theory of Intelligence
GARDNER’S THEORY

- Proposed 7 types of intelligence:
  1. Linguistic
  2. Spatial
  3. Musical
  4. Logical-mathematic
  5. Bodily kinaesthetic
  6. Interpersonal
  7. Intrapersonal
STERNBERG’S THEORY

- Consist 3 parts to describe and measure intelligence:

1. **Analytical (componentional) subtheory**: academic problem-solving and reflects how an individual relate to their internal world.

2. **Creative (experiential) subtheory**: involves the insights people have, their ability to synthesise and their ability to react to novel situation and stimuli - the ability to think creatively and the ability to adapt creatively and effectively to new situation.
3. **Practical (contextual) subtheory**: involves the ability to understand and deal with everyday tasks - how individual relate to the external world: Real world intelligence.

- People with high level of this type of intelligence can adapt to or shape their environment.
"abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope”, Goleman, 1995.

Seen by many as an exciting concept because it encompasses thought, emotion and interpersonal awareness more than earlier models of intelligence.
INTELLIGENCE

TODAY, CLASS, WE ARE GOING TO DISCUSS THE SCIENTIFIC THEORY OF INTELLIGENT DESIGN...

GOD DID EVERYTHING. CLASS DISMISSED.

“Intelligent or not, we all make mistakes and perhaps the intelligent mistakes are the worst, because so much careful thought has gone into them.”

-Peter Ustinov

I JUST LUV THE THEORY OF INTELLIGENT DESIGN... ISN'T IT GREAT? YOU DON'T HAVE TO KNOW ANYTHING!

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MOTIVATION

- A multidimensional abstract concept that refers to the tendency to attend to some stimuli rather than others, with accompanying emotions, and the drive to cause some action rather than others
- The need for achievement
THINK BIG

"And in the end, it's not the years in your life that count - it's the life in your years."

- Abraham Lincoln
Personality is an **elusive concept**.

Some psychologists have developed *grand theories* of personality.

Others have tried to identify personality types and describe why an individual classified as a certain *personality type* behaves in certain ways.

We will examine the ways of understanding personality and also discuss the ways of and problems in measuring this concept.
• Personality derives from the Latin word persona, which translates into English as *mask*.

• In psychology, *personality is defined as the consistent ways in which one person’s behavior differs from that of others, especially in social contexts.*
Personality is the pattern of behavior by which we are recognized” (Howard & Howard, *The Owner’s Manual for Personality at Work*, 2001, p. 190).

Totality of an individual’s behavioral and emotional characteristics. Personality embraces person’s moods, attitudes, opinions, motivations, and style of thinking, perceiving, speaking and acting. It is a part of what makes each individual distinct. (Britannia Concise Encyclopedia, 2001).
Personality can be defined as a dynamic and organized set or characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. *(Ryckman, 2004).*

Totality of an individual’s behavioral and emotional characteristics. Personality embraces person’s moods, attitudes, opinions, motivations, and style of thinking, perceiving, speaking and acting. It is a part of what makes each individual distinct. *(Britannia Concise Encyclopedia, 2001)*
Psychoanalysis is a psychological and psychotherapeutic theory conceived in the late 19th and early 20th centuries by Austrian neurologist Sigmund Freud.

The basic tenets of psychoanalysis include the following:

1. Beside the inherited constitution of personality, a person's development is determined by events in early childhood;

2. Human behavior, experience, and cognition are largely determined by irrational drives;
3. Those drives are largely **unconscious**;

4. Attempts to bring those drives into awareness meet **psychological resistance** in the form of **defense mechanisms**;

5. Conflicts between conscious and unconscious (repressed) material can result in mental disturbances such as neurosis, neurotic traits, anxiety, depression etc.;

6. The liberation from the effects of the unconscious material is achieved through bringing this material into the conscious mind (via e.g. skilled guidance).
According to Freud, there are three components to personality.

- **Id**, the part that is comprised of all of our biological drives that demand immediate gratification.

- **Ego**, the rational, negotiating, and decision-making component of the personality.

- **Superego**, the internalized values and rules we receive from our parents and society.
Freud’s structure of personality

Common defense mechanisms...

- **Rationalization** occurs when people “make excuses” and reframe unpleasant events as actually beneficial, or their actions as justifiable or rational (when the actions are arguably not so).

- **Repression** is “motivated forgetting” of painful or unacceptable thoughts, feelings or memories.

- **Regression** is an apparent return to a more juvenile way of thinking or acting.
• **Denial** is refusal to acknowledge a problem or believe any information that causes anxiety.

• **Displacement** is the diversion of an unacceptable thought or impulse from its actual target to a less threatening object or person.

• **Reaction** formation involves presentation of one’s thoughts or feelings as the extreme opposite of what they actually are.
What determine personality? Heredity? Environment?

General conclusion:
- **Heredity** sets the limits on just how much personality characteristics can be developed.
- **Environment** determines development within these limits.
PERSONALITY TESTING IN THE WORKPLACE

- Personality and ability testing are used for various purposes in the workplace such as:
  - for recruitment,
  - selection,
  - appraisal,
  - promotion and research.
HOW PERSONALITY DIFFER?

- Personality dimensions:
  - Open
  - Extraverted
  - Agreeable
  - Stable
  - Conscientious
  - Conscientiousness
  - Agreeableness
  - Neuroticism
  - Openness to experience

**Big Five**

<table>
<thead>
<tr>
<th>Low Scorers</th>
<th>High Scorers</th>
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<tbody>
<tr>
<td>Loner</td>
<td>Joiner</td>
</tr>
<tr>
<td>Quiet</td>
<td>Talkative</td>
</tr>
<tr>
<td>Passive</td>
<td>Active</td>
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<tr>
<td>Reserved</td>
<td>Affectionate</td>
</tr>
<tr>
<td>Suspicious</td>
<td>Trusting</td>
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<tr>
<td>Critical</td>
<td>Lenient</td>
</tr>
<tr>
<td>Ruthless</td>
<td>Soft-hearted</td>
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<tr>
<td>Irritable</td>
<td>Good-natured</td>
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<tr>
<td>Negligent</td>
<td>Conscientious</td>
</tr>
<tr>
<td>Lazy</td>
<td>Hard-working</td>
</tr>
<tr>
<td>Disorganized</td>
<td>Well-organized</td>
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<tr>
<td>Late</td>
<td>Punctual</td>
</tr>
<tr>
<td>Calm</td>
<td>Worried</td>
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<tr>
<td>Even-tempered</td>
<td>Temperamental</td>
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<tr>
<td>Comfortable</td>
<td>Self-conscious</td>
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<tr>
<td>Unemotional</td>
<td>Emotional</td>
</tr>
<tr>
<td>Down-to-earth</td>
<td>Imaginative</td>
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<tr>
<td>Uncreative</td>
<td>Creative</td>
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<tr>
<td>Conventional</td>
<td>Original</td>
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<tr>
<td>Uncurious</td>
<td>Curious</td>
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## HOW PERSONALITY DIFFER?

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness</td>
<td>Curious, original, intellectual, creative, and open to new ideas.</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>Organized, systematic, punctual, achievement oriented, and dependable.</td>
</tr>
<tr>
<td>Extraversion</td>
<td>Outgoing, talkative, sociable, and enjoys being in social situations.</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Affable, tolerant, sensitive, trusting, kind, and warm.</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>Anxious, irritable, temperamental, and moody.</td>
</tr>
</tbody>
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PERCEPTION

- The process through which people receive, organize and interpret information from environment.
- Information gathered from five senses of sight, hearing, touch, taste and smell.
- Through perception, people process information inputs into responses involving feelings and action.
- A way of forming impressions about oneself, other people and daily life experiences.
- Also serves as a screen or filter through which information passes before it has an effect on people.
PERCEPTION VS. REALITY

Nothing is as it seems

found on uberpix.net
FACTORS INFLUENCING THE PERCEPTUAL PROCESS

PERCEIVER
- Experience
- Needs or motive
- Values
- Attitude

SETTING
- Physical
- Social
- Organisational

PERCEIVED
- Contrast
- Figure-Ground
- Separation
- Intensity
- Size
- Motion
- Repetition/Novelty

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Workforce diversity is the mix of gender, race and ethnicity, age and able bodiedness.

Presently: workforce diversity has increase.

As workforce becomes increasingly diverse, the possibility of stereotyping and discrimination also increase - can influence workplace decisions and behaviours.

Managing diversity and individual differences involves striving for a match among the firm, specific jobs and the people recruited, hired, and developed, while recognizing an increasingly diverse workforce.
Increasing workforce diversity is provided for by equal employment opportunity, through nondiscrimination and affirmative action; ethical considerations; local, national and global competitive pressures and a projected change in the nature of workplace.

Firms now use wide variety of practices in managing workforce diversity: interactive networks, recruitment, education, development, promotion, pay and assessment among others.
SUMMARY

- Worker’s performance to some extent is influenced by his behaviour.
- Diversity is a challenge in today's work organisation.