



İSTANBUL ÜNİVERSİTESİ
İŞLETME FAKÜLTESİ
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İKTİSADİ
ENSTİTÜSÜ



ISTANBUL UNIVERSITY

ORGANIZATIONAL BEHAVIOR AND LEADERSHIP

PERSONALITY

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FORMATION & DEFORMATION OF PERSONALITY

Personality is the overall combination of characteristics that capture the unique nature of a person as that person reacts to and interacts with others.

- BIOLOGICAL FACTORS
- ENVIRONMENTAL FACTORS
 - CULTURE
 - SOCIO-ECONOMICAL FACTORS
 - FAMILY
 - REFERENCE GROUPS

CONSCIOUS

Everything we are aware of at a given moment

PRECONSCIOUS

Thoughts, feelings, memories and wishes that can easily be brought to the conscious level

UNCONSCIOUS

Thoughts, feelings, memories and wishes that are extremely difficult to bring to awareness; may appear in disguised form in dreams



EGO

The executive part of the personality that seeks to resolve the continuing conflict between the id and superego by the reality principle

SUPEREGO

The moralistic and idealistic structure, consisting of the conscience which punishes behavior that violates society's rules and the ego ideal which rewards behavior meeting idealistic expectations

ID

The source of energy of eros and thanatos which seeks immediate gratification in line with the pleasure principle



J. ROTTER OBSERVATIONAL LEARNING

- OBSERVATIONAL LEARNING
- LOCUS OF CONTROL
 - INTERNAL
 - EXTERNAL

Rotter has four main components to his social learning theory model predicting behavior. These are behavior potential, expectancy, reinforcement value, and the psychological situation.

Behavior Potential. Behavior potential is the likelihood of engaging in a particular behavior in a specific situation. In other words, what is the probability that the person will exhibit a particular behavior in a situation? In any given situation, there are multiple behaviors one can engage in. For each possible behavior, there is a behavior potential. The individual will exhibit whichever behavior has the highest potential.

Expectancy. Expectancy is the subjective probability that a given behavior will lead to a particular outcome, or reinforcer. How likely is it that the behavior will lead to the outcome? Having high or strong expectancies means the individual is confident the behavior will result in the outcome. Having low expectancies means the individual believes it is unlikely that his or her behavior will result in reinforcement. If the outcomes are equally desirable, we will engage in the behavior that has the greatest likelihood of paying off (i.e., has the highest expectancy). To have a high expectancy, people must believe both (a) that they have the capacity to enact the behavior effectively and (b) that that behavior will result in reinforcement.



J. ROTTER OBSERVATIONAL LEARNING

Reinforcement Value. Reinforcement is another name for the outcomes of our behavior. Reinforcement value refers to the desirability of these outcomes. Things we want to happen, that we are attracted to, have a high reinforcement value. Things we don't want to happen, that we wish to avoid, have a low reinforcement value.

Predictive Formula. Behavior Potential (BP), Expectancy (E) and Reinforcement Value (RV) can be combined into a predictive formula for behavior:

$$\mathbf{BP = f(E \& RV)}$$

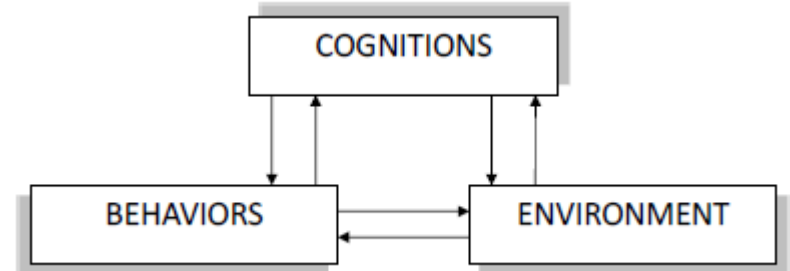
Psychological Situation. The psychological situation represents Rotter's idea that each individual's experience of the environment is unique. Although the psychological situation does not figure directly into Rotter's formula for predicting behavior, Rotter believes it is always important to keep in mind that different people interpret the same situation differently. Different people will have different expectancies and reinforcement values in the same situation. Thus, it is people's subjective interpretation of the environment, rather than an objective array of stimuli, that is meaningful to them and that determines how they behave.



A. BANDURA SOCIAL LEARNING

LEARNING

- ATTENTION
- RETENTION
- REPRODUCTION
- MOTIVATION
- PAST REINFORCEMENTS
- PROMISED REINFORCEMENTS
- VICARIOUS REINFORCEMENTS



Social learning theory, proposed by Albert Bandura, emphasizes the importance of **observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others**. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior.

Children observe the people around them behaving in various ways.

In society, children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school.



A. BANDURA SOCIAL LEARNING

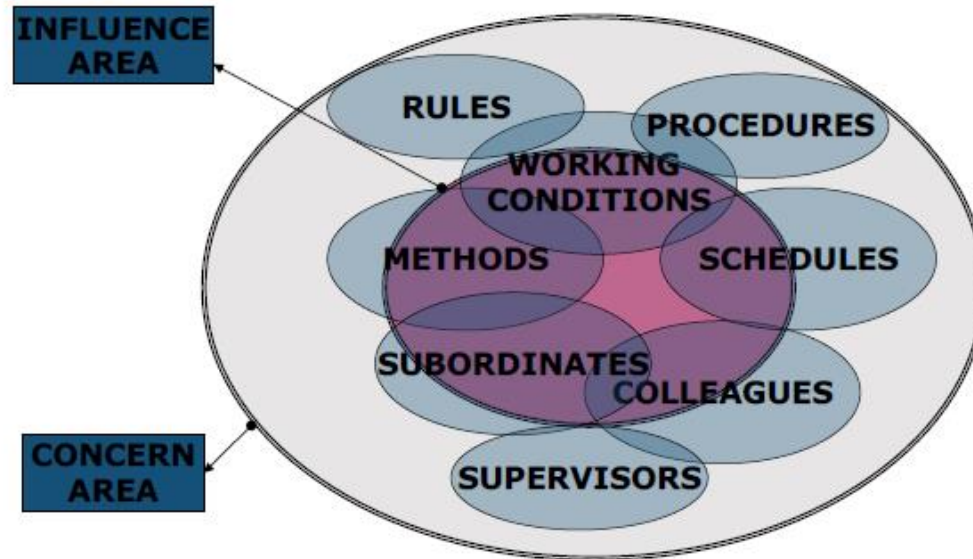
They may do this regardless of whether the behavior is ‘gender appropriate’ or not, but there are a number of processes that make it more likely that a child will reproduce the behavior that its society deems appropriate for its gender. First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behavior modeled by people of the same gender. Second, the people around the child will respond to the behavior it imitates with either reinforcement or punishment. If a child imitates a model’s behavior and the consequences are rewarding, the child is likely to continue performing the behavior.

Reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement.

Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. [Reinforcement can be positive or negative](#), but the important factor is that it will usually lead to a change in a person's behavior. Third, the child will also take into account of what happens to other people when deciding whether or not to copy someone’s actions. A person learns by observing the consequences of another person’s (i.e., models) behavior



AREAS OF INFLUENCE



Focus on the things that you can change!
Mind mapping tools and Microsoft Word Viewer



SELF EFFICACY BELIEF

Self-efficacy refers to an *individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments* (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance

- Past performances
- Performances of models
- Positive evaluations
- Mood, physical conditions



SELF EFFICACY BELIEF CONT.

- Set challenging goals
- Show greater effort for a better performance
- Remain calm under indefinite conditions
- Better able to cope with stress

1. Performance Outcomes

The most influential source is the interpreted result of one's previous performance, or mastery experience.

When talking about Mastery experiences, this refers to the experiences one gains when they take on a new challenge and are successful at doing so.

The second important source of self-efficacy is through the vicarious experiences provided by social models. Vicarious experiences involve observing other people successfully completing a task. When one has positive role models in their life (especially those who display a healthy level of self-efficacy) - one is more likely to absorb at least a few of those positive beliefs about the self



A. ROGERS SEFL CONCEPT

- It is not an inner person tells us what to do
- How we evaluate ourselves and the environment around us
- A conscious choice
- Q sort – self concept and ideal concept

Self-concept is how you perceive your behavior, abilities, and unique characteristics. For example, beliefs such as "I am a good friend" or "I am a kind person" are part of an overall self-concept.

Humanist psychologist [Carl Rogers](#) believed that your self-concept was made up of three different parts:

- **Ideal self:** The person you want to be
- **Self-image:** How you see yourself, including attributes like your physical characteristics, [personality traits](#), and social roles
- **Self-esteem:** How much you like, accept, or value yourself, which can be impacted by a number of factors including how others see you, how you think you compare to others, and your role in society



ORIGIONS OF SELF CONCEPT

- Reflected appraisal
- Reactions of others toward you
- Direct feedback
- Social comparison
- Others traits and abilities
- Temporal comparison
- Present self – past self



SELF CONCEPT

- SELF EFFICACY
- SELF ESTEEM
- SELF CONFIDENCE
- SELF CONTROL
- SELF MONITOR
- SELF MOTIVATION
- SELF ACTUALIZATION
- SELF LEADERSHIP



Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment

Self-esteem is your overall opinion of yourself — how you feel about your abilities and limitations. When you have healthy self-esteem, you feel good about yourself and see yourself as deserving the respect of others. When you have low self-esteem, you put little value on your opinions and ideas.



SELF CONCEPT CONT.

Self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strengths and weakness well, and have a positive view of yourself. You set realistic expectations and goals, communicate assertively, and can handle criticism.

Self-control—or the ability to manage one's impulses, emotions, and behaviors to achieve long-term goals—is what separates humans from the rest of the animal kingdom. Self-control is primarily rooted in the prefrontal cortex—the planning, problem-solving, and decision making center of the brain—which is significantly larger in humans than in other mammals.

Self-monitoring is a personality trait that involves the ability to monitor and regulate self-presentations, emotions, and behaviors in response to social environments and situations.

Self motivation is the ability to drive oneself to take initiative and action to pursue goals and complete tasks. It's an inner drive to take action — to create and to achieve. It's what pushes you to keep going on tasks, especially those you're pursuing because you want to, not because someone told you to.



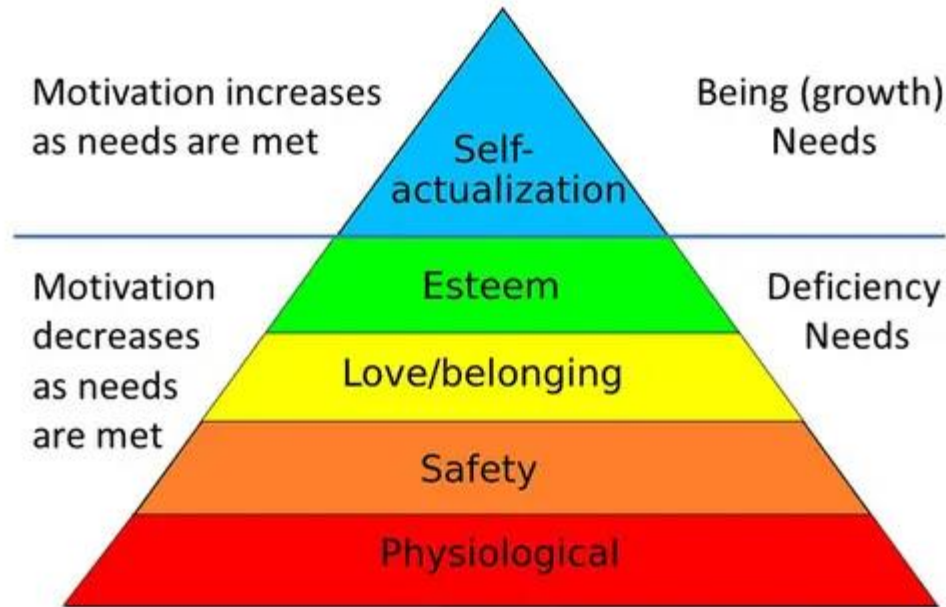
SELF CONCEPT CONT.

Self-actualization (also referred to as self-realization or self-cultivation) can be described as the complete realization of one's potential as manifest in peak experiences which involve the full development of one's abilities and appreciation for life

Self-leadership is the practice of intentionally influencing your thinking, feeling and actions towards your objective



A. MASLOW SELF ACTUALIZATION



Maslow's **hierarchy of needs theory**, depicted in Figure, identifies five levels of individual needs. They range from self-actualization and esteem needs at the top, to social, safety, and physiological needs at the bottom.⁴ The concept of a needs “hierarchy” assumes that some needs are more important than others and must be satisfied before the other needs can serve as motivators. For example, physiological needs must be satisfied before safety needs are activated; safety needs must be satisfied before social needs are activated; and so on.



A. MASLOW SELF ACTUALIZATION

Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a needs is not an “all-or-none” phenomenon, admitting that his earlier statements may have given “the false impression that a need must be satisfied 100 percent before the next need emerges.

HIGHER-ORDER NEEDS

Self-Actualization

Highest need level; need to fulfill oneself; to grow and use abilities to fullest and most creative extent

Esteem

Need for esteem of others; respect, prestige, recognition, need for self-esteem, personal sense of competence, mastery

LOWER-ORDER NEEDS

Social

Need for love, affection, sense of belongingness in one's relationships with other persons

Safety

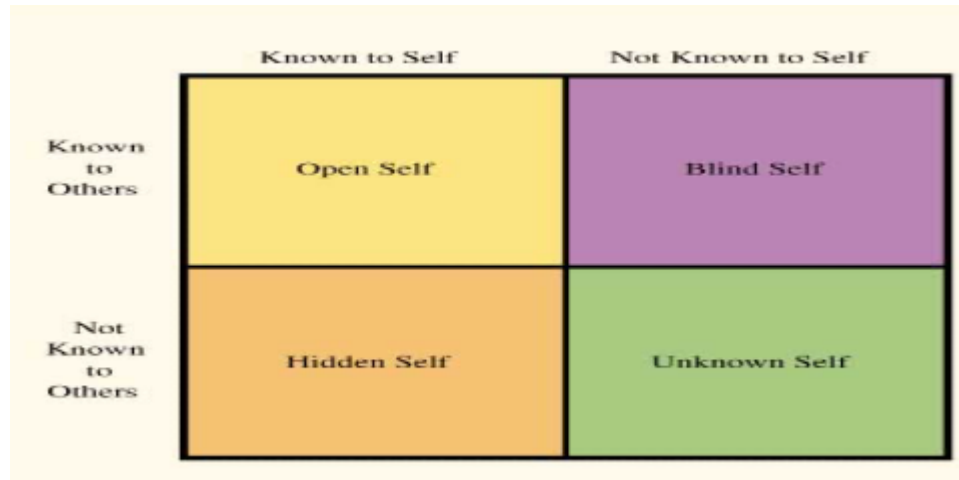
Need for security, protection, and stability in the physical and inter-personal events of day-to-day life

Physiological

Most basic of all human needs; need for biological maintenance; need for food, water, and sustenance



JOHARI WINDOW



The Johari window model is used to enhance the individual's perception on others. This model is based on two ideas- trust can be acquired by revealing information about you to others and learning yourselves from their feedbacks.

Open/self-area or arena – Here the information about the person his attitudes, behaviour, emotions, feelings, skills and views will be known by the person as well as by others. This is mainly the area where all the communications occur and the larger the arena becomes the more effectual and dynamic the relationship will be.

JOHARI WINDOW CONT.

Blind self or blind spot – Information about yourselves that others know in a group but you will be unaware of it. Others may interpret yourselves differently than you expect. The blind spot is reduced for an efficient communication through seeking feedback from others.

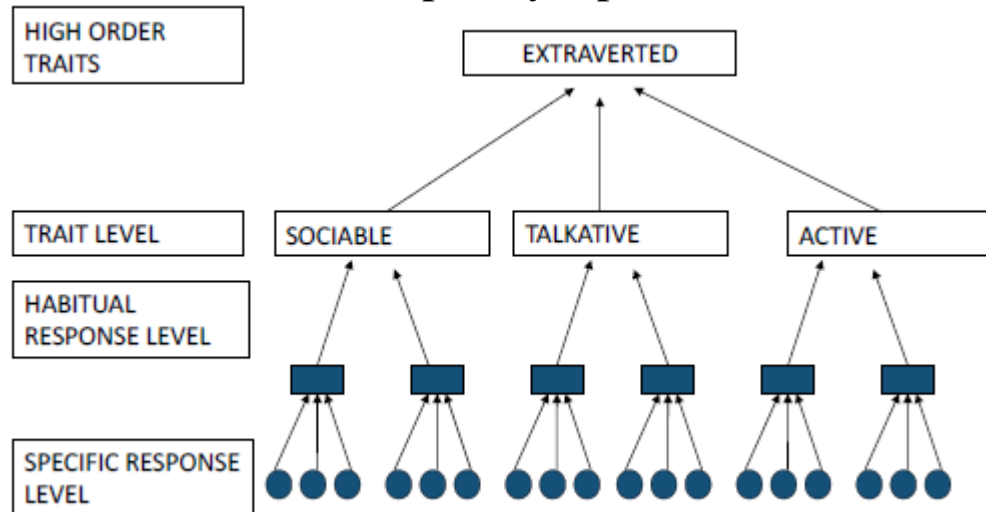
Hidden area or façade – Information that is known to you but will be kept unknown from others. This can be any personal information which you feel reluctant to reveal. This includes feelings, past experiences, fears, secrets etc. we keep some of our feelings and information as private as it affects the relationships and thus the hidden area must be reduced by moving the information to the open areas.



G. ALLPORT

- WEBSTER – 17,953 VERBS
 - TEMPORARY MOODS (FRANTIC)
 - SOCIAL EVALUATIONS (WORTHY)
 - PHYSICAL ATTRIBUTES (LEAN)
- CARDINAL TRAITS
- CENTRAL TRAITS
- SECONDARY TRAITS

Allport's theory of personality emphasizes the uniqueness of the individual and the internal cognitive and motivational processes that influence behavior. For example, intelligence, temperament, habits, skills, attitudes, and traits. Allport (1937) believes that personality is biologically determined at birth, and shaped by a person's environmental experience.



BIG FIVE FACTORS OF PERSONALITY

Numerous lists of **personality traits**—enduring characteristics describing an individual’s behavior—have been developed, many of which have been used in OB research and can be looked at in different ways. A key starting point is to consider the personality dimensions that recent research has distilled from extensive lists into what is called the “Big Five”

- *Extraversion*—outgoing, sociable, assertive
- *Agreeableness*—good-natured, trusting, cooperative
- *Conscientiousness*—responsible, dependable, persistent
- *Emotional stability*—unworried, secure, relaxed
- *Openness to experience*—imaginative, curious, broad-minded



BIG FIVE FACTORS OF PERSONALITY CONT.

RESERVED		OUTGOING
LESS INTELLIGENT		MORE INTELLIGENT
STABLE, EGO STRENGTH		EMOTIONALITY
HUMBLE		ASSERTIVE
SOBER		HAPPY
EXPEDIENT		CONSCIENTIOUS
SHY		VENTURESOME
TOUGH MINDED		TENDER MINDED
TRUSTING		SUSPICIOUS
PRACTICAL		IMAGINATIVE
FORTHRIGHT		SHREWD
PLACID		APPREHENSIVE
CONSERVATIVE		EXPERIMENTING
GROUP DEPENDENT		SELF SUFFICIENT
UNDISCIPLINED		CONTROLLED
RELAXED		TENSE



MAIN FACTORS	EXPLANATION ABOUT THE FACTOR
EXTRAVERSION	ASSESSES <u>QUANTITY AND INTENSITY OF INTERPERSONAL INTERACTION</u> , ACTIVITY LEVEL, NEED FOR STIMULATION, CAPACITY FOR JOY
AGREEABLENESS	ASSESSES THE <u>QUALITY OF ONE'S INTERPERSONAL ORIENTATION</u> ALONG A CONTINUUM FROM COMPASSION TO ANTAGONISM THOUGHTS, FEELINGS AND ACTIONS
CONSCIENTIOUSNESS	ASSESSES THE INDIVIDUAL'S DEGREE OF ORGANIZATION, <u>PERSISTENCE AND MOTIVATION IN GOAL DIRECTED BEHAVIOR</u> .
NEUROTICISM	ASSESSES ADJUSTMENT VS. <u>EMOTIONAL INSTABILITY</u> , IDENTIFIES THE INDIVIDUALS PRONE TO <u>PSYCHOLOGICAL DISTRESS, UNREALISTIC IDEAS, EXCESSIVE CRAWLINGS</u> OR URGES AND MALADAPTIVE COPING RESPONSES
OPENNESS TO EXPERIENCE	ASSESSES <u>PROACTIVE SEEKING AND APPRECIATION OF EXPERIENCE</u> FOR ITS OWN SAKE, TOLERATION FOR AND <u>EXPLORATION OF THE UNFAMILIAR</u> .



BIG FIVE FACTORS OF PERSONALITY CONT.

Openness is a characteristic that includes imagination and insight. The world, other people and an eagerness to learn and experience new things is particularly high for this personality trait. It leads to having a broad range of interests and being more adventurous when it comes to decision making. Creativity also plays a big part in the openness trait; this leads to a greater comfort zone when it comes to abstract and lateral thinking. Think of that person who's always ordering the most exotic thing on the menu, going to different places and having interests which you would never have thought of... that is someone who has a high openness trait. Anyone low in this trait tends to be viewed with more traditional approaches to life and may struggle when it comes to problem solving outside their comfort zone of knowledge.

Conscientiousness is a trait that includes high levels of thoughtfulness, good impulse control, and goal-directed behaviors. This organized and structured approach is often found within people who work in science and even high-retail finance where detail orientation and organization are required as a skill set. A highly conscientious person will regularly plan ahead and analyze their own behavior to see how it affects others. Project management teams and HR departments regularly have highly conscientious people working in their teams to help balance out the structural roles within the overall team development. A good example of a conscientious person would be someone you know who is always planning ahead for the next time you meet - and in the meantime, regularly staying in contact, checking in on your wellbeing. They like to organize around certain dates and events and are focused on you when you meet. People low in conscientiousness tend to dislike structure and schedules, procrastinate on important tasks and fail to complete tasks as well.



BIG FIVE FACTORS OF PERSONALITY CONT.

Extroversion is a trait that many will have come across in their own lives. It's easily identifiable and widely recognizable as "someone who gets energized in the company of others." This, amongst other traits which include, talkativeness, assertiveness and high amounts of emotional expressiveness, have made extraverted people widely recognizable over many years of social interaction. We all have that one friend or family member - or several - who aren't exactly wall flowers in a social interaction. They thrive on being the center of attention, enjoy meeting new people and somehow tend to have the biggest friends and acquaintance group you have known. The opposite is, of course, someone else in our lives we may know, an introvert. They prefer solitude and have less energy in social situations. Being at the center of attention or making small talk can be quite taxing. Extroverts tend to have very public facing roles including areas such as sales, marketing, teaching and politics. Seen as leaders, extroverted people will be more likely to lead than stand in the crowd and be seen to not be doing anything.

Agreeableness: People who exhibit high **agreeableness** will show signs of trust, altruism, kindness, and affection. Highly agreeable people tend to have high prosocial behaviors which means that they're more inclined to be helping other people. Sharing, comforting and cooperating are traits that lend themselves to highly agreeable personality types. Empathy towards others is commonly understood as another form of agreeableness even if the term doesn't quite fit. The opposite to agreeableness is disagreeableness but it manifests in behavior traits that are socially unpleasant. Manipulation and nastiness towards others, a lack of caring or sympathy, a lack of taking interest in others and their problems are all quite common. Agreeable people tend to find careers in areas where they can help the most. Charity workers, medicine, mental health and even those who volunteer in soup kitchens and dedicate time to the social studies are high in the agreeableness chart.



BIG FIVE FACTORS OF PERSONALITY CONT.

Neuroticism is characterized by sadness, moodiness, and emotional instability. Often mistaken for anti-social behavior, or worse a greater psychological issue, neuroticism is a physical and emotional response to stress and perceived threats in someone's daily life. Individuals who exhibit high levels of neuroticism will tend to experience mood swings, anxiety and irritability. Some individuals who experience sudden changes in character from a day-to-day perspective could be highly neurotic and respond to high stress levels in their work and personal lives. Anxiety, which plays a large part in the makeup of neuroticism, is about an individual's ability to cope with stress and perceived or actual risk. People who suffer with neuroticism will overthink a lot of situations and find difficulty in relaxing even in their own space. Of course, those who rank lower on the neurotic level will exhibit a more stable and emotionally resilient attitude to stress and situations. Low neurotic sufferers also rarely feel sad or depressed, taking the time to focus on the present moment and not get involved in mental arithmetic on possible stress-inducing factors.

