

**Presentation Slides
to Accompany
Organizational**

Behavior 10th Edition



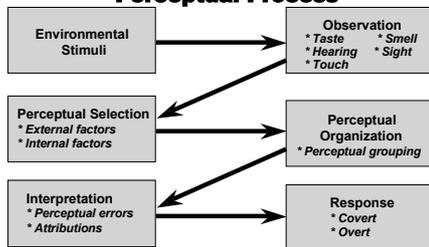
Don Hellriegel and John W. Slocum, Jr.
Chapter 3—Understanding Perceptions and
Attributions

Prepared by
Michael K. McCuddy
Valparaiso University

**Slide 3.1
Learning Objectives for
Understanding Perceptions and
Attributions**

- ❖ Describe the elements in the perceptual process
- ❖ Identify the factors that influence individuals' perceptions
- ❖ Identify the factors involved in person perception
- ❖ Describe the primary major errors in perception
- ❖ Explain how attributions influence behavior

**Slide 3.2
Basic Elements in the
Perceptual Process**



Slide 3.3
External Factors In
Selective Screening

- ❖ Size
- ❖ Intensity
- ❖ Contrast
- ❖ Motion
- ❖ Repetition
- ❖ Novelty and familiarity

Slide 3.4
Internal Factors In
Selective Screening

- ❖ Personality
- ❖ Learning
 - ❖ Perceptual set
- ❖ Motivation
 - ❖ Pollyanna principle

Slide 3.5
External and Internal Factors
In Person Perception

- ❖ External factors
 - ❖ Characteristics of the person being perceived
 - ❖ Situation in which the perception takes place
- ❖ Internal factor
 - ❖ Characteristics of the perceiver

Slide 3.6
Impression Management Tactics

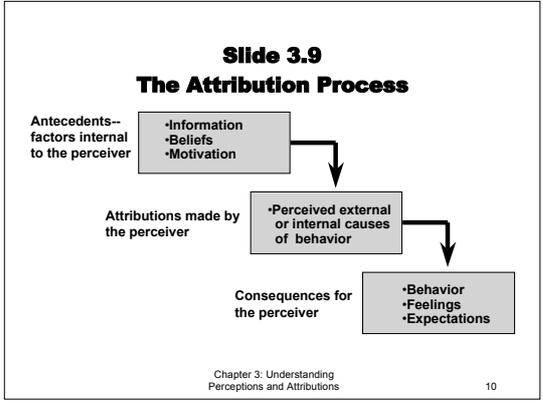
- ❖ Behavioral matching
- ❖ Self-promotion
- ❖ Conforming to norms
- ❖ Flattering others
- ❖ Being consistent

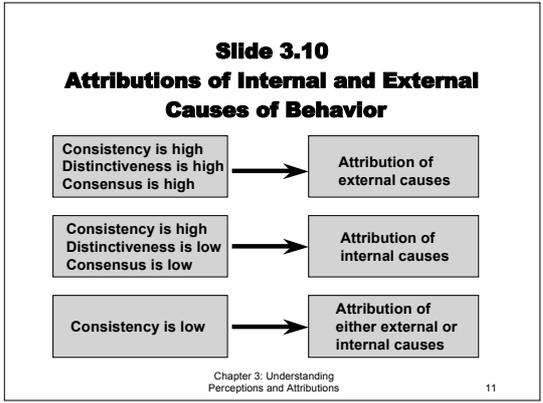
Slide 3.7
Common Perceptual Errors

- ❖ Perceptual defense
- ❖ Stereotyping
- ❖ Halo effect
- ❖ Projection
- ❖ Expectancy effects

Slide 3.8
Examples of Attributions Based on Differing Perceptions of Performance

- | | |
|--|---|
| ❖ Manager's behavior toward strong performers: | ❖ Manager's behavior toward weak performers: |
| ❖ Subordinate participation in decision making | ❖ Supervisor closely monitors behavior of subordinate |
| ❖ Mistakes viewed as learning opportunities | ❖ Mistakes are highlighted to subordinates |
| ❖ Subordinates given challenging tasks | ❖ Subordinates given routine tasks |





- Slide 3.11**
Guidelines for Dealing with the Attribution Implications of Being Fired
- ❖ Work through the firing psychologically
 - ❖ Figure out what went wrong
 - ❖ Work with the former employer to develop an exit statement
 - ❖ Avoid negative attributions as part of the explanation for the firing
- Chapter 3: Understanding Perceptions and Attributions 12

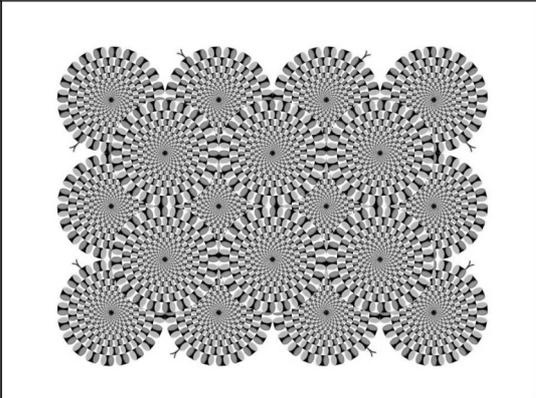
 **Tout ce que peut
notre cerveau ...**

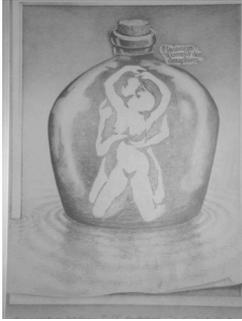
**Soeln une éudte d'une uvriseinté agnliase,
l'odrre des lttrees dnas un mot n'est pas ipmrtnaot,
ce qui cmptoe c'est la pmereire et la dinreere lertte.**

**Le rtsee puet erte n'ipmrote qoui,
on puet qnaud mmee le lirie snas pbolrmee.**

Chapter 3: Understanding
Perceptions and Attributions

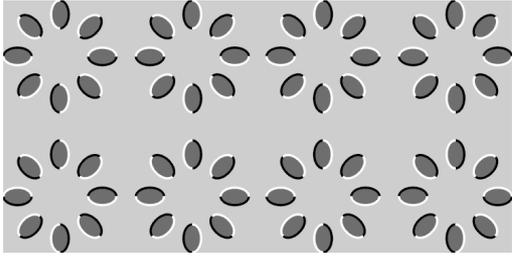
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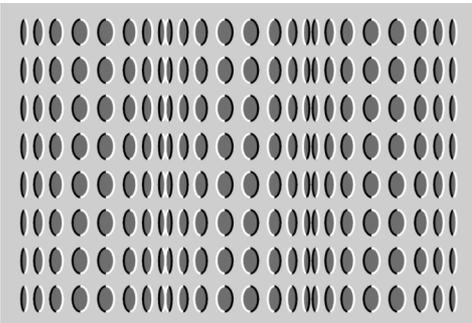


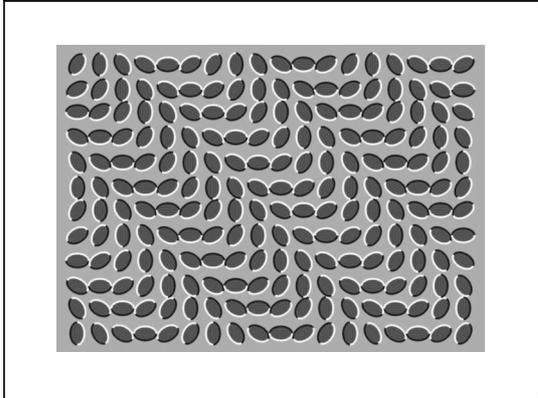


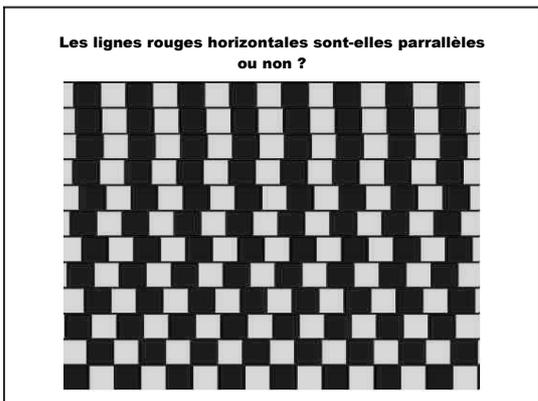
Des études ont montré que les enfants ne reconnaissent pas cette image "intime", car leur mémoire ne connaît pas encore de telle situation.

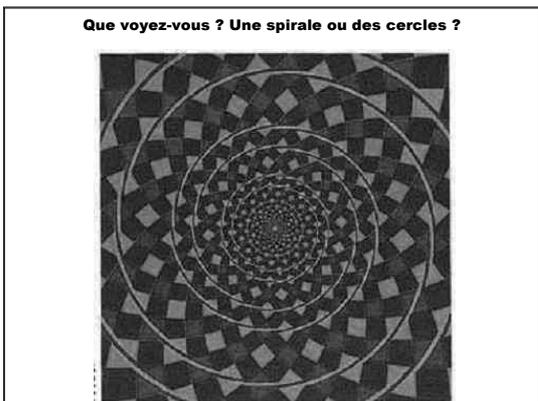
Ce que les enfants voient, ce sont 9 dauphins. Les voyez-vous aussi ?



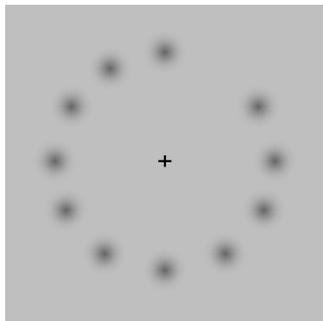




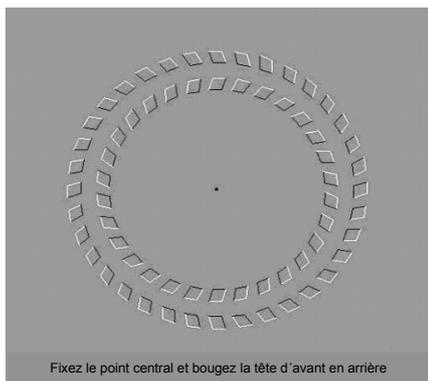




Concentrez-vous sur la croix au milieu, et après quelque secondes vous remarquerez que le cercle rose qui tourne est en fait vert



Si vous regardez la croix au milieu, vous allez voir que les cercles roses disparaissent et que seul le cercle vert (qui est en fait rose) reste



Fixez le point central et bougez la tête d'avant en arrière

Suivez les instructions:

- 1) Décontractez-vous et regardez fixement les 4 points au centre de l'image pendant 40 secondes
- 2) Tournez votre regard lentement vers un mur à proximité (la surface doit être lisse et unicolore)
- 3) Vous voyez se former lentement une tâche claire (regardez suffisamment longtemps)
- 4) Clignez des yeux et vous verrez se former une image à l'intérieur de la tâche claire
- 5) Que voyez-vous ?



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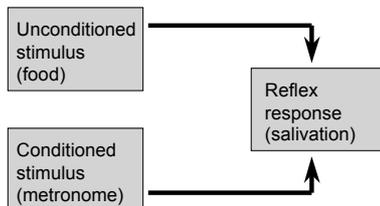
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Chapter 4—Fostering Learning and
Reinforcement

Prepared by
Michael K. McCuddy
Valparaiso University

**Slide 4.1
Learning Objectives for Fostering
Learning and Reinforcement**

- ❖ Explain the differences between classical and operant conditioning
- ❖ Describe the contingencies of reinforcement
- ❖ List the four schedules of reinforcement
- ❖ Describe social learning theory

**Slide 4.2
Classical Conditioning**



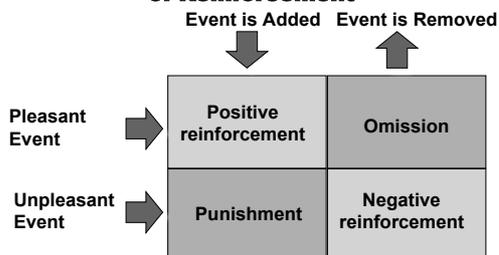
Slide 4.3 Examples of Operant Behaviors and Their Consequences

BEHAVIORS	CONSEQUENCES
The Individual	
❖ works and	is paid.
❖ is late to work and	is docked pay.
❖ enters a restaurant and	eats.
❖ enters a football stadium and	watches a football game.
❖ enters a grocery store and	buys food.

Slide 4.4 Example of Contingent Reinforcement



Slide 4.5 Types of Contingencies of Reinforcement



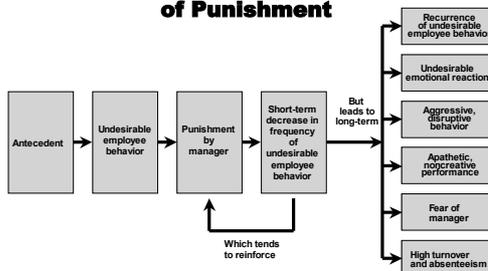
Slide 4.6
Principles of Positive Reinforcement

- ❖ *Contingent reinforcement*—only reinforce desired behavior
- ❖ *Immediate reinforcement*—reinforce immediately after desired behavior occurs
- ❖ *Reinforcement size*—a larger amount of reinforcement has a greater effect
- ❖ *Reinforcement deprivation*—deprivation increases effect on future behavior

Slide 4.7
Rewards Used by Organizations

MATERIAL REWARDS Pay Pay raises Stock options Profit sharing Deferred compensation Bonuses/bonus plans Incentive plans Expense accounts	SUPPLEMENTAL BENEFITS Company automobiles Health insurance plans Pension contributions Vacation and sick leave Recreation facilities Child-care support Club privileges Parental leave	STATUS SYMBOLS Corner offices Offices with windows Carpeting Drapes Paintings Watches Rings Private restrooms
SOCIAL/INTERPERSONAL REWARDS Praise Developmental feedback Smiles, pats on the back, other nonverbal signals Requests for suggestions Invitations to coffee/lunch Wall plaques	REWARDS FROM THE TASK Sense of achievement Jobs with more responsibility Job autonomy/self-direction Performing important tasks	SELF-ADMINISTERED REWARDS Self-congratulation Self-recognition Self-praise Self-development through expanded knowledge/skills Greater sense of self-worth

Slide 4.8
Potential Negative Effects of Punishment



Slide 4.9
How to Make Punishment Effective

- ❖ Praise in public, punish in private
- ❖ Pinpoint and specifically describe the undesirable behavior to be avoided
- ❖ Develop alternative desired behavior
- ❖ Balance the use of pleasant and unpleasant events

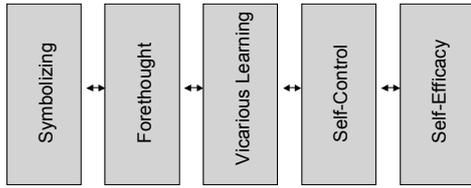
Slide 4.10
Guidelines for Using
Contingencies of Reinforcement

- ❖ Do not reward all employees the same
- ❖ Consider consequences of both actions and non-actions
- ❖ Make employees aware of the behaviors to be reinforced
- ❖ Let employees know what they are doing wrong
- ❖ Do not punish in front of others
- ❖ Make the managerial response equal to workers' behavior

Slide 4.11
Comparison of
Reinforcement Schedules

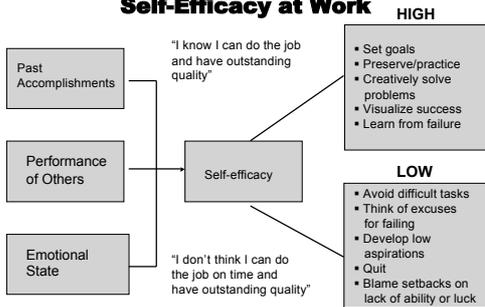
- ❖ *Fixed interval*—leads to average performance
- ❖ *Fixed ratio*—leads quickly to high and stable performance
- ❖ *Variable interval*—leads to moderately high and stable performance
- ❖ *Variable ratio*—leads to very high performance

Slide 4.12
Five Dimensions of
Social Learning Theory



Source: Adapted from Stajkovic, A. D., and Luthans, F. Social cognitive theory and self-efficacy. *Organizational Dynamics*, Spring 1998, 65.
 Chapter 4: Fostering Learning and Reinforcement

Slide 4.13
Self-Efficacy at Work



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Slide 4.14
Guidelines for Using
Social Learning Theory

- ❖ Identify behaviors that lead to improved performance
- ❖ Select an appropriate behavioral model
- ❖ Make sure that employees have requisite skills
- ❖ Structure a positive learning situation
- ❖ Provide positive consequences
- ❖ Develop organizational support for new behaviors

Chapter 4: Fostering Learning and Reinforcement

Slide 4.15
Conditions for Effective Use
of Self-Control

- ❖ The person must be able to:
 - ❖ Engage in behaviors that s/he wouldn't normally want to perform
 - ❖ Use self-reinforcers
 - ❖ Set goals that determine when self-reinforcers are to be applied
