

Organizational Behaviour - an Introduction
Dr. M. P. Ganesh
Department of Liberal Arts
Indian Institute of Technology, Hyderabad

Lecture - 13
Personality – Part 4

Warm welcome to this lecture series on Organizational Behaviour. This is our third chapter which is on Personality I am Dr. M P Ganesh.

OUTLINE

- Defining personality
- History of the concept
- Key assumptions
- Determinants
- Personality theories
- Self-esteem and self-awareness
- Measures of personality
- Other sources of individuality



So, this is the outline of the chapter, I will quickly summarize what happened in the previous lectures.



The four basic personality types



PERSONALITY



DEFINING PERSONALITY

- Relatively stable characteristics of an individual which influences his/her behavior, attitudes, motivations and emotions.
- Dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations (Ryckman, 2004).



So, we defined what is personality. Personality is nothing, but relatively stable characteristics of an individual which influences his or her behavior, attitude, motivation and emotion. Or the inner qualities which are relatively stable which influence an individual's all the aspects of his or her behavior.

So, psychology believes personality is the core reason behind individual differences.

HISTORY OF THE CONCEPT OF PERSONALITY

- ◉ Per + sonare (to sound through)
- ◉ Persona (mask worn in plays)
- ◉ Gordon Allport (1937) pioneer in personality theory and research.



KEY ASSUMPTIONS

- ◉ Personality is the key to understand an individual's behaviour.
- ◉ Universality versus uniqueness
- ◉ Dynamic versus stability
- ◉ Interactionist perspective



We also looked at the key assumptions behind this idea of personality in psychology, in which we had a discussion on nature and nurture argument. So, what determines personality is it nature or is it nurture?

BIOLOGICAL DETERMINANTS

- ◉ The heredity
- ◉ Brain functions
- ◉ Physical features



GENETIC TRAITS



So, we looked at both the arguments and we came to a conclusion that both play a very important role both nature and nurture.

CULTURAL FACTORS

- ◉ Cultural norms
- ◉ Culture specific behaviours
- ◉ Cultural characteristics



FAMILY AND SOCIAL FACTORS

- ◉ Early childhood experiences
- ◉ Role of significant others
- ◉ Socialization
- ◉ Identification process

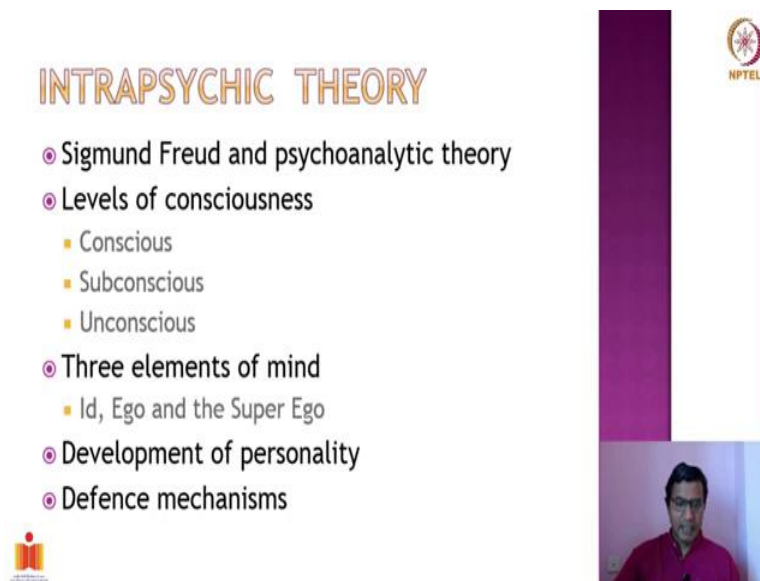


PERSONALITY THEORIES

- ◉ Intra-psychic theory
- ◉ Type theory
- ◉ Trait theory
- ◉ Social learning theory
- ◉ Self-theory



We also looked at few theories on personality. In fact, we started with intra psychic theory most specifically psychoanalytic theory by Sigmund Freud.



The slide features the title "INTRAPSYCHIC THEORY" in a stylized, orange-outlined font. Below the title is a bulleted list of topics: "Sigmund Freud and psychoanalytic theory", "Levels of consciousness" (with sub-bullets for "Conscious", "Subconscious", and "Unconscious"), "Three elements of mind" (with a sub-bullet for "Id, Ego and the Super Ego"), "Development of personality", and "Defence mechanisms". The slide includes the NPTEL logo in the top right corner and a small icon of an open book in the bottom left corner. A video inset in the bottom right corner shows a man in a red shirt speaking.

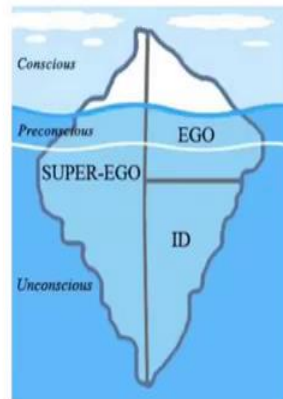
So, according to Sigmund Freud there are three levels of consciousness and also personality as an entity has three components according Freud id ego and super ego. We also looked at what drives these three aspects of personality.

So, id is driven by pleasure principle, ego is driven by reality principle, super ego is driven by moral principle. We also looked at how a persons behaviour is always influenced by a combination of these three or the conflict or the interaction between these three elements. So, there is always continuous interaction between id, ego and super ego and that influences one's behavior.

We also looked at how ego tries to balance the demands from id and super ego and sometimes when ego is not able to manage these contradictory demands, it leads to defense mechanisms.

We also looked at how personality of an individual develops, we saw how a Freud's assumption that there are two major instincts which drive a person which is Eros and Thanatos which is the energy of pleasure, Thanatos is the energy of pain or death. So, behaviour towards pleasure seeking is driven by Eros and behaviour like aggression and self destruction are driven by Thanatos.

THE TIP OF THE ICE BERG



We also looked at how most of our consciousness is subconscious or unconscious and how they control our behaviour.

AGGRESSION AND COMPETITIVENESS



We also looked at the relevance of Freudian theory in business scenario or organizational scenario.

SOCIAL LEARNING THEORY

- ◉ Learning is relatively permanent change in behaviour.
- ◉ All behaviours are learned.
- ◉ Impact of role-models in childhood.
- ◉ Positive and negative reinforcements.
- ◉ Internalized rewards.



So, this is what; this is what we saw in the previous lecture, today we are going to look at a theory called social learning theory. So, if you remember the nature nurture argument Freudian theory is more of a nature oriented approach; which means we are all born with certain kind of instincts. Even as babies we are born with certain instincts which are you know Eros and Thanatos death energy and pleasure seeking energy.

So, those two energies combined together influence the way we our personality develops. So, that is what is Freudian understanding of personality and how personality develops. So, predominantly Freudian theory is about nature as a or biological factors as a key determinant of personality. On the other hand, social learning theory is more from a nurture point of view. In fact, social learning theory is a extreme level of you know argument towards social about social factors or influence of social factors.

So, according to social learning theory most behaviour or almost all behaviours are learnt. So, there is nothing like biological except few behaviours like probably you know sneezing blinking your eyes other than that most behaviours are learnt. So, what is learning? Learning is when we interact with the environment around us, we get influenced in terms of what is allowed what is not allowed what will help what will not help.

So, those interactions and the experiences we get from those interactions lead to a permanent change in behaviour or relatively permanent change in behaviour. So, that

relatively permanent change in behaviour is learning. So, I will explain it simple words. So, let us say a child is born.

So, according to Freud the child is in the previous theory of you know psychoanalytic theory, the child is born with certain instincts and you know it personality develops through the way those instincts interact with the environment or the way those instincts shape someone's personality.

But according to social learning theory when a child is born it does not know anything; almost all the behaviours are learnt through experience. So, what is learning? The child learns what is preferred, what is not preferred, what is good, what is not good all these things through interacting with the environment.

So, whenever when it interacts with the environment, if a certain behaviour is rewarded; let us say a child is hungry and when it cries it gets food. So, it knows I should cry or it learns that I should cry in order to get food. So, it learns that this behaviour will help me get a reward and similarly when it grows the same crying behaviour may not lead to positive response.

So, at that particular point of time the child should behave in a certain way to get a positive response from others or to get whatever it needs from others. So, that particular behaviour changes. So, it understands that I should not cry you know I should ask or I should you know behave in a way that people will understand my needs. So, a new learning happens.

So, this is what is learning. You know at different points in time we understand what will help us and that behaviour becomes relatively permanent we exhibit those behaviours whenever we want a certain kind of you know experience or a certain help from others ah. So, all behaviours are learned and behaviours can be shaped by positive and negative reinforcements. So, what is positive and negative reinforcement? In very simple words positive reinforcement means reward.

So, let us say I get good marks in my examination and my parents are happy and they buy me something which I asked for. So, that is a reward. I know that next time also if I get good marks I will get something which I like. So, positive reinforcement is

something which strengthens a behaviour reinforcement means something which strengthens behaviour.

So, usually rewards are the one which strengthen behavior. Negative reinforcement also strengthen behavior; negative reinforcements are not punishments as such. So, people confuse negative reinforcement with punishment. Negative reinforcement means withdrawal of something which somebody likes for example, if I throw temper tantrum my mother or my father will not talk to me or if I do something my parents will dislike me ok.

So, dislike is absence of liking. So, negative of a positive thing ok. So, negative reinforcement also strengthens behaviour because you know that if I do this or if I do not do this I will not get this ok. So, through positive and negative reinforcements a child or a person learns what is the right way of behaving or what is the right or appropriate behaviour punishment is causing harm.

So, even though it sounds like negative reinforcement it's a different idea. In fact, we have a chapter on learning in which we will look at those concepts in detail. So, a child learns throughout his lifetime. In fact, we do not stop learning till we die. So, throughout our life we learn, but the learning which we get in our early age is very important.

You know compared to Freudian theory learning social learning theory also agrees childhood experiences are or childhood is a very important stage in personality development. In Freudian theory it's about psychosexual development, but in social learning theory it's about learning through experience in early childhood and that becomes a strong influencing factor throughout your life.

So, especially for children role models play a very important role. So, a child looks at or take someone as a role model even though the child may not experience all the behaviour directly in his or her life it learns from others experiences. And through others experiences especially the role models experiences, the child learns what is good and what is bad. For example, many times we would have seen children having you know they like certain cinema heroes or they have their role models ok.

So, they have their action heroes or you know all those cinema stars or even in their personal life maybe they like their teacher. So, they have somebody as a role model

somebody to copy or reflect upon reflect on. So, the experiences role model gets that becomes the influencing factor for the child. For example, in the movie if a child sees the hero smokes and everybody considers that person as a superhero, then the child will think smoking will make me feel important or people will pay attention to me if I smoke ok.

So in fact, that is a very important factor in children learning behaviours like smoking or other undesirable behaviours. In fact, even desirable behaviours can be learned through what happens among role his or her role model.

So, I hope you understood the influence of role models in childhood behaviour. So, learning theory according to learning theory; childhood experiences are very important not because it's a stage they undergo psychosexual development because it is a stage where there they get inspired by role models to a very large extent. And also when we grow we do not look for rewards or negative reinforcement from external entities.

So, in early childhood or during you know adolescent and all we look our behaviour is controlled by external factors like rewards and punishment and negative reinforcement. But when we grow up we do not expect external rewards, but what happens is we internalize our rewards. So, this is like Freudian understanding of super ego. So, super ego is not necessarily you know consciousness level according to social learning theory.

So, it is internalization of external rewards. So, for example, when you are a child, you do not want to steal something because you know if you steal something or if you grab something from your sibling or your neighbour's child your parents will scold you ok. So, when you grow up it's not like you know you have you will get scolding from someone you will not do it you will not steal it if even if nobody is watching when you are grown up because you know that it is bad you know you feel guilty.

So, this guilt or feeling a sense of high self-worth are what is called internalized rewards. So, when you are child you need tangible external rewards and punishment, but when you grow up you do not need external rewards and punishment you internalize reward and punishment in the form of guilt or a sense of self-worth.

VICARIOUS LEARNING

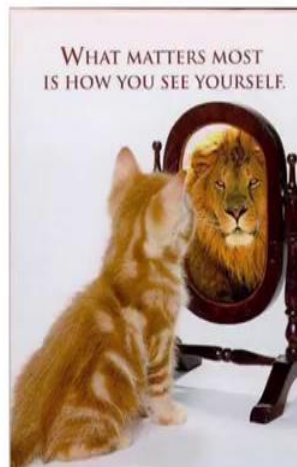


So, according to learning theory aggression is not inborn aggression is learnt. So, according to learning theory they call it vicarious learning. Vicarious learning means learning through observation or learning through looking at others learning through experience. So, most of the behaviours children especially learn from others.

So, like I said in the previous slide, role models play a very important role. So, if the role models exhibit aggression and they are rewarded children also learn that it is good or it is to be aggressive. In fact, if you see many of the cartoons which are shown in television they propagate aggression and in every indirect form.

So, children think that it is to bash somebody's head or it is to push someone it is to bang somebody's head. So, which is like a bad thing is not it? So, they assume that this is a ok behaviour or this is an allow it is a behaviour which is allowed in society. So in fact, there are lot of research which say that which show relationship between aggression shown in aggressive behaviour shown in television and aggressive behaviour shown by children.

So, children who watch many such shows in television become more aggressive later when they grew up why because they think it is to be aggressive because in television you know cartoons and all those things it will shown that aggression gives you rewards ok.



So, if you see both these two theories one extreme which is Freudian theory which believes in strongly believes in instincts. Instincts means inborn quality not inborn qualities inborn energy you know it is like inborn motive biological motive which is instinct in other we are born with. So, Freudian theory believes we are born with instincts especially death and life instinct which drives our behaviour which shapes our personality that is one extreme nature argument.

Another extreme which is social learning theory which says any behaviour can be learnt through reward and punishment most behaviours can be controlled or change. So, there is nothing like in fact, social learning theory there is nothing like personality you know anybody can become anything based on what kind of experiences they undergo.

So, if somebody has undergone a positive experience which rewards extraversion behaviour they will become extroverts, but later at some point they go to another context or another situation where extraversion is not rewarded they will become introverts.

So, there is nothing like stable quality it changes depending on what is expected from you in that particular situation and what is rewarded in that particular situation. So, the successful human beings are the ones who change their you know these qualities depending on the environment.

So, adaptability when you are when you are very adaptive you are very successful according to social learning theory. So, one extreme is your behaviour is controlled by

inborn instincts which you cannot change, which you do not have control over you are a born animal you know instincts means animal nature in a very simple sense.

Another extreme is social learning theory which says you do not have choice if the society wants or the experiences shapes you do not have any choice, there is nothing like good person bad person in that particular situation if the society makes you that way you become good or if the society makes you that way you become bad.




So, you do not have choice. So, both these theories assume that you do not have choice, but one theory says you do not have choice because you are a born animal social learning theory says you are a animal, but you are like a circus animal you know which means you can be controlled by external factors.

If you are like a circus animal if you are given you know reward a food piece or a meat piece for a lion, you behave or you show behaviours which is expected from you so. In fact, in in social learning theory we call it shaping of behaviour any behaviour can be shaped you do not have a choice.

So, if you want to make you a someone with a certain kind of a quality giving or I can shape your behaviour through reward some punishment or reward and negative reinforcement. So, both these theories believe that people do not have choice which is against the whole idea of a dignity of human beings. So, that is where a new school of thought or a new theory came into existence which is self-theory.

SELF THEORY

- ◉ Carl Rogers
- ◉ Free will
- ◉ Self-concept
- ◉ The organism
- ◉ Self-esteem
- ◉ The development of self
- ◉ Unconditional acceptance



So, I will not elaborate on self-theory in this lecture we will look at it in the next lecture, but the basic assumption of self-theory is as human beings we all have free will which means as an individual you can choose what you want to become. Its true that we are born with certain instincts, its true that society has a very powerful influence in shaping our behaviour.

But as individuals we have choice to either put ourselves in a situation where they shape our behaviour the way we wanted to and also forego our instincts; you know you can transcend your instincts and become something better than what you are before ok. So, I will stop here, I want you to you know search this theory called self-theory use keyword Carl Rogers C a r l R o g e r s and self-theory. So, we will meet in the next class till then take care bye.