

**MURANGA UNIVERSITY COLLEGE**

**(A Constituent College of Jomo Kenyatta University of Agriculture and Technology)**

**SCHOOL OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF LIBERAL STUDIES**

**UNIT CODE: HBC2302:      UNIT TITLE: BEHAVIOURAL SCIENCE**

**DATE: AUGUST 2015.      UNIVERSITY EXAMINATION      TIME: 2HRS.**

**SPECIAL/SUPPLEMENTARY EXAMS: TOWN CAMPUS**

*Instructions: Answer Question 1 and Any Other Two.*

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1a) Write short note on the following

- i) Black sheep effect (6marks)
- ii) Group cohesion(6marks)
- iii) Experimental research( 8 marks)

b ) Describe five elements of group structure (10marks)

2a) Discuss the concept intergroup conflict reduction (10marks)

b) Briefly explain the three characteristics of intensions (10marks)

3. Discuss any five dimensions of counter productive work behavior (20marks)

4. Clearly discuss four factors that may affect human behavior (20marks)

5. Describe properties of behavior modification (20marks)

## MARKING SCHEME

**1 .a) i) Black sheep effect** Beliefs within the in-groups are based on how individuals in the group see their other members. Individuals tend to upgrade likeable in-group members and deviate from unlikeable group members, making them a separate out-group. This is called the black sheep effect. A person's beliefs about the group may be changed depending upon whether they are part of the in group or outgroup. *New members* of a group must prove themselves to the full members, or "old-timers", to become accepted. *Full members* have undergone socialization and are already accepted within the group. They have more privilege than newcomers but more responsibility to help the group achieve its goals. *Marginal members* were once full members but lost membership because they failed to live up to the group's expectations. They can rejoin the group if they go through re-socialization

**Group cohesion** In the social sciences, group cohesion refers to the processes that keep members of a social group connected. Terms such as attraction, solidarity, and morale are often used to describe group cohesion. It is thought to be one of the most important characteristics of a group, and has been linked to group performance, intergroup conflict and therapeutic change. The forces acting on individual members to remain in the group, termed *attraction to the group*. Since then, several models for understanding the concept of group cohesion have been developed, including Albert Carron's hierarchical model and several bi-dimensional models (vertical v. horizontal cohesion, task v. social cohesion, belongingness and morale, and personal v. social attraction).

iv) For an experiment to be classed as a true experimental design, it must fit all of the following criteria.

- The sample groups must be assigned randomly.
- There must be a viable control group.
- Only one variable can be manipulated and tested. It is possible to test more than one, but such experiments and their statistical analysis tend to be cumbersome and difficult.
- The tested subjects must be randomly assigned to either control or experimental groups.

**b) Elements of group structure**

**Roles** can be defined as a tendency to behave, contribute and interrelate with others in a particular way. Roles may be assigned formally, but more often are defined through the process of role differentiation. Role differentiation is the degree to which different group members have specialized functions. Functional (task) roles are generally defined in relation to the tasks the team is expected to perform. Other types of roles are the socio-emotional role, which helps maintain the social fabric of the group, the individual role and the leader role.

**Norms** are the informal rules that groups adopt to regulate members' behaviour. Norms refer to what should be done and represent value judgments about appropriate behaviour in social situations. Although they are infrequently written down or even discussed, norms have powerful influence on group behaviour

**Values** are goals or ideas that serve as guiding principles for the group. Like norms, values may be communicated either explicitly or on an ad hoc basis. Values can serve as a rallying point for the team. However, some values (such as conformity) can also be dysfunctional and lead to poor decisions by the team.

**Communication patterns** describe the flow of information within the group and they are typically described as either centralized or decentralized. With a centralized pattern, communications tend to flow from one source to all group members. Centralized communications allow consistent, standardization information but they may restrict the free flow of information. Decentralized communications make it easy to share information directly between group members. When decentralized, communications tend to flow more freely, but the delivery of information may not be as fast or accurate as with centralized communications. Another potential downside of decentralized communications is the sheer volume of information that can be generated, particularly with electronic media.

**Status differentials** are the relative differences in status among group members. Status can be determined by a variety of factors, including expertise, occupation, age, gender or ethnic origin. Status differentials may affect the relative amount of pay among group members and they may also affect the group's tolerance to violation of group norms (i.e., people with higher status are given more freedom to violate group norms).

**d) Inter-group conflict reduction**

**Contact hypothesis** (intergroup theory) it is possible to reduce prejudice between groups.

There are four optimum conditions for contact ie equal status between the groups in the situation, common goals, intergroup cooperation and the support of authorities, law, or customs.

**Super ordinate identities** Under the contact hypothesis, several models have been developed. A number of these models utilize a super ordinate identity to reduce prejudice. By emphasizing this super ordinate identity, individuals in both subgroups can share a common social identity.

for example, if there is a conflict between white ,black, and Latino students in high school, one might try to emphasize the high school group/identity that students share to reduce conflict between the groups.

**Interdependence** There are also techniques for reducing prejudice that utilize interdependence between two or more groups. That is members across groups have to rely on one another to accomplish some goal or task.

**b)Intentions have three important characteristics.** First, the intended goal may involve imaginary elements. For example "I intend to stop Mary from cheating in class" does not imply that she is really cheating. That description of reality entailed by an intention may be wrong.

Second, one cannot substitute into the description apparently synonymous words or phrases. For example, from "John intends to interview the governor of Hawaii" and "the governor is the smartest politician in the state," we cannot infer that "John intends to interview the smartest politician in the state." Rather, he may regard the governor as a mediocre politician who got his position through luck and shrewd friends.

What these two characteristics imply about the perception of intentions already has been suggested, in part. The field of expression that is the other provides an imperfect understanding of his perception. We simply cannot know for sure what he intends, for his intention may involve totally imaginary elements unknown to us, or he may be trying to deceive us about his intentions through manipulating his field of expression.

Finally, to understand the other's intention necessitates that we adopt a congruent description of it. To say that John intends to interview the smartest politician in the State of Hawaii, as a description, may seem absolutely consistent with the facts (his going to the governor's office with an appointment for an interview, having discussed with us his desire to write an article on the governor, and taking along a tape recorder; and our belief that the governor is Hawaii's smartest politician). Yet, John may not agree that this is his intention, for he may deny that he is interviewing the smartest politician.

## **2. Dimensions of counterproductive work behavior**

- Absenteeism
- Abuse against others
- Bullying
- Cyber loafing
- Incivility
- Lateness
- Production deviance

- Sabotage
- Sexual harassment
- Turnover
- Theft
- Withdrawal

### 3. Factors affecting human behavior

**Genetics** Long before Charles Darwin published his book *On the Origin of Species* in 1859, animal breeders knew that patterns of behavior are somehow influenced by inheritance from parents. Studies of identical twins as compared to less closely related human beings, and of children brought up in adoptive homes, have helped scientists understand the influence of genetics on human behavior. The study of human behaviour genetics is still developing steadily with new methods such as genome-wide association studies.<sup>[1]</sup>

**Social norms** Social norms, the often-unspoken rules of a group, shape not just our behaviours but also our attitudes. An individual's behavior varies depending on the group(s) they are a part of, a characteristic of society that allows to norms heavily impact society. Without social norms, human society would not function as it currently does; humans would have to be more abstract in their behaviour, as there would not be a pre-tested 'normal' standardised lifestyle, and individuals would have to make many more choices for themselves. The institutionalisation of norms is, however, inherent in human society perhaps as a direct result of the desire to be accepted by others, which leads humans to manipulate their own behaviour in order to 'fit in' with others. Depending on their nature and upon one's perspective, norms can impact different sections of society both positively (e.g. eating, dressing warm in the winter) and negatively (e.g. racism, drug use).

**Core faith and culture** Another important aspect of human behavior is their "core faith". This faith can be manifested in the forms of religion, philosophy, culture, and/or personal belief and often affects the way a person can behave. 80% of the United States public claims some sort of belief in a higher power, which makes religion a large importance in society. It is only natural for something that plays such a large role in society to have an effect on human behavior. Morals are another factor of core faith that affects the way a person behaves. Emotions connected to morals including shame, pride, and discomfort and these can change the way a person acts. Most importantly, shame

**Attitude** An attitude is an expression of favor or disfavor toward a person, place, thing, or event. The interesting thing about an attitude and human beings is that it alters each individual.

Everyone has a different attitude towards different things. The factor that determines attitude is likes and dislikes. The more one likes something or someone the more one is willing to open up and accept what they have to offer. When one doesn't like something, one is more likely to get defensive and shut down. An example of how one's attitude affects one's human behavior could be as simple as taking a child to the park or to the doctor. Children know they have fun at the park so their attitude becomes willing and positive, but when a doctor is mentioned, they shut down and become upset with the thought of pain

**Group dynamics** is a system of behaviors and psychological processes occurring within a social group (*intragroup* dynamics), or between social groups (*intergroup* dynamics). The study of group dynamics can be useful in understanding decision-making behavior, tracking the spread of diseases in society, creating effective therapy techniques, and following the emergence and popularity of new ideas and technologies. Group dynamics are at the core of understanding racism, sexism, and other forms of social prejudice and discrimination. These applications of the field are studied in psychology, sociology, psychology, sociology, anthropology, political science, epidemiology, education business, and communication studies

#### **4. Properties of behavior modification**

1 Behavior modification is *ahistorical*. It does not matter how the individuals got where they are or acquired certain problems. The question is What do we do here and now? What currently elicits and maintains undesirable behaviors? What behavioral deficits currently exist? This does not mean we

disregard historical information, for it is often useful. But historical information is used to help determine current variables affecting behavior. Sometimes historical information is unnecessary. If we had a case of a student with test anxiety, it might take a long time to determine the events of the past that led to test anxiety. Fortunately, we can probably adequately reduce the anxiety in a few hours without knowing the genesis. Also, the genesis of some current problem may be another earlier problem that might now be resolved and need not be brought up again. Being ahistorical, behavior modification is often faster than approaches that require tracing down historical causes.

2. Behavior modification avoids labeling and categorizing people and the use of words such as "abnormal." Classification systems may be useful for some administrative and communication purposes and may suggest some variables to look at during assessment. But a label or category usually adds little to a functional analysis of the behaviors. On the other hand, labeling the person may be detrimental to the person (as will be discussed in the next chapter) or may cause the practitioner to overlook behaviors unique to that person. Adjectives such as "abnormal," "deviant," and "mentally ill" are often used to describe people and behaviors.

3. Behavior modification is sensible. The reasoning of behavior modification or some specific program can often be explained to clients, teachers, parents, ward attendants, and others in a way that "makes sense" to them. They need not accept some theoretical model or learn specialized terminology. When working with a client you can both know where you are going and why. When working with ward attendants in a mental hospital you get better results and cooperation when you reason with them. If you point out how one patient throws food in the cafeteria because it results in the nurse going and sitting with him, then it is possible to suggest reasonable ways to reduce the food throwing.

4. One of the greatest advantages of behavior modification is that it does not require a one-to-one relationship between the behavior modifier, who establishes and supervises the programs, and the clients. Thus the behavior modifier can train teachers to carry out programs in classrooms (Doerr, 1975) and parents to carry out programs with children (Berkowitz & Graziano, 1972; O'Dell, 1974; Sloop, 1975). This is more effective and efficient than trying to deal with all the individual children, particularly when the parents and teachers are often unknowingly responsible for the misbehavior they wish to change. In this context, numerous behavior modification books have been written specifically for teachers and parent

5. Finally, a large part of behavior modification is concerned with self-control, approaches geared toward teaching people how to carry out change programs on themselves. This has many advantages, including freeing the practitioner's time and hence less expense to clients, greater attitude and behavior changes if clients attribute the changes to themselves, the clients learning general strategies that they can apply in a variety of situations, and the possibility of catching problems early or even Preventing them from occurring. People may learn these self-control skills and programs from popularized magazine articles or books.