

Attribution about Job Performance in Organizations: A Test of Harold Kelley's Model on University Teachers

Tayyaba Rafique Makhdoom, Khalil-ur-Rehman Bhatti, Muhammad Nawaz

Abstract

*Attribution is the process by which individuals explain the causes of behavior and events. Harold Kelley's Co-variation Model of Attribution is one of the widely discussed and credited for being thorough and useful. The model states that attribution process involves deciding whether an observed behavior is internally or externally caused and that determination largely depends on three factors: Distinctiveness, Consensus and Consistency. This study tested the Kelley's model by analyzing employees' attribution about performance of other employees. Sample consists of 92 teachers working in the various campuses at the University of Sindh. Close-ended questionnaire comprising 36 items was used for data collection. Respondents were asked about the causes—internal or external—of other employees' performance. Three task behaviors (teaching subjects, evaluating students, and class control) and three contextual behaviors (treating students, relation with colleagues, defiance) were taken for assessing attribution. The data were analyzed using SPSS in terms of Mean, Mode, Median, Inter quartile range, one sample *t*-test and Chi Square. Hence, findings relatively supported the model. Low distinctiveness, High consensus and High consistency cause people to attribute in the way as described by Kelley, whereas High distinctiveness and Low consistency were very slightly attributed to external factor and Low consensus was slightly attributed to internal factors. 'High distinctiveness is cause of external attribution' got the least support, whereas 'high consistency is cause of internal attribution' got highest support. Managers and employees should adapt or maintain their behavior keeping in view the attribution of employees for improving organizational effectiveness. Though model was not strongly supported, that proves that it is not a rule of thumb and seeks identification and development of new and other theories/models.*

Keywords: Attribution, Employees' Performance, Co-variation Model

1. Introduction

We do quote Shakespeare's words "Forbear to judge for we are sinners all" but rarely follow. As we observe the behavior we start giving it a cause or causes whether intentionally or unintentionally. The process is called attribution and the study of models to explain those processes is called attribution theory.



Attribution theory is the study of the causal explanations that a perceiver gives to events by using particular information available to them. It analyzes what information is accessed and how judgment is formed by combining that (Fiske & Taylor, 1991).

Attributions play vital role in organizations because they influence most of the actions and decisions in workplaces. For example if an employee comes late to work the observer—boss or colleague—will not find a external reason like traffic jam or bad weather conditions behind that unless all other employees also reach late to work that is because of high consensus. If an employee have been involving in conflict and grumbles all the time he/she may not be justified for being disturbed from surroundings like unavailability of resources or un-conducive behavior of colleagues because of high consistency in his/her behavior and tend to get a judgment that his/her personal traits responsible for that. If an employee works very well on machine A, better on machine B and worst on machine C, he/she can neither be labeled as efficient worker nor be unskilled because of distinctiveness in his/her behavior machines' functionality or time may be blamed.

This study analyzed the attribution of an employee about the performance of other employees' job performance. Motowidlo, Borman, and Schmidt (1997) defined job performance as the total expected worth of employees' behaviors executed over the set period of time (Performance is classified into Task Performance and contextual performance).

Tasks performance is composed of actions that transform raw resources into goods and services, these actions are usually part of job descriptions. Contextual Performance is based on activities which enhance the overall efficiency through aiding the social and psychological environment of the workplace (Borman & Motowidlo, 1993). Employees' behavior may be favorable or unfavorable for organization; however the effects of employee behaviors are seldom appraised so their worth is merely anticipated (Bullock, 2013).

The task behavior of university teacher ranges from how subjects are taught by them, how they evaluate students and how effectively they control class, while contextual behaviors of university teacher can be how do they deal students, what relation they have with their colleagues and their deviant workplace behavior that can be defiance and violation of norms. For knowing employee's attribution about other employees, three task behaviors (teaching subjects, evaluating students, and class control) and three contextual behaviors (treating students, relation with peers, defiance) were used to take the opinions of respondents in this study.

1.1 Background of the Study

People interpret behavior with reference to its reasons and that interpretations contribute a lot in reacting to the behavior (Kelley & Michela, 1980). There are many attribution theories, various psychologists and scholars suggested theoretical models of attribution, the models have been analyzed in research studies. Fritz Heider (1958) termed people "naive psychologists" who seek to find relationship between cause & effect as they

perceive the behavior. He distinguished between two general categories of explanation, internal and external. Failure and success are attributed internally or externally subject to who is being judged. It is also named common sense psychology.

Jones and Davis (1965) presented the correspondence interference theory which says that people are attentive towards intentional behavior and try to trace individual's personal characteristics from the behavioral evidence. The term correspondent inference refer to an occasion when an observer interpret whether an individual's behavior is similar to and correlates with his/her personality or not.

Later in 1971 Bernard Weiner proposed that here is a strong relationship between self-concept and achievement. An individual's perceptions or attributions regarding success or failure at an activity determines how much efforts will be put by the individual in activities in the future. Achievement can be attributed to 1) effort, 2) ability, 3) level of task difficulty, or 4) luck. Weiner's theory includes a model with three causal dimensions: locus of control (internal and external), stability (stable or unstable), and controllability (controllable and uncontrollable). Stability attributions affect individual's predictions about the future; controllability attributions affect individual's persistence on task; locus of control attributions affect emotional responses to success and failure—emotional reactions are directly proportionate to individual attributes his/her behavior to conscious control (Martinko & Thomson, 1998).

This study attempts to assess the implication of Kelley's co-variation model in organization. In 1967, Harold Kelley proposed a tripartite attribution cube. Which is credited for being one of the most thorough and useful model at the time but also blamed for being oversimplified model of attribution. Kelley considered people as ingenuous scientists who evaluate the world in a normal manner. Kelley (1967) proposed that "The effect is attributed to that condition which is present when the effect is present and which is absent when the effect is absent" (p. 194). His model suggests that an outcome is attributed to the one of its possible reasons with which, over time, it co-varies" (Kelley, 1973, p.108). The term co-variation denotes that people observe behaviors at several times and in various situations, and can identify and recognize the co-variation of that outcome and its reasons. Co-variation principle holds that the reason of an occurrence must be existing when the occurrence takes place and missing when the occurrence does not take place (Nottage, 2015).

1.2 Study objective

The study sought to test Kelley's Co-variation Model in real organizational environment. And provided some valuable recommendations for future action for improving organizational effectiveness

It will add empirical evidence to mainstream literature on "Attribution Theory" and identifies several interesting directions for future research.

1.3 Significance of the study

Kelley's co-variation model of Attribution is included in courses of Business Studies and

Management Sciences disciplines. Its practical implication is need to be tested rather just teaching the students what other researchers proposed. Findings will help management and employees to maintain and improve their behavior in organizations and achieving their personal goals along with organizational goals.

The study's population is university teachers and required changes in them is immensely important for educational and professional development of youngsters and the country at large.

2. Attribution

Attribution process is a perceptual activity, helps in interpreting the world around us. It involves the decision of whether an observed behavior or event is mainly caused by internal or external factors. Internal factors are that found in person, like individual's ability or motivation. People make judgment that an employee performs a task badly because he/she don't have required ability or motivation. External factors are found in the environment, like availability of absence of resources, somebody's favor or fortune. People may judge a person's failure to accomplish a task because of insufficient resource availability, and that will be external attribution.

There are some tendencies found by attribution research which distort one's view of behavior. If an employee is unable to achieve a sales target it is more likely that a perceiver will attribute it to that employee's inability or laziness but if an employee successfully achieve a target a perceiver tends to find several external factors like high demand in market, availability of resources for accomplishment of that task, it is called fundamental attribution error.

There is a significant difference between attributions that is made by people about the causes of their own behavior is more likely to be affected by the positivity or negativity of the outcome. Credit for success is taken by attributing it to personal qualities or efforts whereas failure is attributed to external factors, this behavior is called the self-serving bias. If someone could not pass an interview he/she attribute it to nepotism, injustice or task difficulty, whereas whenever successfully pass an interview mostly it is attributed one's own hard work, intelligence and expertise (Vecchio, 1987).

3. Literature review

Mc Arthur (1972) investigated Kelley's attribution theory with questionnaire that were filled out by 87 male undergraduates. The results supported the model but found out that consensus information is not as much used as compared to consistency and distinctiveness. Zuckerman (1978) argued on another aspect while distinguishing between voluntary behavior and non voluntary behavior, he concluded that the variables in Kelley's model have less clear impact on the attribution of behavior that is volunteer rather than the non volunteer.

Over the years, Kelley's co-variation model has been tested empirically and appeared to receive reasonable support. Gerard (1963) and Misra (1973) concluded that a person's consistency in experience promoted independence from social comparison

information. Nisbett & Borgida (1975) argued against consensus which doesn't affect attribution. They conducted an experiment on subjects that were given read scenario but results of that experiment did not support the expectation: the consensus information had no effect on attribution. Himmelfarb (1972)'s experiment made an important point that a person's inconsistent behavior is attributed not to him but is attributed to external factors. While consistency in other persons' characterizations of an actor carries more weight if they are based on observations in dissimilar situations as compared to similar ones.

Försterling's (1992) examination concluded that causes were rated as increasingly important for an effect inasmuch as the variation attributable to the respective cause increased and the variation due to the alternative cause decreased. Sutton and McClure (2001) also supports the model by examining the preferences for motivating factors and enabling factors as reasons of intentional actions. It concluded Causes that co-varied with actions were preferred explanations, on the other hand, motivating factors are generally preferred to enabling factors in the goal-based view.

Malle (2011) states Kelley's (1967) paper is deemed the first systematic work on attribution theory in social psychology but it is not at all useful as a method to give explanation of intentional actions, though it may help explain unintentional action, whereas co-variation assessment is used far less than has been commonly assumed. Nottage (2015) conducted a laboratory test on subjects by telling them different conditions and his findings supports the model, and state that majority of people use Kelley's model. As 84% responses of simple problem and 92% of complex responses used the model. Nottage also criticized the model for lack of consideration on self-serving bias, actor-observer differences and false consensus effect, and unrealistic optimism of individual. Other empirical studies has also highlighted problem with it, as it did not include the fundamental attribution error (Ross, Greene, & House, 1977).

Beatie and Anderson (1995) concluded that information variables—distinctiveness, consistency and consensus—are not required for every situation, it further posed a question that in the absence of information about the 'information variables' what the observer will attribute if the model is so prevalent. He also criticized for its absence of self-esteem and importance of culture in attribution process.

4. Theoretical framework

Co-variation Principle describes people attribute a behavior to either internal causes (their disposition) or to external causes (the situation), the model suggested the representation of cognitive process by a 2 x 2 x 2 analysis of variance framework. People process and combine the three sources of information for purposes of making a causal judgment.

- 1) Does the person behave this way in different situations?
- 2) Do other people behave this way?
- 3) Does the person always behave this way under similar circumstances?
 - Behavior Co-occurs with the Situation = External Attribution
 - Behavior Co-occurs with the Person = Internal Attribution

Three kinds of evidences are considered by people while observing behavior, which are also called information variables.

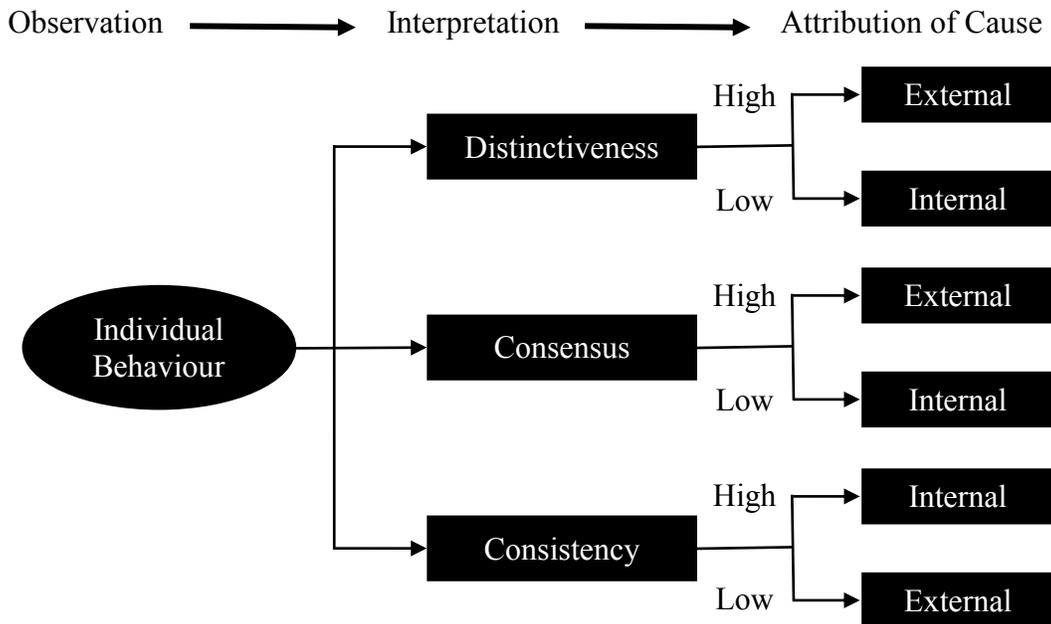
4.1 Distinctiveness: the extent to which the person behaves in different way in different situations or to different stimuli. E.g. Nasir teaches only one subject badly and he teaches other subjects well his behavior is high in distinctiveness, observer will conclude that there is problem in that particular subject. If he teaches all subjects badly, distinctiveness is low, consequently observer will attribute it to Nasir's internal factors.

4.2 Consensus: the extent to which other people behave in the same way in a similar situation. If Nasir teaches a particular subject badly and other teachers also teach it badly, consensus is high in Nasir's behavior, observer will conclude a problem in subject. If only Nasir teaches badly but other teachers teach well, consensus is low and Nasir will be blamed internally.

4.3 Consistency: the extent to which the person behaves like this every time the situation occurs. If Nasir has always been teaching subjects badly, consistency is high, and observer will conclude some problem in Nasir. If he sometimes teaches badly but sometimes he teaches well, consistency is low and observer will attribute it to external factors.

- Low Distinctiveness, Low Consensus, and High Consistency = Internal Attributions
- High Distinctiveness, High Consensus, and Low Consistency = External Attributions

5. The Model



6. Hypotheses

- H1. Low distinctiveness is a significant cause of internal attribution.
- H2. High distinctiveness is a significant cause of external attribution.
- H3. Low consensus is a significant cause of internal attribution.
- H4. High consensus is a significant cause of external attribution.
- H5. Low consistency is a significant cause of external attribution.
- H6. High consistency is a significant cause of internal attribution.

7. Research methodology

7.1 Sample

This is a descriptive, cross-sectional study. Teachers of The University of Sindh Jamshoro were chosen as respondents by simple random sampling technique. Total 130 questionnaires were distributed out of that only 92 were received, which is 71 percent response rate and acceptable in social sciences.

7.2 Instrument

Self-administered Close-ended questionnaire was used for data collection. Before distributing questionnaire to complete sample its reliability was also tested for 20 respondents and Cronbach's Alpha test gives 0.738 reliability. Respondents were asked about the causes of other employees' performance. Three task behaviors (teaching subjects, evaluating students, and class control) and three contextual behaviors (treating students, relation with peers, defiance) were taken for assessing attribution. The questionnaire comprised 36 items; the items were statements about behavior of other employee e.g. "A teacher in your organization teaches all subjects well because he/she is competent". They were instructed that while reading each statement they should relate any of the teacher in their organization that matches with it and if any situation is not applicable to anyone then just suppose the case.

Six statements were given for each six behaviors mentioned above. Three constructs distinctiveness, consensus and consistency of Kelley's model carry 12 statements followed by causes of behavior either internal or external. The questionnaire was designed according to the assertion of Kelley's co-variation model—by giving internal causes to low distinctiveness, low consensus and high consistency whereas external causes to high distinctiveness, high consensus and low consistency. Respondents were required to show their degree of agreement or disagreement with the statements on five point Likert scale from 1=strongly disagree to 5=strongly agree. Stronger the agreement with the statements in the questionnaire stronger the support to the model.

8. Data analysis and discussion

The grand mean of Likert items is 3.2811 that is slightly towards agreement, which shows people do attribute according to Kelley's Model. Cronbach's alpha test shows 0.757 reliability of the collected data. One sample t-test was also calculated that provided

Mean of all the variables towards agreement Mean >3 which implies model is relatively supported indicated by Table 1.

Table 1. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Low Distinctiveness	92	3.4547	.60578	.06316
High Distinctiveness	92	3.0851	.59119	.06164
Low Consensus	92	3.1739	.45015	.04693
High Consensus	92	3.3025	.63232	.06592
Low Consistency	92	3.1178	.61152	.06376
High Consistency	92	3.5525	.56068	.05846

The one sample t-test also gave significant P value < .05 except two variables high distinctiveness and low consistency. Which means that it is rejected that the difference between observed sample mean and hypothetical mean is due to a coincidence arising from random sampling. So the difference is statistically significant, and conclude instead that the population has a different mean than the hypothetical value entered. Table 2 exhibits the results.

Table 2. One-Sample Test

Test Value = 3						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Low Distinctiveness	7.200	91	.000	.45471	.3293	.5802
High Distinctiveness	1.381	91	.171	.08514	-.0373	.2076
Low Consensus	3.706	91	.000	.17391	.0807	.2671
High Consensus	4.589	91	.000	.30254	.1716	.4335
Low Consistency	1.847	91	.068	.11775	-.0089	.2444
High Consistency	9.452	91	.000	.55254	.4364	.6687

Non parametric test Chi-Square (Goodness of fit test) was also performed that rejected all null hypotheses, Table 3 indicates it. For all the stated hypotheses H_1 , H_2 , H_3 , H_4 , H_5 and H_6 , it gives statistically significant: $\chi^2(2) = 34.848, 48.870, 51.283, 30.609, 36.478$ and 43.435 respectively with $p < .005$.

Table 3. Chi Square Test

	Low Distinct	High Distinct.	Low Consensus	High Consensus	Low Consistency	High Consistency
Chi-Square	34.848	48.870	51.283	30.609	36.478	43.435
df	14	15	12	14	14	13
Asymp. Sig.	.002	.000	.000	.006	.001	.000

Data were analyzed using median, mode, inter-quartile range (IQR= Q3 - Q1) and percentages, since the data is nonparametric. Items related to one hypothesis are grouped together for analysis in one table.

Table 4. Low Distinctiveness causes Internal Attribution

	Teaching subjects	Evaluating students	Class control	Treating students	Relations with peers	Defiance
Median	4.00	2.00	4.00	4.00	4.00	4.00
Mode	4.00	2.00	4.00	4.00	4.00	4.00
Percentage of mode	42.4%	52.2%	47.8%	45.7%	56.5%	50.0%
Percentiles	25	2.00	2.00	3.00	3.00	2.00
	50	4.00	2.00	4.00	4.00	4.00
	75	4.00	4.00	4.00	4.00	4.00

Five statements about low distinctiveness got agreement with mode and median both 4 while only one got disagreement with mode and median 2 that was about 'evaluating students'. Statements about 'class control', 'treating students' and 'relations with peers' got stronger support as their inter-quartile range is 1 only. 'Defiance' & 'Teaching subjects' also have mode and median 4 but inter-quartile 2.

Five statements were supported only one got disagreement. Hence the hypothesis was strongly supported. Table 4 exhibits the result.

Table 5. High distinctiveness causes External Attribution

	Teaching subjects	Evaluating students	Class control	Treating students	Relations with peers	Defiance
Median	3.00	4.00	3.00	2.00	3.00	3.00
Mode	4.00	4.00	2.00	2.00	2.00	4.00
Percentage of mode	30.4%	56.5%	34.8%	43.5%	38.0%	32.6%
Percentiles	25	2.00	4.00	2.00	2.00	2.00
	50	3.00	4.00	3.00	2.00	3.00
	75	4.00	4.00	4.00	4.00	4.00

Only one statement about 'evaluating students' got stronger agreement with both mode and median 4 and zero inter-quartile range while 'treating students' got stronger disagreement with mode median and inter-quartile 2. 'Teaching subjects' and 'defiance' got slight agreement with mode 4 and median 3 and inter-quartile 2. 'Class control' and 'relations with peers' got slight disagreement with median 3 but mode and inter-quartile of 2.

Only one statement got very strong support while two got slight support, one got stronger disagreement other two got slight disagreement. Thus the hypothesis was not significantly supported. Table 5 indicates the results.

Table 6. *Low Consensus causes Internal Attribution*

	Teaching subjects	Evaluating students	Class control	Treating students	Relations with peers	Defiance
Median	3.00	2.00	4.00	4.00	4.00	4.00
Mode	2.00	2.00	4.00	4.00	4.00	4.00
Percentage of mode	41.3%	44.6%	47.8%	41.3%	43.5%	45.7%
Percentiles	25	2.00	2.00	3.00	3.00	3.00
	50	3.00	2.00	4.00	4.00	4.00
	75	4.00	4.00	4.00	4.00	4.00

'Treating students', 'relations with peers' and 'defiance' got strong agreement with median and mode of 4 and inter-quartile 1 only. Slight agreement in 'Class control' with median and mode 4 and inter-quartile of 2 while slight disagreement on 'teaching subjects' with median of 3 and mode and inter-quartile 2. Stronger disagreement for 'evaluating students' with median mode and inter-quartile of 2.

Three statements got strong support, one got slight support, one slight disagreement, while one got stronger disagreement. Hence the hypothesis was slightly supported. Table 6 shows the results.

Table 7. *High Consensus causes External Attribution*

	Teaching subjects	Evaluating students	Class control	Treating students	Relations with peers	Defiance
Median	3.00	3.00	4.00	4.00	4.00	3.00
Mode	4.00	4.00	4.00	4.00	4.00	4.00
Percentage of mode	42.4%	39.1%	41.3%	45.7%	48.9%	39.1%
Percentiles	25	2.00	2.00	2.00	3.00	2.00
	50	3.00	3.00	4.00	4.00	3.00
	75	4.00	4.00	4.00	4.00	4.00

Only one statement about ‘relations with peers’ got stronger agreement with mode and median 4 and inter-quartile 1. Slight stronger about ‘class control’ and ‘treating students’ with median and mode of 4 but inter-quartile of 2. Slight agreement about ‘teaching subjects’, ‘evaluating students’ and ‘defiance’ with median 3, mode 4 and but inter-quartile of 2.

Only one statement was strongly supported, two were also supported and remaining three got slight support. Thus the hypothesis got significant support. The results are shown by Table 7.

Table 8. *Low Consistency causes External Attribution*

	Teaching subjects	Evaluating students	Class control	Treating students	Relations with peers	Defiance
Median	3.00	4.00	4.00	3.00	2.00	4.00
Mode	2.00	4.00	4.00	4.00	2.00	4.00
Percentage of mode	33.7%	44.6%	45.7%	35.9%	37.0%	50.0%
Percentiles						
25	2.00	3.00	2.00	2.00	2.00	3.00
50	3.00	4.00	4.00	3.00	2.00	4.00
75	4.00	4.00	4.00	4.00	4.00	4.00

Strong disagreement is found about ‘relations with peers’ with both median and mode of 2 and inter-quartile range of 2. Slight disagreement is found about ‘teaching subjects’ with median 3, mode 2 and inter-quartile 2. Stronger agreement is found about ‘evaluating students’ and ‘defiance’ with median and mode 4 with inter-quartile 1. Slight agreement about ‘class control’ with both median and mode 4 but inter-quartile 2. Very slight agreement about ‘treating students’ with median 3, mode 4 and inter-quartile 2.

One statement got strong disagreement. One got slight disagreement. Two were strongly supported. One was slightly supported while one got very slight support. Hence the hypothesis got slight support. Table 8 indicates the results.

Table 9. *High Consistency causes Internal Attribution*

	Teaching subjects	Evaluating students	Class control	Treating students	Relations with peers	Defiance
Median	4.00	3.00	4.00	4.00	4.00	3.00
Mode	4.00	4.00	4.00	4.00	4.00	4.00
Percentage of mode	45.7%	38.0%	54.3%	58.7%	60.0%	42.4%
Percentiles						
25	3.00	2.00	3.00	3.00	3.00	3.00
50	4.00	3.00	4.00	4.00	4.00	3.00
75	5.00	4.00	4.00	4.00	4.00	4.00

Agreement is found about 'teaching subjects' with both median, mode 4 and inter-quartile 2. Strong agreement about 'class control', 'treating students' and 'relations with peers' with both median and mode 4 and inter-quartile 1. Very slight agreement about 'evaluating student' and 'defiance' with mode 4, but median 3 and inter-quartile 2 and 1 respectively.

Three statements were very strongly supported. One statement is slightly supported. Two got very slight support. Thus the hypothesis was very strongly supported. Table 9 exhibits the results.

9. Conclusion

Low distinctiveness, High consensus and High consistency cause people to attribute in the way as described by Kelley, as they have grand mean 3.455, 3.303 and 3.553 respectively. High distinctiveness with grand mean of 3.085 and Low consistency with 3.118 were very slightly attributed to external factor which seems to be affected by fundamental attribution error. Low consensus with grand mean 3.174 was less attributed internally because the behavior of colleague was compared with respondent's his/her behavior therefore is influenced by both self-serving bias and fundamental attribution error. 'High distinctiveness is cause of external attribution' got the least support, whereas 'high consistency is cause of internal attribution' got highest support.

The study was based on asking about causes of behavior of others therefore are likely to be affected by various cognitive biases; selective perception, stereotyping, projection, primacy, recency, halo effect, contrast effect and so on.

10. Recommendations

- ◆ People give internal cause if behavior doesn't vary from situation to situation. Managers and employees in organization should keep responding to changing situation because an undesired behavior in each situation will denote it one's trait and will mar one's image. Whereas desired behavior in each situation may cause others to be negligent and inattentive at giving feedback as they take one's desired behavior for granted.
- ◆ Employees should assimilate his/her behavior to others in the organization. High consensus with others will leave one in safe zone (as it is not weird & odd) because people see it not one's fault but something outside causing the behavior, so consensus is acceptable in objectionable behaviors e.g. grievances, protests etc. But consensus in a desired behavior may blur one's behavior and make it general which may not get noticed or acknowledged.
- ◆ Behavior should not be frequently changed—if it is approving or acceptable—as a consistent behavior is considered one's personality trait. A desired consistent behavior will help employee to be in good books of authorities and colleagues. On the other hand an undesired behavior will not make people think about something in surrounding is causing it but they will label the person an unpleasant person because of behavior's consistency.

- ◆ Though the model was slightly supported therefore employees should be aware about which behavior is spoiling their image in organization and which behavior pattern is acceptable one as people in organization attribute in a certain way.
- ◆ The model was not strongly supported therefore organizations and academia should determine the adequate model of attribution.

11. Areas of Further Research

- ◆ A study based on qualitative methods should be conducted for testing the Kelley's model as respondents can freely attribute and their causes can be identified.
- ◆ An experiment can also be conducted on employees as subjects, after collecting information about the behavioral tendencies of other employees in organization and then telling the subjects about the behavior of employees whose data was collected earlier and ask them to give reason to that behaviors. The actual attribution can be known rather having supposition.

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