Lecture Notes

# Chapter 2: Personality and Person–Environment Fit

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**Title Slide**

Learning Objective 2-1: Define *personality*, and discuss the role of heredity.

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**What Is Personality?**

Personality has been defined as “regularities in feeling, thought and action that are characteristic of an individual.” (Snyder, 1998)

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**What Is Personality? (Cont.)**

* Understanding your own personality and the personalities of others is critical
* Personality and other individual differences are relatively stable over the life course

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**What Is Personality? (Cont.)**

Personality is linked to social behavior in organizations

* Personality may affect our work habits and how we interact with our coworkers
* Personality and most individual differences aren’t like other areas of organizational behavior

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**What Is Personality? (Cont.)**

* Individual differences must be understood, and leaders must work with them rather than try to change people
* “Personality Clash”

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**What Is Personality? (Cont.)**

**Role of Heredity**

* Can a brilliant engineer who is introverted change his personality and become an extraverted visionary leader?
* Are personality traits inborn or learned?

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**What Is Personality? (Cont.)**

**Minnesota Twin Studies**

* These twins tell us a great deal about the contribution of heredity
* About 50% of the variation in occupational choice is due to heredity
* About 40% of the variance in values related to work motivation attributed to heredity
* About 60% of the variance was due to the environment

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**What Is Personality? (Cont.)**

**Implications for a leader**

* Most psychologists believe that personality is a relatively stable individual difference
* Instead of trying to change a coworker’s personality, learn about personality differences
* Understand how different personalities operate at work, and work effectively with different types

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**What Is Personality? (Cont.)**

**Leaders: Are They Born or Made?**

* One question that arises is whether leaders are born to greatness or if leadership can be acquired by anyone
* Leadership is most likely a combination of inborn traits and learned behavior

Learning Objective 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

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**Myers–Briggs Type Indicator**

* The Myers–Briggs Type Indicator (MBTI) is the most often administered personality test
* A popular approach with organizations and is used by Hallmark, GE, and many other large organizations in their leadership training and development programs

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**Myers–Briggs Type Indicator (Cont.)**

* The MBTI is based upon four general personality preferences:
* **Introversion (I) versus extraversion (E):** Extraverts tend to be outgoing; introverts tend to be shy
* **Sensing (S) versus intuition (N):** Sensing types tend to be practical; intuitive people tend to be “idea people”
* **Thinking (T) versus feeling (F):** Thinking types tend to use logic; feeling types tend to use emotion
* **Judging (J) versus perceiving (P):** Judging types tend to make quick decisions; perceiving types tend to be more flexible

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**Myers–Briggs Type Indicator (Cont.)**

**Limitations of the Myers–Briggs Type Indicator**

* If you take the test again, you may not receive the same score
* Whether people are actually classifiable into the 16 categories is questionable

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**Myers–Briggs Type Indicator (Cont.)**

* How the Myers–Briggs Type Indicator Is Used in Organizations
* For conflict resolution and team building
* In management training programs and classrooms
* It takes all types of people for teams and organizations to be effective

Learning Objective 2-3: List and explain the five factors in the Big Five theory of personality.

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**The Big Five**

1. Openness
2. Conscientiousness
3. Extraversion
4. Agreeableness
5. Neuroticism

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**The Big Five (Cont.)**

**Table 2.1.** The Big Five Personality Characteristics.

|  |  |
| --- | --- |
| Trait | Description |
| Openness | Being curious, original, intellectual, creative, and open to new ideas |
| Conscientiousness | Being organized, systematic, punctual, achievement oriented, and dependable |
| Extraversion | Being outgoing, talkative, sociable, and enjoying social situations |
| Agreeableness | Being affable, tolerant, sensitive, trusting, kind, and warm |
| Neuroticism | Being anxious, irritable, temperamental, and moody |

Learning Objective 2-4: Compare and contrast the Type A and Type B behavior pattern.

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**Personality Traits and Health Research**

* Type A--aggressive, competitive, may have more health problems such as cardiovascular disease
* Type B--relaxed, easy going, not likely to have as many health problems

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**Personality Traits and Health Research (Cont.)**

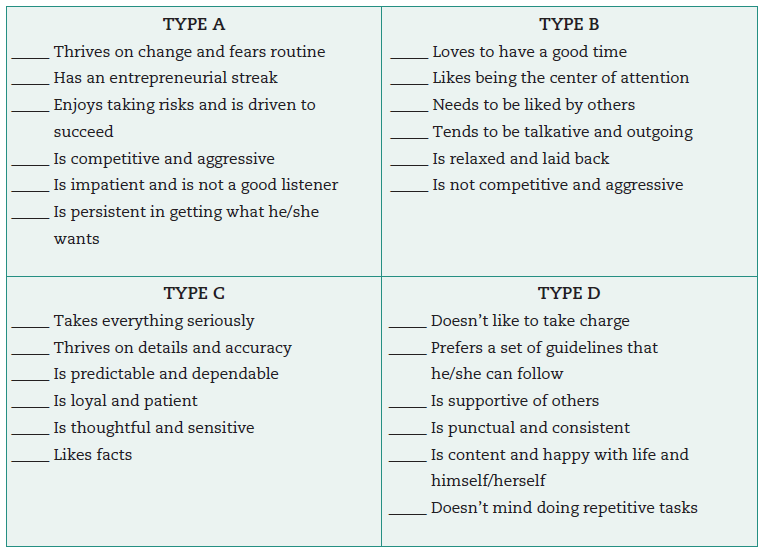
**Study respondents were classified into Type A and Type B personalities based on the following questions:**

1. Do you feel guilty if you use spare time to relax?
2. Do you need to win in order to derive enjoyment from games and sports?
3. Do you generally move, walk, and eat rapidly?
4. Do you often try to do more than one thing at a time?

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**Personality Traits and Health Research (Cont.)**

**Figure 2.1.** Personality Types A, B, C, and D.



**Learning Objective 2-5:** Develop an example of a job that would benefit from risk taking.

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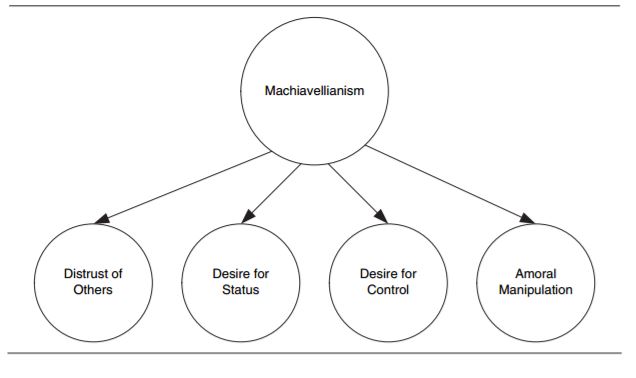
**Other Relevant Personality Traits**

* Machiavellianism
* Ends justifies the means
* Pragmatic
* Emotional dissonance

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**Other Relevant Personality Traits (Cont.)**

**Figure 2.2.** The Structure of Machiavellianism.



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**Other Relevant Personality Traits (Cont.)**

* Self-Monitoring
* “Self-observation and self-control guided by situational cues to social appropriateness” (Snyder, 1974)
* Ability to adjust his/her behavior to external situational factors
* Consistent, displaying their feelings and attitudes regardless of situation

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**Other Relevant Personality Traits (Cont.)**

* Self-Monitoring
* High self-monitors receive higher performance ratings and become leaders, but have lower organizational commitment
* High self-monitors develop better working relationships with bosses than low self-monitors
* High self-monitors achieve more rapid career mobility since they are able to attain central positions in the powerful networks in the organization

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**Other Relevant Personality Traits (Cont.)**

**Risk-Taking**

* “Any purposive activity that entails novelty or danger sufficient to create anxiety in most people. Risk taking can be either physical or social, or a combination of the two.” (Levenson, 1990)

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**Other Relevant Personality Traits (Cont.)**

**Risk-Taking (Cont.)**

* Taking a chance on the unknown
* Examples: rock climbers, firemen, entrepreneurs
* Risk-taking declines across the life span
* When resources are scarce, people continue to assume risk to compete for resources

**Learning Objective 2-6:** Summarize the elements of psychological capital.

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**Psychological Capital**

* Positive organizational behavior (POB) is “the study and application of positive-oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace.” (Luthans, 2002, p. 59)

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**Psychological Capital (Cont.)**

* Psychological capital (PsyCap) has been shown to be positively related to employee empowerment and engagement
* PsyCap is more than “what you know” or “who you know.” It is focused on “who you are” and “who you are becoming”
* Just like we have financial capital, these state-like qualities represent the *value of individual differences* at the workplace

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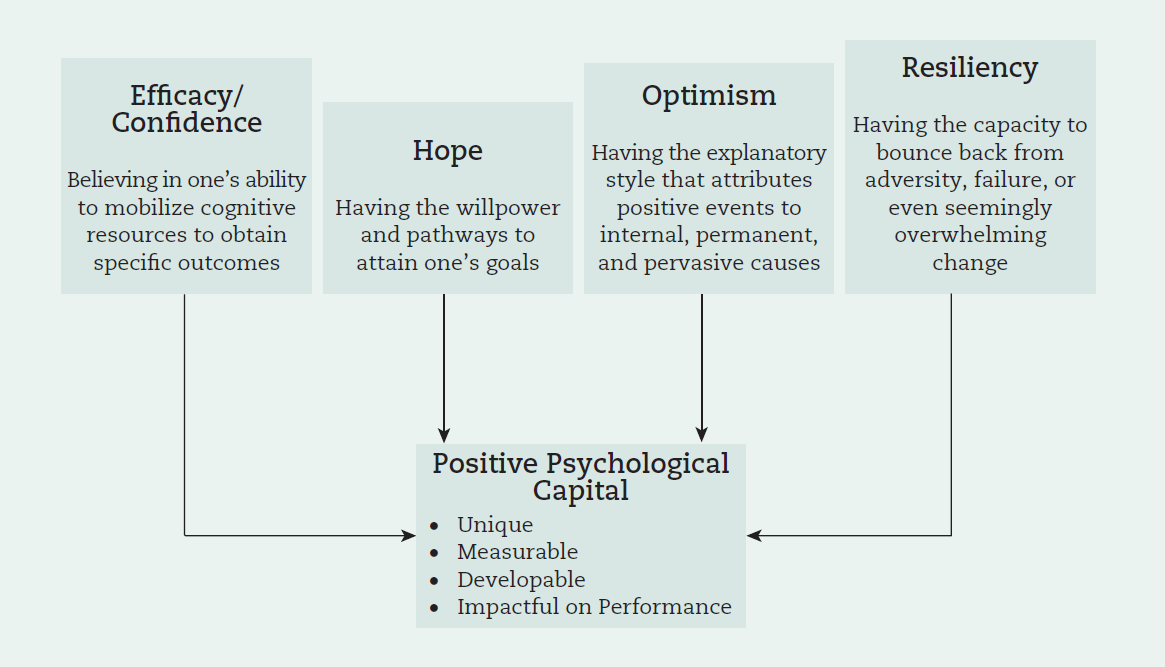
**Psychological Capital (Cont.)**

* Efficacy--belief in oneself
* Optimism--being positive
* Hope--seeing the pathways to the future
* Resiliency--ability to “bounce back”

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**Psychological Capital (Cont.)**

**Figure 2.3.** Dimensions of Positive Psychological Capital.



**Learning Objective 2-7:** Explain the effects of positive and negative core self-evaluations.

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**Core Self-Evaluations**

* **Core self-evaluations (CSE)** are defined as “fundamental premises that individuals hold about themselves and their functioning in the world.” (Judge, 1998)

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**Core Self-Evaluations (Cont.)**

* Core self-evaluations relate to job satisfaction and job performance
* Positive core self-evaluations predict employee voice
* Positive relationships exist between core self-evaluations and higher salaries
* Higher core self-evaluations are associated with early job success
* Core self-evaluations show concept of self-worth translate into net worth

**Learning Objective 2-8:** Compare and contrast person–organization fit and person–job fit.

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**Person–Environment Fit**

* Person–environment (PE) fit--when an individual’s personality is aligned with their environment, it results in job satisfaction, organizational commitment, and better performance on the job
* Two types of person–environment fit:

1. Person–organization (PO) fit
2. Person–job (PJ) fit

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**Person–Environment Fit (Cont.)**

* Person–organization (PO) fit
* Match between a person’s individual values and those of the organization they work for
* Employees who will “fit in” with the organizational culture
* Employees feel a sense of psychological ownership for their work
* Good fit is the result of better communication, increased productivity, interpersonal attraction, and trust in the organization

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**Person–Environment Fit (Cont.)**

* Person–job (PJ) fit
* Job characteristics are aligned with employees’ personality, motivations, and abilities
* PJ fit is comprised of two forms:

1. Demands-abilities (DA) fit
2. Needs-supplies (NS) fit

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**Person–Environment Fit (Cont.)**

**Figure 2.4**. Personality–Job Fit Theory.

