



# Instructor's Manual to Accompany

# ORGANISATIONAL BEHAVIOUR

EMERGING KNOWLEDGE. GLOBAL INSIGHTS. 4E

by Steven L. McShane, Mara Olekalns and Tony Travaglione



## Chapter 2

## Individual Behaviour, Personality and Values

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# 2 Individual Behaviour, Personality and Values

## LEARNING OBJECTIVES

- 2.1 Describe the four factors that directly influence voluntary individual behaviour and performance
- 2.2 Summarise the five types of individual behaviour in organisations
- 2.3 Describe personality, the 'Big Five' personality dimensions and four MBTI types, and explain how personality relates to individual behaviour in organisations
- 2.4 Summarise the components of resilience and the Dark Triad
- 2.5 Summarise Schwartz's model of individual values and discuss the conditions under which values influence behaviour
- 2.6 Summarise five values commonly studied across cultures
- 2.7 Describe three ethical principles and discuss four factors that influence ethical behaviour



## CHAPTER GLOSSARY

**ability**—The natural aptitudes and learned capabilities required to successfully complete a task.

**achievement-nurturing orientation**—A cross-cultural value describing the degree to which people in a culture emphasise competitive versus cooperative relations with other people.

**collectivism**—A cross-cultural value describing the degree to which people in a culture emphasise duty to groups to which people belong and to group harmony.

**competencies**—Skills, knowledge, aptitudes and other personal characteristics that lead to superior performance.

**conscientiousness** —A personality dimension describing people who are careful, dependable and self-disciplined.

**counterproductive work behaviours (CWBs)**—Voluntary behaviours that have the potential to directly or indirectly harm the organisation.

**Dark Triad**—A constellation of personality traits that increases the use of influence tactics and leads to counterproductive work behaviours.

**ethical sensitivity**—A personal characteristic that enables people to recognise the presence and determine the relative importance of an ethical issue.

**extroversion**—A personality dimension describing people who are outgoing, talkative, sociable and assertive.

**five-factor model (FFM)**—The five abstract dimensions representing most personality traits: conscientiousness, emotional stability, openness to experience, agreeableness and extroversion.

**individualism**—A cross-cultural value describing the degree to which people in a culture emphasise independence and personal uniqueness.

**moral intensity**—The degree to which an issue demands the application of ethical principles.

**motivation**—The forces within a person that affect his or her direction, intensity and persistence of voluntary behaviour.

**Myers-Briggs Type Indicator (MBTI)**—An instrument designed to measure the elements of Jungian personality theory, particularly preferences regarding perceiving and judging information.

**neuroticism**—A personality dimension describing people with high levels of anxiety, hostility, depression and self-consciousness.

**organisational citizenship behaviours (OCBs)**—Various forms of cooperation and helpfulness to others that support the organisation's social and psychological context.

personality—The relatively enduring pattern of thoughts, emotions and behaviours that characterise a person, along with the psychological processes behind those characteristics.

power distance—A cross-cultural value describing the degree to which people in a culture accept unequal distribution of power in a society.

presenteeism—Attending scheduled work when one's capacity to perform is significantly diminished by illness and other factors.

resilience—The capability of individuals to cope successfully in the face of significant change, adversity or risk.

role perceptions—The extent to which people understand the job duties (roles) assigned to or are expected of them.

uncertainty avoidance—A cross-cultural value describing the degree to which people in a culture tolerate ambiguity (low uncertainty avoidance) or feel threatened by ambiguity and uncertainty (high uncertainty avoidance).



## CHAPTER SUMMARY BY LEARNING OBJECTIVE

### ➤ LO 2.1 Describe the four factors that directly influence voluntary individual behaviour and performance.

Individual behaviour is influenced by motivation, ability, role perceptions and situational factors (MARS). Motivation consists of internal forces that affect the direction, intensity and persistence of a person's voluntary choice of behaviour. Ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task. Role perceptions are a person's beliefs about what behaviours are appropriate or necessary in a particular situation. Situational factors are environmental conditions that constrain or facilitate employee behaviour and performance.

### ➤ LO 2.2 Summarise the five types of individual behaviour in organisations.

There are five main types of workplace behaviour. Task performance refers to goal-directed behaviours under the individual's control that support organisational objectives. Organisational citizenship behaviours consist of various forms of cooperation and helpfulness to others that support the organisation's social and psychological context. Counterproductive work behaviours are voluntary behaviours that have the potential to harm the organisation directly or indirectly. Joining and staying with the organisation refers to agreeing to become an organisational member and remaining with the organisation. Maintaining work attendance includes minimising absenteeism when capable of working and avoiding scheduled work when not fit (i.e. low presenteeism).

### ➤ LO 2.3 Describe personality, the 'Big Five' personality dimensions and four MBTI types, and explain how personality relates to individual behaviour in organisations.

Personality is the relatively enduring pattern of thoughts, emotions and behaviours that characterise a person, along with the psychological processes behind those characteristics. Most experts now agree that personality is shaped by both nature and nurture. Most personality traits are represented within the five-factor model, which includes conscientiousness, agreeableness, neuroticism, openness to experience and extroversion. Conscientiousness and emotional stability (low neuroticism) predict individual performance in most job groups. Extroversion is associated with performance in sales and management jobs; agreeableness is associated with performance in jobs requiring cooperation; and openness to experience is associated with performance in creative jobs.

Another set of traits, measured by the Myers-Briggs Type Indicator, represents how people prefer to perceive and judge information. Conscientiousness and low neuroticism (high emotional stability) stand out as the personality traits that best predict individual performance in almost every job group. The other three personality dimensions predict more specific types of employee behaviour and performance.

### ➤ LO 2.4 Summarise the components of resilience and the Dark Triad.

Resilience is a positive adaption after a negative event and is associated with self-efficacy and flexibility. Self-efficacy refers to a person's belief that he or she can successfully complete a task. Behavioural flexibility and adaptability refers to individuals' ability to be open to the present moment, and to adapt their behaviours as needed. Resilience is also a process, in that it is defined by long-term responses to such negative experiences. Resilient individuals are more likely to learn from such experiences, and to show personal or professional growth

in the wake of these experiences. The Dark Triad is the name given to a collection of three personality traits, when they occur together: Machiavellianism, narcissism and psychopathy. People with high Machiavellian values are comfortable with getting more than they deserve, and they believe that deceit is a natural and acceptable way to achieve this goal. Narcissism is characterised by extreme self-aggrandisement. The central characteristic of psychopathy is a lack of concern for people and rules, as well as a lack of remorse when others are hurt.

➤ **LO 2.5 Summarise Schwartz's model of individual values and discuss the conditions under which values influence behaviour.**

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. Compared with personality traits, values are evaluative (rather than descriptive), more likely to conflict, and formed more from socialisation than heredity. Schwartz's model organises values into a circumplex of 10 dimensions along two bipolar dimensions: from openness to change to conservation, and from self-enhancement to self-transcendence. Values influence behaviour in three conditions: (1) when we can think of specific reasons for doing so; (2) when the situation supports those values; and (3) when we actively think about them. Values congruence refers to how similar a person's values hierarchy is to the values hierarchy of another source (organisation, person, etc.).

➤ **LO 2.6 Summarise five values commonly studied across cultures.**

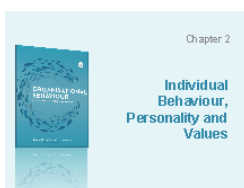
Five values that are often studied across cultures are individualism (valuing independence and personal uniqueness); collectivism (valuing duty to in-groups and to group harmony); power distance (valuing unequal distribution of power); uncertainty avoidance (tolerating or feeling threatened by ambiguity and uncertainty); and achievement-nurturing orientation (valuing competition versus cooperation). Although cross-cultural knowledge is valuable, we need to be concerned that some of this knowledge is based on non-representative samples, old information and a lack of sensitivity to cultural differences within countries.

➤ **LO 2.7 Describe three ethical principles and discuss four factors that influence ethical behaviour.**

Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad. Three ethical principles are utilitarianism, individual rights and distributive justice. Ethical behaviour is influenced by the degree to which an issue demands the application of ethical principles (moral intensity), the individual's ability to recognise the presence and relative importance of an ethical issue (ethical sensitivity), situational forces, and the extent to which people actively evaluate their decisions and actions in comparison with ethical and personal values (i.e. mindfulness). Ethical conduct at work is supported by codes of ethical conduct, ethics training, mechanisms for communicating ethical violations, the organisation's culture and the leader's behaviour.



## LECTURE OUTLINE (WITH POWERPOINT® SLIDE THUMBNAILS)



### Individual Behaviour, Personality and Values

Individual Behaviour,  
Personality and Values  
Slide 1

**Learning Objectives**

- 2.1 Describe the four factors that directly influence voluntary individual behaviour and performance
- 2.2 Summarise the five types of individual behaviour in organisations
- 2.3 Describe personality, the 'Big Five' personality dimensions and four MBTI types, and explain how personality relates to individual behaviour in organisations

**Learning Objectives continued**


- 2.4 Summarise the components of resilience and the Dark Triad
- 2.5 Summarise Schwartz's model of individual values and discuss the conditions under which values influence behaviour
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Learning Objectives  
Slides 2 and 3

## Learning Objectives

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**Values, Personality and Pet-Friendly Industries**



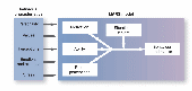
Employees are happier, more relaxed and more productive when there are dogs in the house. Recent research shows that job satisfaction increases when there are pets at work.

Values, Personality and  
Pet-Friendly Industries  
Slide 4

## Values, Personality and Pet-Friendly Industries

Employees are happier, more relaxed and more productive when there are dogs in the house. Recent research shows that job satisfaction increases when there are pets at work.

**MARS Model of Individual Behaviour**



MARS Model of  
Individual Behaviour  
Slide 5

## MARS Model of Individual Behaviour

Individual behaviour is influenced by motivation, ability, role perceptions and situational factors (MARS)


- Need to understand all four factors to diagnose and change individual behaviour

Points for discussion:

- Ask the students to describe experiences in which they were highly motivated but could not perform well
- What else contributes to performance?

**Employee Motivation**

- Internal forces that affect a person's voluntary choice of behaviour:
  - Direction
  - Intensity
  - Persistence

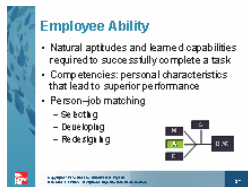


Employee Motivation  
Slide 6

## Employee Motivation

Internal forces that affect a person's voluntary choice of behaviour:

- Direction—directed by goals
- Intensity—amount of effort allocated
- Persistence—amount of time that effort is exerted



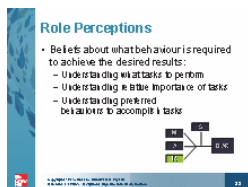
Employee Ability

Slide 7

## Employee Ability

Natural aptitudes and learned capabilities required to successfully complete a task

- Aptitudes—natural talents that help people learn more quickly and perform better
- Learned capabilities—acquired skills and knowledge
- Competencies—abilities, individual values, personality traits and other characteristics of people that lead to superior performance
- Person-job matching—three ways to match people with jobs
  - select qualified people
  - develop employee abilities through training
  - redesign job to fit person's existing abilities



Role Perceptions

Slide 8

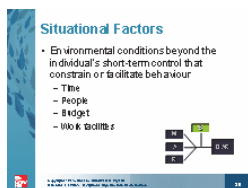
## Role Perceptions

Beliefs about what behaviour is required to achieve the desired results:

- Understanding what tasks to perform
- Understanding relative importance of tasks
- Understanding preferred behaviours to accomplish tasks

Teaching note:

This is based on job description, psychological contract, legal contract, organisational socialisation and other factors



Situational Factors

Slide 9

## Situational Factors

Environmental conditions beyond the individual's short-term control that constrain or facilitate behaviour

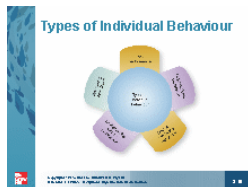
- Time
- People
- Budget
- Work facilities

Teaching note:

You can be highly motivated but if you do not have a desk to work on you can only perform to a certain degree.

Points for discussion:

Ask students for additional situational examples



Types of Individual Behaviour

Slide 10

## Types of Individual Behaviour

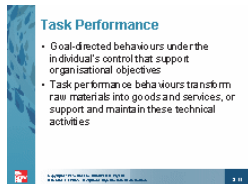
Task performance

Organisational citizenship

Counterproductive work behaviours

Joining and staying with the organisation

Maintaining attendance



Task Performance

Slide 11

## Task Performance

Goal-directed behaviours under the individual's control that support organisational objectives

Task performance behaviours transform raw materials into goods and services, or support and maintain these technical activities



Organisational Citizenship Behaviours

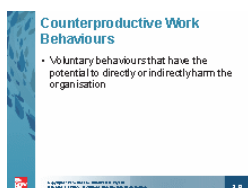
Slide 12

## Organisational Citizenship Behaviours

Various forms of cooperation and helpfulness to others that support the organisation's social and psychological context

Points for discussion:

- What is good citizenship in general?
- How do we apply this to the workplace context?



Counterproductive Work Behaviours

Slide 13

## Counterproductive Work Behaviours

Voluntary behaviours that have the potential to directly or indirectly harm the organisation

Points for discussion:

- Ask students to provide examples of counterproductive work behaviours



### Joining and Staying with the Organisation

- Employee retention is essential for all the other performance-related behaviours to occur

## Joining and Staying with the Organisation

Employee retention is essential for all the other performance-related behaviours to occur

Joining and Staying with the Organisation

Slide 14

### Maintaining Work Attendance

- Presenteeism: attending scheduled work when one's capacity to perform is significantly diminished by illness and other factors
- Work attendance is related to job satisfaction and motivation
- Absenteeism is related to dissatisfaction, organisational policy, norms and the person's values and personality

## Maintaining Work Attendance

- Presenteeism: attending scheduled work when one's capacity to perform is significantly diminished by illness and other factors
- Work attendance is related to job satisfaction and motivation
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Maintaining Work Attendance

Slide 15

### Personality in Organisations

- Personality: relatively enduring pattern of thoughts, emotions and behaviours that characterise a person, along with the psychological processes behind those characteristics
  - External traits: observable behaviours
  - Internal states: thoughts, values, etc. Inferred from behaviours
  - Some variability, and adapt to a situation

## Personality in Organisations

Personality: relatively enduring pattern of thoughts, emotions and behaviours that characterise a person, along with the psychological processes behind those characteristics

- External traits: observable behaviours
- Internal states: thoughts, values and genetic characteristics inferred from behaviours
- Behavioural tendencies: less apparent where environment constrains behaviour

Personality in Organisations

Slide 16

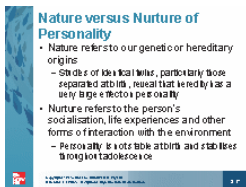
Behaviour patterns reflect underlying stable traits

Some behavioural variability—people adapt their behaviour away from personality tendencies to suit the situation

Points for discussion:

- Is personality a result of nature or nurture (are you born with it or socialised into it)?





Nature versus Nurture of Personality

Slide 17

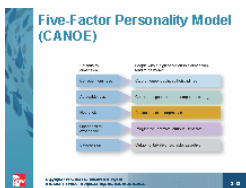
## Nature versus Nurture of Personality

Nature refers to our genetic or hereditary origins

- Minnesota studies—twins had similar behaviour patterns, even when separated at birth
- Heredity explains about 50% of behavioural tendencies and 30% of temperament

Nurture refers to the person's socialisation, life experiences and other interactions with the environment

- Personality is not stable at birth
- Stabilises throughout adolescence
- Executive function steers using our self-concept as a guide



Big Five Personality Dimensions (CANOE)

Slide 18

## Five-Factor Model of Personality (CANOE)

(Another acronym is OCEAN)

Conscientiousness

- Careful, dependable and self-disciplined

Agreeableness (versus non-compliant/hostile)

- Being courteous, good-natured, trusting, empathetic and caring

Neuroticism (versus emotional stability)

- High levels of anxiety, hostility, depressed, self-conscious

Openness to experience (versus resistance to change)

- Sensitive, flexible and curious

Extroversion (versus introversion)

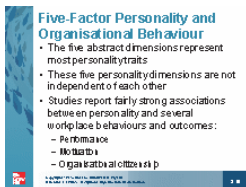
- Outgoing, talkative, sociable and assertive

Pre-lesson activity for students:

- Answer the survey on the Connect website: are you an extrovert or an introvert? <http://www.mcgraw-hill.com.au/mcshane/selfassess/sa02041.html>

Points for discussion:

- After explaining the model, ask the students: Which jobs would be more suitable for each personality type? (for example: extroverts may be good at sales)



### Five-Factor Personality and Organisational Behaviour

Slide 19

## Five-Factor Personality and Organisational Behaviour

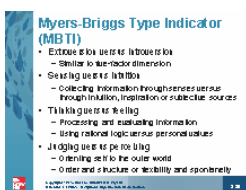
The five abstract dimensions represent most personality traits

- Conscientiousness, emotional stability, extroversion, agreeableness, openness to experience

These five personality dimensions are interdependent

Studies report fairly strong associations between personality and several workplace behaviours and outcomes:

- Performance
- Motivation
- Organisational citizenship



### Myers-Briggs Type Indicator

Slide 20

## Myers-Briggs Type Indicator (MBTI)

Extroversion versus introversion

- General orientation to the world (similar to five-factor extroversion–introversion)

Sensing versus intuition

- Collecting information through senses versus through intuition, inspiration or subjective sources

Thinking versus feeling

- Processing and evaluating information
- Using rational logic versus personal values

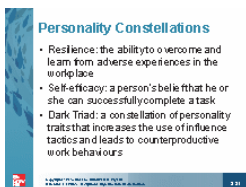
Judging versus perceiving

- Orienting self to the outer world
- Order and structure or flexibility and spontaneity

Most widely used personality test in work settings

Poor predictor of job performance

Generally not recommended for employment selection or promotion decisions



### Personality Constellations

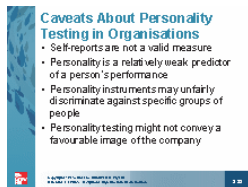
Slide 21

## Personality Constellations

Resilience: the ability to overcome and learn from adverse experiences in the workplace

Self-efficacy: a person's belief that he or she can successfully complete a task

Dark Triad: a constellation of personality traits that increases the use of influence tactics and leads to counterproductive work behaviours



### Caveats About Personality Testing in Organisations

Slide 22

## Caveats About Personality Testing in Organisations

### Self-reports are not a valid measure

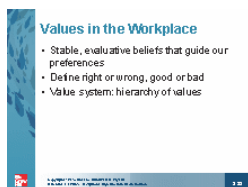
Personality is a relatively weak predictor of a person's performance

Personality instruments may unfairly discriminate against specific groups of people

Personality testing might not convey a favourable image of the company

Points for discussion:

- Ask students if they ever went through selection tests which may have included personality tests



### Values in the Workplace

Slide 23

## Values in the Workplace

### Values defined

- Stable, evaluative beliefs that guide our preferences
- Define right or wrong, good or bad
- Define what we 'ought' to do to achieve our needs

### Values are important in OB

- Influence perceptions, decision, leadership behaviour and organisational citizenship

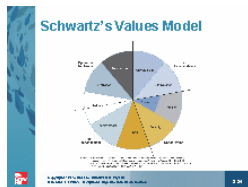
### Value system

- People have a hierarchy of values—some more valued than others

### Exercise:

Ask students to write down their five 'commandments': what they believe in and behave according to. Then ask them to delete one, and another one, and one more. Then ask them to discuss how it made them feel.

Students find this very difficult as they feel they have to give up their values. They may delete them according to their value system—from the least important up.



Schwartz's Values Model

Slide 24

## Schwartz's Values Model

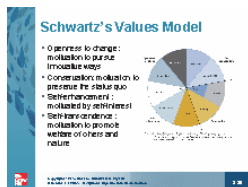
57 values clustered into 10 domains, which are clustered again into four dimensions in a circumplex (circular model)

Builds on and corrects problems with the older model of values by Rokeach

Model also applies to organisations, professions, societies, etc

### Pre-lesson activity

Answer the questionnaire '2.5 What are your dominant values' on the Connect website and bring the results to class. This will allow you to ask the students about having values from conflicting ends and to discuss the model.



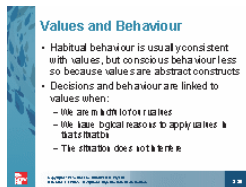
Schwartz's Values Model

Slide 25

## Schwartz's Values Model

Schwartz's four dimensions and 10 domains are:

1. Openness to change—motivated to pursue innovative ways
  - Self-direction (creativity, independent thought)
  - Stimulation (excitement and challenge)
  - Hedonism (pleasure, enjoying life)
2. Conservation—motivated to preserve the status quo
  - Conformity (adherence to social norms and expectations)
  - Security (safety and stability)
  - Tradition (moderation and preservation of the status quo)
3. Self-enhancement—motivated by self-interest
  - Achievement (pursuit of personal success)
  - Power (dominance over others)
  - Hedonism (pleasure, enjoying life) (also in openness to change)
4. Self-transcendence—motivated to promote the welfare of others and nature
  - Benevolence (concern for others in one's life)
  - Universalism (concern for the welfare of all people and nature)



Values and Behaviour  
Slide 26

## Values and Behaviour

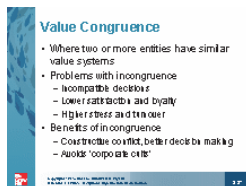
Habitual behaviour usually consistent with values, but conscious behaviour less so because values are abstract constructs

Decisions and behaviours linked to values when:

- We are reminded (mindful) of our values
- We have logical reasons to apply values in that situation
- The situation does not interfere

Points for discussion:

Do you always behave according to the values you have written down in the list? Why not?



Value Congruence  
Slide 27

## Value Congruence

Where two or more entities have similar value systems (e.g. employees and their organisation)

Problems with value incongruence

- Employee decisions incompatible with organisation's goals
- Lower satisfaction and loyalty/commitment
- Increased stress and turnover

Benefits of (some) incongruence

- Better decision making due to diverse values and perspectives
- Conflict that can potentially enhance problem definition
- Too much congruence can undermine creativity, flexibility and business ethics ('corporate cults')

Video clips:

- Connect on Yahoo Values. [http://highered.mcgraw-hill.com/sites/0030140278/student\\_view0/video\\_case\\_studies.html](http://highered.mcgraw-hill.com/sites/0030140278/student_view0/video_case_studies.html)
- You can also show youtube clips on other companies' values, e.g. <http://www.youtube.com/watch?v=RfeKTREalsY>

Points for discussion:

How would you feel working for this company? Are you aligned with its values? How would you feel working there if you are not?



Values Across Cultures:  
Individualism and  
Collectivism

Slide 28

### Values Across Cultures: Individualism and Collectivism

Degree that people value duty to their group (collectivism) versus independence and person's uniqueness (individualism)

Previously considered opposites, however, two concepts are now viewed as unrelated, i.e. can value high individualism and high collectivism

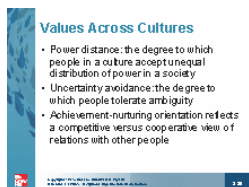
Web site:

This is a good site to work with in the class and compare Australia's values to other places:

<http://geert-hofstede.com/australia.html>

Pre-lesson activity: individualism versus collectivism:

<http://www.mcgraw-hill.com.au/mcshane/selfassess/sa0206.html>

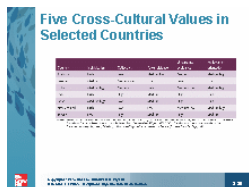


Values Across Cultures:

Slide 29

### Values Across Cultures

- Power distance: the degree to which people in a culture accept unequal distribution of power in a society
- Uncertainty avoidance is the degree to which people tolerate ambiguity
- Achievement–nurturing orientation reflects a competitive versus cooperative view of relations with other people



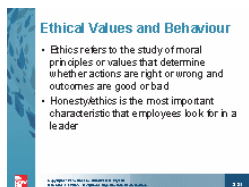
Five Cross-Cultural  
Values in Selected  
Countries

Slide 30

### Five Cross-Cultural Values in Selected Countries

Not everyone in a culture has similar cultural values

These ratings are based on a survey of IBM employees over 25 years ago, so may not represent the broader population.



Ethical Values and  
Behaviour

Slide 31

### Ethical Values and Behaviour

Ethics refers to the study of moral principles or values that determine whether certain actions are right or wrong and outcomes are good or bad

Honesty/ethics is the most important characteristic that employees look for in a leader



Three Ethical Principles

Slide 32

## Three Ethical Principles

### Utilitarianism

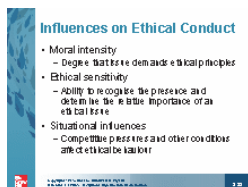
- Seek the greatest good for the greatest number
- Focuses on the consequences of actions
- Problem: ignores morality of means to end

### Individual rights principle

- Personal entitlements to act in a certain way e.g. freedom of speech
- Problem of conflicting rights

### Distributive justice principle

- People who are similar in relevant ways should receive similar benefits and burdens e.g. two employees who contribute equally should receive similar rewards
- Inequalities are acceptable where they benefit the least well off in society



Influences on Ethical Conduct

Slide 33

## Influences on Ethical Conduct

### Moral intensity

- Degree that issue demands ethical principles

### Ethical sensitivity

- Ability to recognise the presence and determine the relative importance of an ethical issue

### Situational influences

- Competitive pressures and other conditions affect ethical behaviour





Supporting Ethical Behaviour  
Slide 34

## Supporting Ethical Behaviour

### Ethical code of conduct

- Establishes standards of behaviour
- Alone, has limited effect on ethical behaviour

### Ethics training

- Awareness and clarification of ethics code
- Practice resolving ethical dilemmas

### Ethics hotline

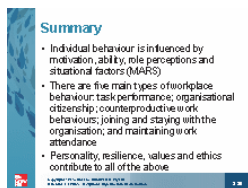
- Employees report wrongdoing, ask about ethical concerns

### Ethical leadership and culture

- Demonstrate integrity and role model ethical conduct

## Teaching Note

You can present the students with an ethical dilemma to illustrate ethical decision making. For example: whistle blowing.



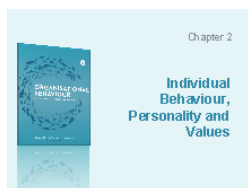
Summary  
Slide 35

## Summary

Individual behaviour is influenced by motivation, ability, role perceptions and situational factors (MARS)

There are five main types of workplace behaviour: task performance; organisational citizenship; counterproductive work behaviours; joining and staying with the organisation; and maintaining work attendance

Personality, resilience, values and ethics contribute to all of the above



Individual Behaviour,  
Personality and Values  
Slide 36

## Individual Behaviour, Personality and Values



## SUGGESTED ANSWERS TO CRITICAL THINKING QUESTIONS

- 1. An insurance company has high levels of absenteeism among the office staff. The head of office administration argues that employees are misusing the company's sick leave benefits. However, some of the mostly female staff members have explained that family responsibilities interfere with work. Using the MARS model, as well as your knowledge of absenteeism behaviour, discuss some of the possible reasons for absenteeism here and how it might be reduced.**

The MARS model of individual behaviour states that behaviour is a function of motivation, ability, role perceptions and situational factors. With respect to absenteeism, employees may be away from assigned work because they don't want to attend work that day (motivation), they don't realise that this is their work day (role perceptions), and/or environmental conditions prevent them from attending work (situational factors).

In this incident, situational factors may explain mostly why female employees are absent. Specifically, family responsibilities interfere with their work attendance. However, some absenteeism among men and women may be due to sick leave policies. It is known that generous sick leave benefits reduce attendance motivation.

- 2. It has been said that all employees are motivated. Do you agree with this statement?**

Motivation is one of the four variables within the MARS model. Representing the drives that influence the individual's direction, intensity and persistence of voluntary behaviour, it is present in all people, though it will be expressed differently. What motivates the individual, and where she or he chooses to invest time and effort will vary. For example, two employees may be very motivated, but one is driven by a desire to rise quickly in the workplace, while the other is motivated to finish the day's work efficiently in order to participate in social activities after work. Similarly, another employee may be very driven to succeed but show very little persistence in fulfilling the required tasks.

In this sense all employees are motivated, but they are motivated by different drives and toward different goals (direction) and the intensity and persistence they exercise will also vary.

- 3. As the district manager responsible for six stores in a large electronics retail chain, you have had difficulty with the performance of some sales staff. Although they are initially motivated and generally have good interpersonal skills, many have difficulty with the complex knowledge of the diverse range of store products, ranging from computers to high fidelity sound systems. Describe three strategies you might apply to improve the match between the competencies of new sales staff and the job requirements.**

The textbook describes three strategies to match employee competencies to job requirements. One strategy is to select applicants whose existing competencies best fit the required tasks. This includes comparing each applicant's competencies with the requirements of the job or work unit. Therefore, one answer to this question is to prepare a selection test that identifies applicants who are qualified (i.e. have required competencies).

A second approach is to provide training so employees develop required skills and knowledge. Recent evidence suggests that training has a strong influence on organisational performance. In answering this question, students should specifically note that technical product description training is the most relevant training in this scenario.

The third way to match people with job requirements is to redesign the job so employees are only given tasks within their capabilities. This appears to be an appropriate strategy here because of the diverse product range. Some employees can begin in electronics, while others begin in computers. Over time, employees can develop knowledge in multiple product groups.

**4. Studies report that heredity has a strong influence on an individual's personality. What are the implications of this in organisational settings?**

There are a number of issues that students might—and should—raise in response to this question. First, the strong effect of heredity suggests that applicant selection is an important way to improve job performance and employee wellbeing (by ensuring their work matches their personality). Although we might try to change an employee's style of behaviour, their inherent style is strongly determined already. This is why many companies refer to 'hire for attitude, train for skill'.

A second implication is that training for some types of behaviour (fun-oriented, detailed, talkative, etc.) might be less successful than employers assume. It would be better to transfer people into jobs that more closely match their personality.

**5. Suppose that you give all candidates applying for a management trainee position a personality test that measures the five dimensions in the five-factor model. Which personality traits would you consider to be the most important for this type of job? Explain your answer.**

The textbook provides some information to help students answer this question. First, conscientiousness and emotional stability (low neuroticism) are important because they best predict individual performance in almost every job group. Both are motivational components of personality because they energise a willingness to fulfil work obligations within established rules (conscientiousness) and to allocate resources to accomplish those tasks (emotional stability). Various studies have reported that conscientious employees set higher personal goals for themselves, are more motivated, and have higher performance expectations than do employees with low levels of conscientiousness. They also tend to have higher levels of organisational citizenship and work better in organisations that give employees more freedom than in traditional 'command and control' workplaces.

The other important personality dimension is extroversion, because it is associated with performance in sales and management jobs, where employees must interact with and influence people. Other personality dimensions might also be relevant to management trainees, but these three stand out.

**6. This chapter discussed the concept of values congruence in the context of an employee's personal values with the organisation's values. But values congruence also relates to the juxtaposition of other pairs of value systems. Explain how values congruence is relevant with respect to organisational versus professional values (i.e. the values of professional occupations, such as medical practitioners, accountants and pharmacists).**

This is a difficult question which needs to be clarified for students. It may be useful to remind them to think in terms of professional occupations instead of individuals. Professions in the context of this question could include accountants, lawyers, engineers, teachers etc. For example, an engineer working for a car manufacturer may be asked to design a petrol tank that incorporates the bottom of the boot to save on material. While such a request might be motivated by a need for cost savings in order to maximise organisational profits, it is likely to clash with an engineer whose profession dictates that public safety be paramount in all design considerations. The need for values congruence between the organisation and that of the professional engineer would be evident in such a case.

**7. People in a particular South American country have high power distance and high collectivism. What does this mean, and what are the implications of this information when you (a senior executive) visit employees working for your company in that country?**

In high power distance cultures, people tend to accept the power differential which exists in their society. This extends to the workplace as well. I would expect the employees to address me by my surname. I would not interpret this as being aloof or unfriendly. The social interchange between the employees and I would be formal.

High collectivism would encourage me to celebrate the achievements of everyone as a group. Any discussion would emphasise and focus on improving or maintaining group harmony and teamwork.

**8. 'All decisions are ethical decisions.' Comment on this statement, particularly by referring to the concepts of moral intensity and ethical sensitivity.**

This sweeping statement is false. For a decision to have an ethical dimension it has to have some moral intensity associated with it. Moral intensity is a characteristic of the situation. It refers to the degree to which an issue demands the application of ethical principles. 'Who should be laid off?' would have high moral intensity. On the other hand, a decision to take an umbrella to work because it might rain has no moral intensity. This is because morally intense issues involve others in the society who may think the decision is good or evil, or the issue quickly affects people.

Ethical sensitivity refers to a characteristic of the decision maker, not the situation. Faced with the same issue, two decision makers may be more or less ethically sensitive. This means that people differ in their ability to recognise the presence and determine the relative importance of an ethical issue.

Moral intensity and ethical sensitivity are different, but they go hand-in-hand. An issue with high moral intensity might be decided without the required ethical consideration because the decision maker doesn't recognise its ethical importance (i.e. the person has low ethical sensitivity). Thus, both concepts are important factors in the extent to which we apply ethical principles to issues.



## CLASS EXERCISE 2.1: TEST YOUR KNOWLEDGE OF PERSONALITY

### Purpose

This exercise is designed to help students to think about and understand the effects of the Big Five personality dimensions on individual preferences and outcomes.

### Instructions (Large Class)

Below are several questions relating to the Big Five personality dimensions and various preferences or outcomes. Answer each of these questions relying on your personal experience or best guess. Later, the instructor will show you the answers based on scholarly results. You will NOT be graded on this exercise, but it may help you to better understand the effect of personality on human behaviour and preferences.

### Instructions (Small Class)

1. The instructor will organise students into teams. Members of each team work together to answer each of these questions relating to the Big Five personality dimensions and various preferences or outcomes.
2. The instructor will reveal the answers based on scholarly results. (Note: the instructor might create a competition to see which team has the most answers correct.)

### Exercise Answers

**Question 1:** Which two Big Five personality dimensions are positively associated with enjoyment of workplace humour?

**Answer:** Extroversion and agreeableness have the highest correlation with attitudes toward having fun at work.

Source: Karl et al, 'Is fun for everyone? Personality differences in healthcare providers' attitudes toward fun', *Journal of Health and Human Services Administration* (Spring 2007): 409–447

**Question 2:** Listed below are a number of jobs. Please check no more than two personality dimensions that you believe are positively associated with preferences for each occupation.

**Answer:**

Budget analyst: Conscientiousness

Corporate executive: Extroversion

Engineer: Openness to experience

Journalist: Openness to experience

Life insurance agent: Extroversion

Nurse: Extroversion and agreeableness

Medical practitioner: Extroversion and agreeableness

Production supervisor: Conscientiousness

Public relations director: Openness to experience

Research analyst: Openness to experience

School teacher: Extroversion and agreeableness

Sculptor: Openness to experience

Sources: A Furnham, 'Vocational preference and P-O fit: Reflections on Holland's Theory of Vocational Choice', *Applied Psychology: An International Review* 50(1) (2001): 5–29; R.P. Tett and D.D. Burnett, 'A personality trait-based interactionist model of job performance', *Journal of Applied Psychology* 88(3) (2003): 500–517; M.R. Barrick, M.K. Mount and R. Gupta, 'Meta-analysis of the relationship between the five-factor model of personality and Holland's occupational types', *Personnel Psychology* 56(1) (2003): 45. B.A. Sullivan, J-I.C. Hansen, 'Mapping Associations Between Interests and Personality: Toward a Conceptual Understanding of Individual Differences in Vocational Behavior', *Journal of Counseling Psychology* 51(3) (Jul 2004): 287–298.

NOTE: There is ongoing debate regarding the association between vocational preference and personality. Sullivan & Hansen (2004) report that subdimensions of the Big Five (e.g. subdimensions of extroversion—such as enthusiasm and sociability) are better predictors of vocational interest than are the overall dimensions.

Assignment of some of these personality dimensions to specific occupations may be based on limited data. Also, although these are identified as the most significant personality predictors, other five-factor dimensions are also likely to have a significant influence on occupational preferences.

**Question 3:** Rank order (1=highest; 5=lowest) the Big Five personality dimensions in terms of how much you think they predict a person's degree of life satisfaction. (Note: personality dimensions are ranked by their absolute effect, so ignore the negative or positive direction of association).

**RANK PERSONALITY DIMENSION**

1	Neuroticism (negative association)
2	Conscientiousness
3/4	Extroversion and agreeableness
5	Openness to experience

Source: K.M. DeNeve and H. Cooper, 'The Happy Personality: A Meta-Analysis of 137 Personality Traits and Subjective Well-Being', *Psychological Bulletin* 124 (1998): 197–229.



## TEAM EXERCISE 2.2: COMPARING CULTURAL VALUES

### Purpose

This exercise is designed to help students to determine the extent to which they hold similar assumptions about the values that dominate in other countries.

### Instructions (Small Class)

The terms in the left column represent labels that a major consulting project identified with businesspeople in a particular country, based on its national culture and values. These names appear in alphabetical order. In the right column are the names of countries, also in alphabetical order, corresponding to the labels in the left column.

1. Working alone, students will connect the labels with the countries by relying on your perceptions of these countries. Each label is associated with only one country, so each label will be connected to only one country, and vice versa. Draw a line to connect the pairs, or put the label number beside the country name.
2. The instructor will form teams of four or five members. Members of each team will compare their results and try to reach consensus on a common set of connecting pairs.
3. Teams or the instructor will post the results so that all can see the extent to which students hold common opinions about businesspeople in other cultures. Class discussion can then consider the reasons why the results are so similar or different, as well as the implications of these results for working in a global work environment.

### Instructions (Large Class)

1. Working alone, students will connect the labels with the countries by relying on their perceptions of these countries. Each label is associated with only one country, so each label will be connected to only one country, and vice versa. Draw a line to connect the pairs, or put the label number beside the country name.
2. Asking for a show of hands, the instructor will find out which country is identified by most students with each label. The instructor will then post the correct answer.

### Comments for Instructors

The exhibit below shows the correct answers; that is, the country that the consulting group assigned to each of the labels. The exhibit after that shows the results of this exercise in two MBA classes (40 students in each class). Students enjoy sharing each other's perceptions about the values held by people in other countries, even when people from those countries are in the class. (Our class included students and instructors from more than a dozen countries, including seven countries on the list.)

Keep in mind that the answers do not necessarily reflect the cultural values held by most people. Instead, they were labelled by the researchers based on surveys of many businesspeople in several countries. Thus, some labels might not fit the actual cultural values.

One of the most interesting features of this exercise is the degree to which the entire class agrees on a cultural value, as well as the extent to which people agree on the same value for a particular country. In our classes (in Singapore and Australia), Germany, the United States, India, Taiwan and China were assigned to the correct label by at least 30% of the class. In contrast, Brazil, Canada and New Zealand had fairly low agreement from students against the study's list (see MBA class results).

This exercise evoked lively debates among students in teams, as well as in class when the correct scores were presented. The message is quite clear by the end of the exercise: that people hold common opinions (stereotypes or brand images) about the values held by people in some (but not all) countries. The interesting question is why some countries DON'T have well-known cultural values? Students are usually quick to offer several explanations, but the correct answer remains elusive.

## Answer to 'Comparing Cultural Values' Exercise

#	Country (Values) Label	Country Assigned that Label
1	Affable Humanists	Brazil
2	Ancient Modernisers	China
3	Commercial Catalysts	Singapore
4	Conceptual Strategists	France
5	Efficient Manufacturers	Taiwan
6	Ethical Statesmen	Canada
7	Informal Egalitarians	New Zealand
8	Modernising Traditionalists	United Kingdom
9	Optimistic Entrepreneurs	United States
10	Quality Perfectionists	Germany
11	Rugged Individualists	Australia
12	Serving Merchants	India
13	Tolerant Traders	Netherlands



## Results of 'Comparing Cultural Stereotypes' Exercise in Two MBA Classes

#	Country (Values) Label	Correct Answer	Approximate % with Correct Answer (N=80)	Other Country that Students Most Identified with that Label
1	Affable Humanists	Brazil	2	New Zealand (25%)
2	Ancient Modernisers	China	30	Brazil (18%)
3	Commercial Catalysts	Singapore	15	Taiwan (14%)
4	Conceptual Strategists	France	20	United States (23%)
5	Efficient Manufacturers	Taiwan	40	China (15%)
6	Ethical Statesmen	Canada	10	United Kingdom (23%)
7	Informal Egalitarians	New Zealand	14	Netherlands (25%)
8	Modernising Traditionalists	United Kingdom	25	China (25%)
9	Optimistic Entrepreneurs	United States	35	Taiwan (20%)
10	Quality Perfectionists	Germany	45	Singapore (25%)
11	Rugged Individualists	Australia	38	New Zealand (15%)
12	Serving Merchants	India	35	Brazil (15%)
13	Tolerant Traders	Netherlands	20	New Zealand (12%)



## TEAM EXERCISE 2.3: ETHICAL DILEMMAS

### Purpose

This exercise is designed to make you aware of the ethical dilemmas people face in various business situations, as well as the competing principles and values that operate in these situations.

### Instructions (Small Class)

The instructor will form teams of four or five students. Team members will read each case below and discuss the extent to which the company's action in each case was ethical. Teams should be prepared to justify their evaluation using ethics principles and perceived moral intensity of each incident.

### Instructions (Large Class)

Working alone, students read each scenario below and determine the extent to which the company's action in each case was ethical. The instructor will use a show of hands to determine the extent to which students believe the scenario represents an ethical dilemma (high or low moral intensity), and the extent to which the main people or company in each incident acted ethically.

### Scenario 1

An employee who worked full-time at a café owned by a major restaurant chain wrote a weblog (blog). In one of his writings, the employee complained that his boss wouldn't let him go home when he felt sick and that his district manager refused to promote him because of his dreadlocks. His blog named the employer, but the employee didn't use his real name. Although all blogs are on the internet, the employee claims that his was low profile and that it didn't show up when doing a Google search of his name or the company. Still, the employer somehow discovered the blog, figured out the employee's real name, and fired him for 'speaking ill-will of the company in a public domain'.

### Scenario 2

Computer printer manufacturers usually sell printers at a low margin over cost and generate much more income from subsequent sales of the high-margin ink cartridges required for each printer. One global printer manufacturer now designs its printers so they only work with ink cartridges made in the same region. Ink cartridges purchased in the United States will not work for the same printer model sold in Europe, for example. This 'region coding' of ink cartridges does not improve performance. Rather, it prevents consumers and grey marketers from buying the product at a lower price in another region. The company says this policy allows it to maintain stable prices within a region rather than continually changing prices due to currency fluctuations.

### Scenario 3

For the past few years, the design department of a small (40-employee) company has been using a particular software program, but the three employees who use the software have been complaining for more than a year that the software is out of date and is slowing down their performance. The department agreed to switch to a competing software program, costing several thousand dollars. However, the next version won't be released for six months and buying the current version will not allow much discount toward the next version. The company has put in advanced orders for the next version. Meanwhile, one employee was able to get a copy of the current version of the software from a friend in the industry. The company has allowed the three employees to use this current version of the software even though they did not pay for it.

### Scenario 4

Judy Ho is a popular talk show radio personality and opinionated commentator on the morning phone-in show of a radio station. Ms Ho is married to John Ho, a lawyer who was recently elected for the first time to government. He also became minister for the environment in the newly-formed government. The radio station's board of directors is very concerned that the station's perceived objectivity will be compromised if Ms Ho remains on air as a commentator and talk show host while her husband holds such a public position. For example, the managing director believes that Ms Ho recently gave minimal attention to the environment ministry's slow response to concerns about the nation's water quality. Ms Ho denied that her views are biased, and argued that the incident didn't merit as much attention as other issues on that particular day. To ease the board's concerns, the managing

director has transferred Ms Ho from her position as a talk-show host and commentator to the hourly news reporting position, where most of her scripts are edited by others. Although technically a lower position, Ms Ho's total salary package remains the same. Ms Ho is now seeking professional advice to determine whether the radio station's action represents a form of discrimination on the basis of marital status.

## Scenario 5

A large European bank requires all employees to open a bank account with that bank. The bank deposits employee pay cheques to those accounts. The bank explains that this is a formal policy which all employees agree to at the time of hire. Furthermore, the bank argues that an employee's failure to have an account with the bank shows disloyalty, which could limit career advancement opportunities with the bank. Until recently, the bank has reluctantly agreed to deposit pay cheques to accounts at other banks for a small percentage of employees. Now, bank executives want to reinforce the policy. They announced that employees have three months to open an account with the bank or face disciplinary action.

## Comments for Instructors

There is, of course, no right answer to this exercise, but the process and application of ethics principles is important in the discussion. Students tend to get into debates about the merits and problems with each activity, but they also should dig deeper into the three ethics principles, and the moral intensity of each issue. Here are a few comments about each scenario:

**Scenario 1:** This scenario refers to an employee who worked at Starbucks in Toronto, Canada. Chances are that most students will side with the employee on the grounds that he has freedom of speech. Yet some (or to counterbalance the discussion, the instructor) should comment on the company's right to preserve its reputation by preventing disagreements from being aired publicly. Also, the employee was giving his side of the story without the company's side being provided. There is moral intensity here if the employee's story became well known across the internet. It makes claims of employment discrimination, which may prevent some people from applying to Starbucks and may discourage some socially conscious consumers from visiting Starbucks.

**Scenario 2:** This is also a true scenario, involving Hewlett Packard (HP). (See D. Pringle and S. Stecklow, 'Electronics with borders', *Wall Street Journal*, 17 January 2005: B1.) Students might see both sides of the issue here. Although the sense of freedom to purchase globally may dominate the discussion, some students might agree with the concern that companies are buffeted by currency fluctuations to such an extent that they cannot adapt quickly enough to price changes and shifting supplies with those currency fluctuations. For instance, a large buyer of HP printer ink in Europe might ship much of that ink to the United States if the Euro rises appreciatively against the US dollar, thereby causing a shortage of printer ink in Europe. Others may argue that this supply shift is a small portion of the supply of ink cartridges in most regions, so HP's actions are unfair. In terms of moral intensity, students may realise that few people are affected by HP's restrictions and that it has low proximity (not nearby), so moral intensity is low.

**Scenario 3:** This scenario is adapted from a real situation in another industry. It is undoubtedly common enough, and there are several variations of software piracy. The scenario refers to a practice that software companies would easily conclude is software piracy and therefore obviously unethical. Perhaps most students would concur, although many would support the company's action on the grounds that the software firm would receive an unfair windfall (having one purchase just before the new version is released). Moral intensity figures strongly here. The company is small and only intends to purchase a few copies. The period of illegal use is also only six months.

**Scenario 4:** This scenario is based on a discrimination scenario under similar circumstances. At issue is the station's right to operate a business that maintains its integrity to the listeners, and the individual's right to perform her job without consideration of marital status. The law in this scenario tends to side with the employee: employers cannot use broad categorisations (such as marital status) to make decisions about individual employees. Rather, they must rely on information specific to that person. At the same time, the other point of view is that the station did rely on information specific to this person; marital status was simply one piece of information in their determination of risk. At some point, the individual's right must be limited by the employer's right to minimise potential damage to the goodwill of its business.

**Scenario 5:** This scenario occurred at Royal Bank of Scotland (RBS). (See 'Royal Bank of Scotland Threatens Staff with Disciplinary Action', *Personnel Today*, 23 March 2007.) Again, there are two fairly well-balanced sides to the

story, and students should figure out the conflicting moral principles involved. On the one side, employees should have the freedom to make personal decisions outside work without being influenced unduly by the employer. As union officials mentioned in response to this incident, grocery store employees are free to buy groceries at competitor stores, so why should RBS employees be required to bank with their own bank. Furthermore, there may be a legal issue of whether the bank can refuse to pay employees where they have a standard bank account (even if at another bank). On the other hand, failure to use your own employer's services is a sign of disrespect and disloyalty where those services are aimed at people similar to the employees. One might argue that failure to open an account at RBS should limit career opportunities because one would expect managers to demonstrate even more loyalty to the company. Perhaps most students would argue against disciplinary action, but a few might notice that employees agreed to this practice when they joined the organisation. As such, failure to open a bank account may be a breach of the employment relationship.



## SELF-ASSESSMENT 2.4: ARE YOU INTROVERTED OR EXTROVERTED?

### Purpose

This self-assessment is designed to help students to estimate the extent to which they are introverted or extroverted.

### Overview and Instructions

The statements in this scale represent the 10-item introversion–extroversion scale in the International Personality Item Pool. This is the short version, so it estimates overall introversion–extroversion but not specific facets within the personality dimension. Students can use the scoring key in Appendix B to calculate their results. This exercise is completed alone so students assess themselves honestly without concerns of social comparison. Class discussion will focus on the meaning and implications of extroversion and introversion in organisations.

### Feedback for the IPIP Introversion–Extroversion Scale

Extroversion characterises people who are outgoing, talkative, sociable and assertive. It includes several facets, including friendliness, gregariousness, assertiveness, activity level, excitement-seeking and cheerfulness. The opposite of extroversion is introversion, which refers to the personality characteristics of being quiet, shy and cautious. Extroverts get their energy from the outer world (people and things around them), whereas introverts get their energy from the internal world, such as personal reflection on concepts and ideas. Introverts are more inclined to direct their interests to ideas than to social events.

Scores on this scale range from 0 to 40. Low scores indicate introversion; high scores indicate extroversion. The norms in the following table are estimated from results of early adults (under 30 years old) in Scotland and undergraduate psychology students in the United States. However, introversion–extroversion norms vary from one group to the next; the best norms are probably based on the entire class you are attending or with past students in this course.

Score	Interpretation
35-40	High extroversion
28-34	Moderate extroversion
21-27	In-between extroversion and introversion
7-20	Moderate introversion
0-6	High introversion