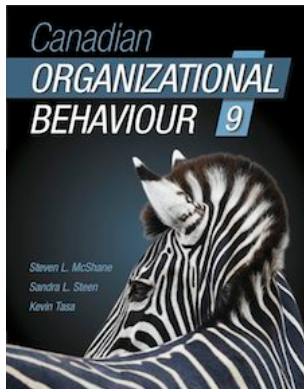# Instructor's Manual to Accompany

Canadian Organizational Behaviour 9/e

by Steven L. McShane, Sandra L. Steen, and Kevin Tasa

Chapter 2:

Individual Behaviour, Personality, and Values

Prepared by:
Steven L. McShane (The University of Western Australia)
Sandra L. Steen (University of Regina)
Kevin Tasa (York University)

McGraw-Hill Ryerson
Connect. Learn. Succeed.

2 Individual Behaviour, Personality, and Values

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

LO1.   Describe the four factors that directly influence individual behaviour and performance.

LO2.   Summarize the five types of individual behaviour in organizations.

LO3.   Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.

LO4.   Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.

LO5.   Describe three ethical principles and discuss three factors that influence ethical behaviour.

LO6.   Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.

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 emphasize competitive versus cooperative relations with other people.

collectivism -- A cross-cultural value describing the degree to which people in a culture emphasize duty to groups to which they belong, and to group harmony.

conscientiousness -- A personality dimension describing people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious.

counterproductive work behaviours (CWBs) -- Voluntary behaviours that have the potential to directly or indirectly harm the organization.

extraversion -- A personality dimension describing people who are outgoing, talkative, sociable, and assertive.

five-factor model (FFM) -- The five broad dimensions represent- ing most personality traits: conscientiousness, emotional stability, openness to experience, agreeableness, and extraversion.

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

mindfulness -- A person's receptive and impartial attention to and awareness of the present situation as well as to one's own thoughts and emotions in that moment.

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

moral sensitivity -- A person's ability to recognize the presence of an ethical issue and determine its relative importance.

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 who tend to be anxious, insecure, self-conscious, depressed, and temperamental.

organizational citizenship behaviours (OCBs) -- Various forms of cooperation and helpfulness to others that support the organization's social and psychological context.

personality -- The relatively enduring pattern of thoughts, emotions, and behaviours that characterize 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 or other factors.

role perceptions -- The degree to which a person understands the job duties assigned to or expected of him or her.

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

2-1 Describe the four factors that directly influence individual behaviour and performance.

Four variables—motivation, ability, role perceptions, and situational factors—which are represented by the acronym MARS, directly influence individual behaviour and performance. Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behaviour; ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task; role perceptions are the extent to which people understand the job duties (roles) assigned to them or expected of them; and situational factors include conditions beyond the employee's immediate control that constrain or facilitate behaviour and performance.

2-2 Summarize the five types of individual behaviour in organizations.

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

2-3 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.

Personality is the relatively enduring pattern of thoughts, emotions, and behaviours that characterize a person, along with the psychological processes behind those characteristics. Personality traits are broad concepts about people that allow us to label and understand individual differences. Personality is developed through hereditary origins (nature) as well as socialization (nurture). The "Big Five" personality dimensions include conscientiousness, agreeableness, neuroticism, openness to experience, and extroversion. Conscientiousness and emotional stability (low neuroticism) predict individual performance in most job groups. Extraversion is associated with performance in sales and management jobs, whereas agreeableness is associated with performance in jobs requiring cooperation, and openness to experience is associated with performance in creative jobs.

Based on Jungian personality theory, the Myers-Briggs Type Indicator (MBTI) identifies competing orientations for getting energy (extraversion vs. introversion), perceiving information (sensing vs. intuiting), processing information and making deci- sions (thinking vs. feeling), and orienting to the external world (judging vs. perceiving). The MBTI improves self-awareness for career development and mutual understanding but is more popular than valid.

2-4 Summarize Schwartz's model of individual values and discuss the conditions in which values influence behaviour.

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. Com- pared to personality traits, values are evaluative (rather than descriptive), more likely to conflict, and formed more from socialization than heredity. Schwartz's model organizes 57 values into a circumplex of 10 dimensions along two bipolar dimensions: openness to change to conservation and self-enhancement to self-transcendence. Values influence behaviour when the situation facilitates that connection and when we actively think about them and understand their relevance to the situation. Values congruence refers to how similar a person's values hierarchy is to the values hierarchy of another source (organization, person, etc.).

2-5 Describe three ethical principles and discuss three factors that influence ethical behaviour.

Ethics refers to the study of moral principles or values that deter- mine 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 recognize the presence and relative importance of an ethical issue (moral sensitivity), and situational forces. Ethical conduct at work is supported by codes of ethical conduct, mechanisms for communicating ethical violations, the organization's culture, and the leader's behaviour.

2-6 Review five values commonly studied across cultures and discuss the diverse cultures within Canada.

Five values commonly 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 vs. cooperation). Canada consists of several cultures in addition to those brought by new Canadians. Anglophones and Francophones differ in their values, although these values have almost reversed over the past several decades. Aboriginal values also differ from others in Canada. Canadians and Americans also have noticeably different values, although North America might be divided into four clusters that cross national boundaries.

LECTURE OUTLINE (WITH POWERPOINT® SLIDES)

Individual Behaviour, Personality, and Values

Individual Behaviour,
Personality, and Values

Slide 1


Opening Vignette: SNC-Lavalin (SNCL)

Charges including conspiracy to commit fraud, forgery, and money laundering were laid against former executives and representatives at SNCL, one of Canada's largest engineering and construction firms

Motivation, role perceptions, and misguided personal values explain the alleged bribery, money laundering, and other illegal activities by several SNC-Lavalin executives and employees.

- Executives being highly motivated by bonuses and promotions for winning contracts, recent CEOs turning a blind eye to the wrongdoing, and SNCL staff detaching their behaviour from their personal values

SNC-Lavalin (SNCL)

Slide 2
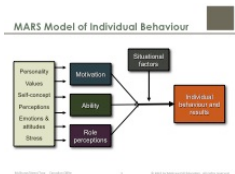
MARS Model of Individual Behaviour

An individual's voluntary behaviour and performance is influenced by motivation, ability, role perceptions, and situational factors represented by the acronym MARS

- Need to understand all four factors to diagnose and influence individual behaviour and performance

MARS Model of
Individual Behaviour

Slide 3

Employee Motivation

Internal forces (cognitive and emotional conditions) that affect a person's voluntary choice of behaviour

- Direction – motivation is goal-directed, not random
- Intensity – amount of effort allocated to the goal
- Persistence – continuing the effort for a certain amount of time

Employee Motivation

Slide 4

Employee Ability

Role Perceptions
Slide 5

Employee Ability

Natural aptitudes and learned capabilities required to successfully complete a task

- Aptitudes – natural talents that help people learn specific tasks more quickly and perform them better
- Learned capabilities – skills and knowledge
- Improve performance/wellbeing through person-job matching

Person-job matching occurs by:

1. Selecting applicants with the required abilities
2. Providing training to develop required abilities
3. Redesigning the job so it matches employee's abilities, then introduce more tasks as the employee gains skills

Role Perceptions
Slide 6

Role Perceptions

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

Role perceptions are clearer (role clarity) when we:

- understand which tasks or consequences we are accountable
- understand the priority of tasks and performance expectations
- understand the preferred behaviours/procedures for tasks

Benefits of clear role perceptions:

- More accurate/efficient job performance (due to clearer direction of effort)
- Better coordination with others
- Higher motivation due to clearer link between effort and outcomes

Situational Factors
Slide 7

Situational Factors

Environmental conditions beyond the individual's immediate control that constrain or facilitate behaviour and performance

- Constraints – e.g. time, budget, work facilities, consumer preferences, economic conditions
- Cues – clarity and consistency of cues provided by the environment to employees regarding their role obligations e.g. lack of signs of nearby safety hazards

Types of Individual Behaviour (five categories)

Task performance

- Goal-directed behaviours under the individual's control that sup- port organizational objectives
- Involve working with people, data, things, and ideas
- Performance includes:
  - ➡ Proficiency -- working efficiently
  - ➡ Adaptability -- responding to, coping with, and supporting new circumstances and work patterns
  - ➡ Proactivity -- anticipates and initiates new work patterns aligned with environmental changes

Organizational citizenship behaviours (OCBs)

- Various forms of cooperation and helpfulness to others that support the organization's social and psychological context
- Directed toward:
  - ➡ individuals -- e.g. adjusting work schedule to accommodate coworkers
  - ➡ organization -- e.g., supporting the company's public image
- OCBs are not necessary "discretionary" behaviours (employees don't have to perform them) because:
  - ➡ (a) employees believe some OCBs are part of their job
  - ➡ (b) companies consider some OCBs a condition of employment
- OCBs increase individual/team performance (due to mutual support), but may contribute to work-family conflict and limit career progress

Counterproductive work behaviours

- Voluntary behaviours that have the potential to directly or indirectly harm the organization -- e.g. harassing co-workers, creating unnecessary conflict, avoiding work obligations

Joining & staying with the organization

- Forming the employment relationship and staying with the organization

Maintaining work attendance

- Absences due to situation (weather), motivation (avoiding stressful workplace)
- Presenteeism – attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors

Types of Individual
Behaviour

Slide 8

Types of Individual
Behaviour (cont'd)

Slide 9

Defining Personality

Slide 10

Personality in Organizations

Defining Personality

Relatively enduring pattern of thoughts, emotions, and behaviours that characterize a person, along with the psychological processes behind those characteristics

- External traits – observable behaviours
- Internal states – infer thoughts, values, and emotions from observable behaviours

Personality traits -- categories of behaviour tendencies caused by internal characteristics (not environment)

Traits apparent across situations, but situation may suppress behaviour tendencies

- e.g. talkative people may talk less in a library where "no talking" rules are explicit and enforced

Nature vs Nurture of Personality

Slide 11

Nature vs Nurture of Personality

Nature: Heredity explains about 50 percent of behavioural tendencies and 30 percent of temperament preferences

- e.g. Minnesota studies found that some types of twins have similar personalities not due to similar environments

Nurture: Socialization, life experiences, and other interactions with the environment also affect personality

Personality stabilizes in young adulthood (about age 30, possibly older)

- We form a clearer and more rigid self-concept as we get older
- Executive function (part of the brain that manages goal-directed behaviour) tries to keep our behaviour consistent with self-concept

Five-Factor Personality
Model (CANOE)
Slide 12

Five-Factor Model of Personality (CANOE or OCEAN)

Conscientiousness

- High: organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious
- Low: careless, disorganized, and less thorough

Agreeableness

- High: trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible
- Low: uncooperative, intolerant of others' needs, more suspicious, self-focused

Neuroticism

- High: anxious, insecure, self-conscious, depressed, and temperamental
- Low (high emotional stability): poised, secure, and calm

Openness to experience

- High: imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive
- Low: resistant to change, less open to new ideas, and more conventional and fixed in their ways

Extraversion

- High: outgoing, talkative, energetic, sociable, and assertive
- Low (Introversion): quiet, cautious, and less interactive with others

Five Factor Personality & Individual Behaviour

Conscientiousness and emotional stability (low neuroticism)
- Strongest personality predictors of individual performance for most jobs

Extroversion
- Higher performance in sales and management jobs
- Contributes to social interaction and persuasion -- useful where employees must interact with and influence people

Agreeableness
- Higher performance in jobs where employees are expected to be helpful and cooperative e.g. teams, customer relations

Openness to experience
- More creative and adaptable to change

Five-factor dimensions cluster around:
- Getting Along (many org citizenship behaviours) -- Agreeableness, conscientiousness, emotional stability (and maybe extraversion)
- Getting ahead (task performance, innovation) -- Openness to experience, extraversion, conscientiousness, and emotional stability

But need to avoid "linear correlation" assumption that higher of each dimension is better -- more likely an optimal level for each

Jungian Personality Theory

Swiss psychiatrist Carl Jung proposed that personality is primarily represented by the individual's preferences regarding perceiving and judging information

Myers-Briggs Type Indicator (MBTI)
- Estimates Jungian personality types
- Most widely used personality test
- Improves self-awareness and mutual understanding -- i.e. good for career counselling and executive coaching
- Poor at predicting job performance, effective leadership, or team development

Myers-Briggs Type
Indicator (MBTI)

Slide 15
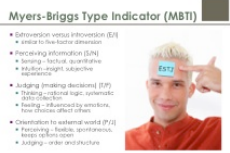
Myers-Briggs Type Indicator (MBTI)

Extroversion versus introversion (E – I)

- Similar to five-factor dimension

Perceiving information (S – N)

- Sensing – perceiving information directly through the five senses to acquire factual and quantitative details
- Intuition – relies on insight and subjective experience

Judging i.e. making decisions (T – F)

- Thinking – rely on rational cause-effect logic and systematic data collection to make decisions
- Feeling – rely on emotional responses to the options as well as how those choices affect others

Orientation toward the outside world (P – J)

- Perceiving – open curious, flexible, adapt spontaneously to events, prefer to keep options open
- Judging – prefer order and structure; want to resolve problems quickly

Jungian and Myers-
Briggs Types

Slide 16

Jungian and Myers-Briggs Types

(See notes in previous slide for details)

Personality Testing in Organizations

- MBTI is mostly used for team building and career development
- The five-factor model is commonly found in scholarly research, but is increasingly used to assess job applicants
- Personality testing has regained acceptance – studies report that specific traits correlate with specific indicators of job performance. However, work samples and past performance may be better predictors of performance
- Assumption that "more is better" for each trait – ideal range is closer to the middle e.g. extremely high conscientiousness may become perfectionism
- May unfairly discriminate against certain groups of people
- Most are self-report scales – applicants may "fake" answers
- Might convey an unfavourable image of the company – may alienate some applicants

Values in the Workplace

Slide 17

Values in the Workplace

Stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations

- Define right/wrong, good/bad
- Tell us what we "ought" to do (moral compass)
- Direct our motivation and, potentially, our decisions and behaviour

Value system -- hierarchy of preferences which is relatively stable and long-lasting

Values differ from personality traits

- Values are evaluative (what we ought to do); personality traits are descriptive (what we tend to do)
- Values conflict with each other (e.g. valuing excitement conflicts with valuing stability); personality traits have minimal conflict
- Values affected more by nurture (socialization, reinforcement) than nature (heredity); personality about equally affected by nature and nurture

Schwartz's Values Model

Schwartz's Values
Model

Slide 18

Dominant model of personal values was developed and tested by social psychologist Shalom Schwartz and many others

Clusters 57 specific values into 10 broad value categories which are further clustered into four quadrants

- Openness to change -- Extent to which a person is motivated to pursue innovative ways
- Conservation -- Extent to which a person is motivated to preserve the status quo
- Self-enhancement -- How much a person is motivated by self-interest
- Self-transcendence -- Motivation to promote the welfare of others and nature

Personal Values and Behaviour

Personal Values and
Behaviour

Slide 19

Values direct our motivation, so guide our decisions, behaviour, and performance

But there is a "disconnect" between values and behaviour because:
- Situation -- may prevent or discourage people from acting consistently with their values (both opportunity and counter motivation effects)
- Awareness (salience) -- we apply values when we actively think about them and understand their relevance to the situation -- problem is that values are abstract, so their relevance isn't obvious

To increase values-consistent behaviour:
- Maintain work environment that supports and is consistent with personal and organizational values (e.g., resources, rewards)
- Remind employees of their (and company's) most important values
- Improve employee sensitivity to values relevance
  (i.e., increase moral sensitivity -- see ethics discussion below)

Values Congruence at VanCity

Values Congruence at
VanCity

Slide 20

Vancouver City Savings Credit Union (VanCity) is one of Canada's truly values-driven organizations. It hires staff whose personal values are aligned with financial institution's values and offers a payout to new staff who discover their values differ from VanCity's.

Values Congruence*

Values Congruence
Slide 21

Values congruence – how similar a person's values hierarchy is to the values hierarchy of the organization, a co-worker, or another source

Person-organization values congruence
- Person's values are similar to the organization's dominant values

Espoused-enacted values congruence
- Consistency between the values apparent in our actions – enacted values and what we say we believe in (espoused values)
- Especially important for people in leadership positions because any gap undermines their perceived integrity

Organization-community values congruence
- Similarity of an organization's dominant values with the values of the community or society in which it conducts business

* Note: We use "values" (plural) because values operate as a set, not individually, and because "value" is easily confused with the economic concept of worth of something relative to price

Ethical Values and Behaviour

Three Ethical Principles
Slide 22

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

Three Ethical Principles

Utilitarianism
- Seek the greatest good for the greatest number of people
- Focuses on the consequences of our actions, not on how we achieve those consequences

Individual rights principle
- Reflects the belief that everyone has entitlements that let her or him act in a certain way e.g. freedom of speech, fair trial
- Problem of conflicting rights e.g. right to privacy conflicts with another's right to know

Distributive justice principle
- People who are similar should receive similar benefits and burdens e.g. two employees who contribute equally in their work
- Inequalities are acceptable when they benefit the least well off

Influences on Ethical Conduct

Slide 23

Influences on Ethical Conduct

1. Moral intensity

- The degree to which an issue demands the application of ethical principles

2. Moral sensitivity (ethical sensitivity)

- A person's ability to recognize the presence of an ethical issue and determine its relative importance
- Enables quicker and more accurate estimation of an issue's moral intensity
- Moral sensitivity increases with the person's
  1. empathy
  2. subject expertise
  3. direct experience with these moral dilemmas
  4. mindfulness
- Mindfulness -- A person's receptive and impartial attention to and awareness of the present situation as well as to one's own thoughts and emotions in that moment
  - ➡ Involves actively monitoring the environment, so increases moral sensitivity

3. Situational influences

- External forces to act contrary to moral principles and personal values

Supporting Ethical Behaviour

Slide 24

Supporting Ethical Behaviour

Corporate code of ethics

- Statement about desired practices, rules of conduct, and philosophy about the organization's relationship to stakeholders and the environment
- Problem: Limited effect on ethical conduct

Training

- Train employees in proper ethical conduct

Systems for communicating/investigating wrongdoing

- Anonymous employee reporting -- e.g., hotline, website
- Impartial investigation -- e.g. ombuds officers

Ethical leadership and shared values

- Ethical conduct and vigilance of corporate leaders – role model ethical standards that employees are more likely to follow

Individualism

Slide 25

Values Across Cultures

Five values that have cross-cultural significance are individualism, collectivism, power distance, uncertainty avoidance, and achievement-nurturing orientation

Individualism

A cross-cultural value describing the degree to which people in a culture emphasize independence and person uniqueness

Highly individualist people value personal freedom, self-sufficiency, control over their own lives, and appreciation of their unique qualities

Collectivism

Slide 26

Collectivism

Extent to which we value our duty to groups to which we belong and to group harmony

Highly collectivist people define themselves by their group memberships, emphasize their personal connection to others in their in-groups, and value the goals and well-being of people within those groups

Note: Contrary to popular belief, individualism is not the opposite of collectivism – the two concepts are unrelated (both horizontally and vertically)

Power Distance

Slide 27

Power Distance

Extent to which people accept unequal distribution of power in a society

High power distance
- Accept and value unequal power
- Value obedience to authority
- Comfortable receiving commands from superiors without consultation
- Prefer to resolve conflicts through formal rules rather than directly

Low power distance
- Expect relatively equal power sharing
- View relationship with boss as interdependent, not dependence
- Expect power sharing and consultation in decisions affecting them

Uncertainty Avoidance
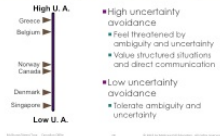
Slide 28

Uncertainty Avoidance

Degree to which people tolerate ambiguity or feel threatened by ambiguity and uncertainty

Low uncertainty avoidance

• Tolerate ambiguity and uncertainty

High uncertainty avoidance

• Feel threatened by ambiguity and uncertainty
• Value structured situations, clear documentation, and direct rather than indirect or ambiguous communications

Achievement-Nurturing
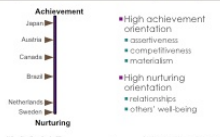
Slide 29

Achievement-Nurturing

Reflects a competitive versus cooperative view of relations with other people

High achievement orientation

• Value assertiveness, competitiveness, materialism
• Appreciate people who are tough and favour acquisition of money and material goods

Nurturing orientation

• Emphasize relationships and the well-being of others
• Focus on human interaction and caring rather than competition and personal success

Diversity of Canadian Values
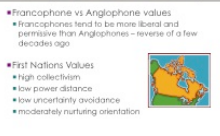
Slide 30

Diversity of Canadian Values

Francophone and Anglophone cultural clusters are still easily identifiable as a form of deep-level diversity

• Francophones have lower scores than Anglophones on respect for patriarchal authority and tend to have more tolerant or morally permissive opinions regarding marriage, sexual activity, and nonmarried parenthood
• Some evidence that Anglophone and Francophone values are converging

First Nations Values

• Organizations with aboriginal leaders/founders tend to have:
  ➡ Strong collectivist value
  ➡ Low power distance
  ➡ Low uncertainty avoidance
  ➡ Relatively nurturing rather than achievement orientation

Canadian vs. American Values

Canadian vs. American Values

Slide 31

Despite close associations, values held by people in Canada and the U.S. are more divergent today than in the past.

Canadians are:
- Significantly higher tolerance or moral permissiveness
- More willing to allow collective rights over individual rights
- Less accepting of large wealth differences within society
- More likely to question authority and value autonomy
- Less likely to be associated with a religious institution
- More likely to believe that organizations work better without a single leader
- Less value placed on patriarchal authority i.e. less likely to believe that the father should be the master of the home
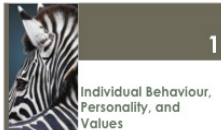
Individual Behaviour, Personality, and Values

Individual Behaviour, Personality, and Values

Slide 32

? SOLUTIONS TO CRITICAL THINKING QUESTIONS

1. **A provincial government department has high levels of absenteeism among the office staff. The head of office administration argues that employees are misusing the organization'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 realize 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?**

   All elements of the MARS model help us understand the critical influences on individual's voluntary behaviour and performance. If any of those components is missing, then their subsequently behaviour and performance would likely not be high. But let's take the case of motivation for example. Motivation can take many forms (direction), intensity and varying levels of persistence. The employee who comes in late, spends half his day gossiping at the coffee machine, and goes home with some property of the organization –is that person motivated? Yes, of course s/he is! It is just not motivation congruent with the organizations goals. So goal congruence is also important when we discuss motivation. Sometimes some of our most motivated employees do nothing! The organization's goal is to ensure that the direction that motivation takes is congruent with the direction in which the organization is going!

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

   There are a number of issues that student 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 well-being (by ensuring their work matches their personality). Although we might try to change an employees 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 employer assume. It would be better to transfer people into jobs that more closely match their personality.

4. **All candidates applying for a management trainee position are given 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 energize a willingness to fulfill 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 organizational citizenship and work better in organizations 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. One or more other personality dimensions might also be relevant to management trainees, but these three stand out.

5. **Compare and contrast personality with personal values, and identify values categories in Schwartz's values circumplex that likely relate to one or more personality dimensions in the five-factor personality model.**

This question has two parts. The first part (compare/contrast) involves defining both concepts and then pointing out similarities and differences. Personality is the relatively enduring pattern of thoughts, emotions, and behaviours that characterize a person, along with the psychological processes behind those characteristics. Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. Both concepts are characteristics of individuals, are relatively abstract, and have many dimensions (specific personality traits and specific individual values). The main difference between these two concepts is that personality is descriptive whereas values are evaluative. Personality refers (descriptively) to behavioural tendencies. Values refer to what people "ought" to do; they indicate that some things have more valence (good/ bad) than other things. A second distinction is that specific values conflict with other specific values, whereas personality traits have much less conflict with each other. A third distinction is that personality is more strongly influenced by heredity than are personal values. Heredity has some influence on our values, but socialization and life experience play a stronger role compared to the effect on personality.

The second part of this question asks student to identify specific Schwartz's values categories with personality dimensions. This is possible because personality and values are associated with each other. Several studies have reported correlations between Schwartz's list of values and the Big Five personality dimensions. None of this detail is provided in the textbook, but students can try to associate personality traits with personal values through their definitions.

The table below summarizes a meta-analysis of of studies relating the Big Five personality dimensions with personal values:

Exhibit: Meta-Analytic Results for Big Five Personality Dimensions and Personal Values (Schwartz Model)

	Conscient-iousness	Emotional Stability	Extraversion	Agreeableness	Openness to Experience
Power			0.19	−.34	
Achievement	0.26		0.23		
Hedonism					
Stimulation		0.11	0.26		0.29
Self-direction					0.49
Universalism				0.23	0.46
Benevolence				0.48	
Conformity	0.29	0.05			−.35
Tradition				0.35	−.27
Security	0.22	−.02		0.07	

Source: Parks, L., & Guay, R. P. (2009). Personality, values, and motivation. *Personality and Individual Differences*, 47(7), 675-684.

For earlier writing on the relationships among personality traits and personal values, see: Olver, J. M., & Mooradian, T. A. (2003). Personality traits and personal values: a conceptual and empirical integration. *Personality and Individual Differences*, 35(1), 109-125; Aluja, A., & García, L. F. (2004). Relationships between Big Five personality factors and values. *Social Behaviour & Personality*, 32(7), 619-626.

This table indicates the following:

Openness to experience -- generally the strongest association with specific values, particularly higher self-direction, universalism, and stimulation, and lower conformity and tradition.

Agreeableness -- seems to have the 2nd highest link to specific values. these values include higher benevolence, tradition, and universalism, as well as lower power and security.

Conscientiousness -- This personality dimension has some connection to personal values, notably conformity, achievement, and security.

Extraversion -- This Big Five personality dimension is correlated significantly (all positively) with stimulation, achievement, and power.

Emotional Stability (low neuroticism) -- This personality dimension is reported to have the weakest association with any of Schwartz's values. The three values that minimally relate are stimulation, conformity, and (barely) security.

6. **This chapter discussed values congruence mostly in the context of an employee's personal values versus the organization'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 organizational versus professional values (i.e., values of a professional occupation, such as physician, accountant, pharmacist).**

    The textbook explains that values congruence comes in different forms, such as individual with organization and organization with society. This question asks about values congruence between the organization and a professional group (accountants, lawyers, engineers, teachers etc.). For example, an engineer working for an auto manufacturer may be asked to design a gas tank that minimizes cost beyond established minimum engineering standards. In this case values incongruence may occur because the engineer's profession dictates that public safety be paramount in all design considerations.

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

    This statement is probably best viewed as 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.

    A few people might argue that all decisions are ethical decisions because all decisions affect others in some way. There is always some tiny degree of moral intensity in all decisions, they would suggest. This argument implies that anything you decide or do (such as choosing to wake up 15 minutes earlier tomorrow morning) will affect others. We live in an interconnected world, but a contrary argument is that to be considered an ethical decision, a decision requires some minimum level of effect. A trivial effect (such as someone surprised to see you awake 15 minutes earlier tomorrow) would fall below a minimum threshold to be considered ethical. Also, an ethical decision necessarily requires the ability of the decision maker to be aware of possible consequences of the decision. You could not usually predict that waking 15 minutes earlier tomorrow would have a good or bad effect on others, so that decision is not considered an ethical decision.

    Moral 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 moral sensitive. This means that people differ in their ability to recognize the presence and determine the relative importance of an ethical issue.

    Moral intensity and moral 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 recognize its ethical importance (i.e., the person has low moral sensitivity). Thus, both concepts are important factors in the extent to which we apply ethical principles to issues.

8. **The organization that you have been working in for five years is now suffering from a global recession and it changes the compensation structure. Discuss the role of moral intensity, moral sensitivity and situational influences in this context.**

    Moral intensity is the degree to which an issue demands application of ethical principles. In this situation, the organization is facing financial instability and needs your support, nevertheless, this is just one of the factors which contributes to the moral intensity of the issue. Moral sensitivity is a personal characteristic that enables people to recognize the presence of an ethical issue and determine its relative importance. Even after having worked for five years in the organization, it depends on you as a person, and also on the information that you have about the situation, higher moral sensitivity leads to higher empathy. Situational factors could be a pressure from top management, peer pressure, social pressure and family responsibilities, and your comfort zone within the organization. Based on these situational factors, you may choose to stay with the organization, accept the new compensation or look for work elsewhere.

9. **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 emphasize and focus on improving or maintaining group harmony and teamwork.

CASE STUDY: ETHICS DILEMMA VIGNETTES

Purpose

This exercise is designed to make students 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 4 or 5 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 case 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 case represents an ethical dilemma (high or low moral intensity), and the extent to which the main people or company in each incident acted ethically.

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 each of the vignettes along with background and comments:

Case One

A large European bank requires all employees to open a bank account with that bank. The bank deposits employee paycheques to those accounts. The bank explains that this is a formal policy which all employees agree to at the time of hire. Furthermore, failure to have an account with the bank shows disloyalty, which could limit the employee's career advancement opportunities with the bank. Until recently, the bank has reluctantly agreed to deposit paycheques 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 to instructors: This case occurred at Royal Bank of Scotland (RBS). (See "Royal Bank of Scotland Threatens Staff with Disciplinary Action," Personnel Today, 23 March 2007.) This incident is fairly well-balanced with two 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 organization. As such, failure to open a bank account may be a breach of the employment relationship

Case Two

A 16-year-old hired as an office administrator at a small import services company started posting her thoughts about the job on her Facebook site. After her first day, she wrote: "first day at work. omg!! So dull!!" Two days later, she complained "all i do is shred holepunch n scan paper!!! omg!" Two weeks later she added "im so totally bord!!!" These comments were intermixed with the other usual banter about her life. Her Facebook site did not mention the name of the company where she worked. Three weeks after being hired, the employee was called into the owner's office, where he fired her for the comments on Facebook and then had her escorted from the building. The owner argues that these comments put the company in a bad light, and her "display of disrespect and dissatisfaction undermined the relationship and made it untenable."

Comments to instructors: This case occurred at a small industrial services business in the United Kingdom (see: A. Levy, "Teenage office worker sacked for moaning on Facebook about her 'totally boring' job," Daily Mail, 26 February 2009). However, there are several similar cases involving Facebook, blogs, and other social media, where employees write negative comments about their employer. For example, this incident parallels two earlier cases in which (a) a Starbucks employee was fired for complaining about his boss's decision on a work issue and (b) an employee who worked in marketing for government in northern Canada was fired for posting artistic photos of garbage in the snow. To some people, the case of the teenage Facebook complainer is a clear case of an employee who should be dismissed because she lacks sufficient commitment to and appreciation of the job. The company owner later explained to media: "We were looking for a long-term relationship with Miss Swann as we do with all our staff. Her display of disrespect and dissatisfaction undermined the relationship and made it untenable." But others would say that the owner's activities were unethical because (a) the owner was snooping on the employee's private communication (although obviously open for others to read), (b) her statements may have been an accurate reflection of the work, (c) there is no evidence that her work performance was undermined by her statements or attitude, and (d) she did not name the company when writing these negative comments. To add interest to this class activity, look for the YouTube video in which the fired employee is interviewed. (Note: A news segment on this incident might still be available on YouTube.)

Case Three

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 that they work only with ink cartridges sold in the same region. Ink cartridges purchased in Canada will not work with 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.

Comments to instructors: This case refers to actions by Hewlett Packard (HP). (See David Pringle and Steve 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 Canada if the Euro rises appreciatively against the U.S. 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 realize that few people are affected by HP's restrictions and that it has low proximity (not nearby), so moral intensity is low. In classes where most students believe there is no (or minimal) moral dilemma with HP's actions, I show the newspaper article and ask why the story was on the front business page of a leading newspaper!

Case Four

Judy Price is a popular talk show radio personality and opinionated commentator on the morning phone-in show of a Toronto radio station. Ms. Price is married to John Tremble, a lawyer who was recently elected for the first time to the parliament of Ontario. He also became Minister of the Environment and Conservation in the newly formed government that defeated the previous government. The radio station's board of directors is very concerned that the station's perceived objectivity will be compromised if Ms. Price remains on air as a commentator and talk show host while her husband holds such a public position in the province. For example, the radio station manager believes that Ms. Price gave minimal attention to the Environment Ministry's slow response to a leakage of toxic chemicals a week ago at a large manufacturing company. Ms. Price denied that her views are biased and argued that the incident didn't merit as much attention as other issues that particular day. To ease the board's concerns, the station manager has transferred Ms. Price from a talk show host and commentator to the hourly news reporting position, where most script is edited by others. Although technically a lower position, Ms. Price's total salary package remains the same. Ms. Price is now seeking professional advice to determine whether the radio station's action represents a form of discrimination on the basis of marital status.

Comments to instructors: This case is based on a discrimination case in Canada. 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 case tends to side with the employee: employers cannot use broad categorizations (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 minimize potential damage to the goodwill of its business.

Case Five

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 on the next version. The company has put in advance 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.

Comments to instructors: This case is adapted from a real situation in another industry. It is undoubtedly common enough, and there are several variations of software piracy. The case 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.

CLASS EXERCISE: TEST YOUR KNOWLEDGE OF PERSONALITY

Purpose

This exercise is designed to help students 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 organize students into teams. Members of each team work together to answer each of the questions below 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

1. **You have been asked to select job applicants for a nine-month over-winter assignment working in an Antarctic research station with a dozen other people. Assuming that all candidates have equal skills, experience, and health, identify the level of each personality dimension that would be best for people working in these remote, confined, and isolated conditions.**

    Answer:

    Conscientiousness -- average (but possibly below average relating to : high tolerance to lack of achievement and low need for order)

    Agreeableness -- above average

    Neuroticism -- Low (relatively high emotional stability) (this seems to be the most significant factor)

    Openness to experience -- above average, but ambiguous findings because also high tolerance of lack of stimulation and does not become bored easily

    Extroversion -- below average (i.e., moderately introverted and low need for social interaction, "but socially adept")

    Sources: Musson, D. M., Sandal, G. M., Harper, M., & Helmreich, R. L. (2002). Personality testing in antarctic expeditioners; cross cultural comparisons and evidence for generalizability, 53rd International Astronautical Congress, The World Space Congress. Houston: International Astronautical Federation; Sarris, A. (2006). Personality, Culture Fit, and Job Outcomes on Australian Antarctic Stations. Environment and Behaviour, 38(3), 356-372; Palinkas, L. A., & Suedfeld, P. (2008). Psychological effects of polar expeditions. The Lancet, 371(9607), 153-163.

2. **Listed below are several 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

Physician: 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: Furnham, A., (2001) "Vocational preference and P-O fit: Reflections on Holland's Theory of Vocational Choice," Applied Psychology: An International Review, 50 (1), pp. 5-29; Tett, Robert P., and Dawn D. Burnett. "A personality trait-based interactionist model of job performance." Journal of Applied Psychology 88, no. 3 (2003): 500-517; Barrick, M. R. Murray R., M. K. Michael K. Mount, and R. Rashmi Gupta. "Meta-analysis of the relationship between the five-factor model of personality and Holland's occupational types." Personnel psychology 56, no. 1 (2003): 45.

NOTE: There is ongoing debate regarding the association between vocational preference and personality. Sullivan & Hanson (2004) report that subdimensions of the Big 5 are better predictors of vocational interest than are the overall dimensions (e.g. subdimensions of extroversion -- such as enthusiasm and sociability).

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 also likely have a significant influence on occupational preferences.

3. **On which two personality dimensions should team members have the highest scores, on average, to produce the best team performance?**

Answer: agreeableness and conscientiousness

Source: Peeters, Miranda A. G., Harrie F. J. M. van Tuijl, Christel G. Rutte, and Isabelle M. M. J. Reymen. "Personality and team performance: a meta-analysis." European Journal of Personality 20, no. 5 (2006): 377-396

4. **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 & agreeableness
5	Openness to experience

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

5. **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, pp. 409-447

SELF-ASSESSMENT: ARE YOU INTROVERTED OR EXTROVERTED?

Purpose

This self-assessment is designed to help students to estimate the extent to which you 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, or complete the scale on the student CD for self-scoring. 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 organizations.

Feedback for the IPIP Introversion-Extroversion Scale

Extroversion characterizes people who are outgoing, talkative, sociable, and assertive. It includes several facets, such as 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 rather than to social events.

This is the short version of the IPIP Introversion-Extroversion Scale, so it estimates overall introversion-extroversion but not specific facets within the personality dimension. Scores 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 likely 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