Fundamentals of Organizational Behaviour (Canadian) 5th edition Langton Solutions Manual

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CHAPTER 2
PERCEPTION, PERSONALITY, AND EMOTIONS

CHAPTER OUTLINE

Perception
- Factors Influencing Perception
  - The Perceiver
  - The Target
  - The Context
- Perceptual Errors
  - Attribution Theory
  - Selective Perception
  - Halo Effect
  - Contrast Effects
  - Projection
  - Stereotyping
    - Prejudice
- Why Do Perception and Judgment Matter?
  - Employment Interview
  - Performance Expectations
  - Performance Evaluation

Personality
- What Is Personality?
- Measuring Personality
- Personality Determinants
  - Heredity
- Personality Traits
  - The Myers-Briggs Type Indicator
  - The Big Five Personality Model
- Other Personality Attributes Influencing OB
  - Core Self-Evaluation
  - Machiavellianism
  - Narcissism
  - Self-Monitoring
  - Risk-Taking
  - Type A and Type B Personalities
  - Proactive Personality
- Personality and National Culture

Emotions
- What Are Emotions and Moods?
- Choosing Emotions: Emotional Labour
- Why Should We Care About Emotions in the Workplace?
  - Emotional Intelligence
    - The Case for EI
    - The Case against EI
  - Negative Workplace Emotions

Summary and Implications

OB at Work

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LEARNING OUTCOMES

1. What is perception?
2. What is personality and how does it affect behaviour?
3. Can emotions help or get in the way when we're dealing with others?

CHAPTER SYNOPSIS

Perception is important in the study of OB because behaviour is based on people's perceptions of what reality is, not reality itself. Evidence suggests that what an individual perceives about his or her work situation will influence productivity, absenteeism, job satisfaction, turnover, and organizational commitment. Since people act on their perceptions, understanding the factors that affect perception is important in OB. Personality is important to the study of perception because personality characteristics such as locus of control affect a person’s perceptions. Employees bring an emotional component with them to work every day, and no study of OB could be comprehensive without considering the role of emotions in workplace behaviour.

STUDY QUESTIONS

It is impossible to cover all the material contained in the chapter during one or two lectures. To deal with this problem, I present my students with a list of study questions to indicate what material they will be responsible for on exams. I tell them that they will be responsible for these, even if the material is not covered in class. I have found that this reduces anxiety overall, and I find it helps to make students aware that not everything in a chapter is required material. I realize instructors vary in their approach, so this is simply my approach.

My study questions for this chapter are as follows:

- What is perception?
- What factors affect our perception?
- What does attribution theory tell us?
- What are the shortcuts and biases people use in judging others?
- What is the self-fulfilling prophecy?
- What is personality? What are its determinants?
- Describe the Big Five Model of personality.
- What major personality attributes most influence OB?
- What are emotions? How do they affect the workplace?
- What is emotional labour?
- What is emotional intelligence?

SUGGESTED TEACHING PLAN

In this class I go over judgment shortcuts and personality issues through the use of a mini-lecture. We then do two sets of exercises:

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1) A perception exercise (a handout for doing this exercise can be found at the end of this chapter).

2) A review of students' personality tests (they are asked to fill these out ahead of time) and then I collect numbers for each of the different types (Type A, risk taking, etc.). This gives them some insight into personality distributions.

3) Be sure to examine "Exploring Topics on the Web" and the additional exercises in the supplemental section at the end of this chapter's notes for possible additional ideas to cover in class or assign for homework.

ANNOTATED LECTURE OUTLINE

A. Perception

Notes:

– Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment.

– Why is it important?

- Because people's behaviour is based on their perception of what reality is, not on reality itself.
- The world as it is perceived is the world that is behaviourally important.

– Why we study perceptions?

- We study this topic to better understand how people make attributions about events.
- We don't see reality. We interpret what we see and call it reality. The attribution process guides our behaviour, regardless of the truth of the attribution.

1. Factors Influencing Perception

(See Exhibit 2-1 Factors that Influence Perception)

– A number of factors operate to shape and sometimes distort perception. These include the perceiver, the target, and the situation.

– The Perceiver

- When an individual looks at a target and attempts to interpret what he or she sees, that interpretation is heavily influenced by personal characteristics of the individual perceiver.
- The more relevant personal characteristics affecting perception of the perceiver are attitudes, motives, interests, past experiences, and expectations.

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Teaching Tip: *Ask students to compare their perceptions of the first day of class for two different courses. What factors about them, the target, and the situation influenced their perceptions?*

- The Target
  - Characteristics of the target can also affect what is being perceived. This would include attractiveness, gregariousness, and our tendency to group similar things together. For example, members of a group with clearly distinguishable features or colour are often perceived as alike in other unrelated characteristics as well.
- The Situation
  - The context in which we see objects or events also influences our perception. This could include time, heat, light, or other situational factors.

2. Perceptual Errors

- We use a number of shortcuts when we judge others. An understanding of these shortcuts can be helpful toward recognizing when they can result in significant distortions.
- Attribution Theory

  (See Exhibit 2-2 Attribution Theory)

  - Attribution theory has been proposed to develop explanations for the fact that when individuals observe behaviour they attempt to determine whether it is internally or externally caused.
  - Externally caused refers to the environment. Internally caused behaviour is attributed to those events that are believed to be under the personal control of the individual.
  - Does behaviour stem from external or internal factors? There are three rules to consider:
    - *Distinctiveness*
      - Does the individual act the same way in other situations?
      - If it is, the observer is likely to give the behaviour an external attribution.
      - If this action is not unusual, it will probably be judged as internal.
    - *Consensus*
      - Does the individual act the same as others in the same situation?
    - *Consistency*
      - Does the individual act the same way over time?
      - If yes, the observer would attribute the behaviour to internal causes.
      - If no, the observer would conclude the cause to be external.

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Teaching Tip: *Point out to students that attribution theory helps one make sense of situations, but that we often tend to blame others more for their "wrongs" while being convinced that when we do something "wrong" it's because of external factors. Ask them if they have examples of this to share.*

- *How Attributions Get Distorted*
  - *Fundamental Attribution Error*: This is the tendency to underestimate the influence of external factors and overestimate the influence of internal factors when making judgments about the behaviour of others.
  - *Self-Serving Bias*: This is the tendency for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors.

– Selective Perception
  - People selectively interpret what they see based on their interests, background, experience, and attitudes.
  - A group's perception of organizational activities is selectively altered to align with the vested interests they represent. Managers view the organization from their perspective; employees often have a very different view, which is demonstrated in union conflicts.

Teaching Tip: *Most students will have had some recent experience with labour strife (garbage strike, postal strike, employees at the university on strike, teachers' strikes, etc.). Have them discuss the perceptions of the different sides and how this affected the process of collective bargaining.*

  - Selectivity works as a shortcut in judging other people by allowing us to "speed-read" others, but not without the risk of drawing an inaccurate picture. Because we see what we want to see, we can draw unwarranted conclusions from an ambiguous situation.

– Halo Effect
  - Drawing a general impression about an individual based on a single characteristic.

Teaching Tip: *This phenomenon frequently occurs when students appraise their classroom instructor. Students may give prominence to a single trait such as enthusiasm and allow their entire evaluation to be tainted by how they judge the instructor on that one trait.*

– Contrast Effects
  - A person's evaluation is often influenced by other people that we have recently encountered.

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- For example, in an interview situation, distortions in any given candidate's evaluation can occur as a result of his or her place in the interview schedule.

– Projection

- Attributing one's own characteristics to other people. It is easy to judge others if we assume that they are similar to us.
- When managers engage in projection, they compromise their ability to respond to individual differences. They tend to see people as more homogeneous than they really are.

Teaching Tip: *This is an opportunity to point out to students that we often assume that people will act the same way that we do, and this is an example of engaging in projection. For instance, if we answer our cell phone every single time it rings, without thinking of the situation first, we may assume that when someone else does not do so they are being rude, or worse yet, trying to avoid us. Rather, they may have different boundaries than we do about appropriate cell phone use.*

– Stereotyping

- Judging someone on the basis of your perception of the group to which that person belongs.
- In organizations, we frequently hear comments that represent stereotypes based on gender, age, race, ethnicity, and even weight.
- From a perceptual standpoint, if people expect to see these stereotypes, that is what they will perceive, whether or not these perceptions accurate.
- *Prejudice*: An unfounded dislike of a person or group based on their belonging to a particular stereotyped group. Prejudice can lead to negative consequences in the workplace, particularly discrimination.
  - Prejudice usually starts with stereotyping, which is then amplified by negative feelings of the perceiver.

Teaching Tip*: An easy way to generate discussion about stereotypes is to ask students to develop a list of characteristics of Arts students vs. Business students. Then have students evaluate how well they themselves fit the "Business student" stereotype and whether their friends in Arts closely fit the "Arts student" stereotype. You can also have them work on the Working with Others Exercise, which has students confront some of their own stereotypes*

3. Why Do Perception and Judgment Matter?

– People in organizations are always judging one another. For instance, when a new person joins a work team, the other members immediately make general judgments about that person.

– The following are some situations in which judgment shortcuts are likely to be used in the workplace:

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- Employment Interviews
  - Evidence indicates that interviewers make perceptual judgments that are often inaccurate.
  - Interviewers generally draw early impressions that become very quickly entrenched. Studies indicate that most interviewers' decisions change very little after the first four or five minutes of the interview.
  - Because interviews usually have so little consistent structure and interviewers vary in terms of what they are looking for in a candidate, judgments of the same candidate can vary widely.
- Performance Expectations
  - Evidence demonstrates that people will attempt to validate their perceptions of reality, even when those perceptions are faulty.
  - *Self-fulfilling prophecy* has evolved to characterize the fact that people's expectations determine their behaviour. In other words, if a manager expects big things from his people, they're not likely to let him down. Similarly, if a manager expects people to perform minimally, they'll tend to behave so as to meet those low expectations.
- Performance Evaluations
  - The performance appraisal system is dependent on the perceptual process.
  - Although the appraisal can be objective, many jobs are evaluated in subjective terms, which tend to be judgmental.
  - Managers who are using subjective evaluations may be affected by perceptual errors such as contrast effect or halo effect.

Teaching Tip: *The perception exercise in the supplemental section at the end of this chapter helps to illustrate how one's perceptions affect their behaviour on teams.*

B. Personality

1. What Is Personality?

– The stable patterns of behaviour and consistent internal states that determine how an individual reacts to and interacts with others.

2. Measuring Personality

– The most important reason managers need to know how to measure personality is that research has shown that personality tests are useful in hiring decisions.

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3. **Personality Determinants**

– *Heredity* refers to those factors that were determined at conception, influenced by your parents' biological makeup.

– Most research suggests that some aspects of personality can change over time but is most changeable in adolescence and more stable among adults.

4. Personality Traits

– Enduring characteristics that describe an individual's behaviour such as shyness, aggressiveness, and ambitiousness. The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important that trait is in describing the individual.

– Primary traits have been found to be generally steady and constant sources of behaviour, allowing prediction of an individual's behaviour in specific situations by weighing the characteristics for their situational relevance.

- Myers-Briggs Type Indicator
  - One of the most widely used personality frameworks is the Myers-Briggs Type Indicator (MBTI). It is a 100-question personality test that asks people how they usually feel or act in particular situations.
  - MBTI Classifications:

    Extraverted (E) or *introverted* (I)
    Sensing (S) or *intuitive* (N)
    Thinking (T) or *feeling* (F)
    Perceiving (P) or *judging* (J)
  - These classifications are combined into 16 personality types. For example:

    INTJs are visionaries. They usually have original minds and great drive for their own ideas and purposes. They are characterized as skeptical, critical, independent, determined, and often stubborn.

    ESTJs are organizers. They are realistic, logical, analytical, decisive, and have a natural head for business or mechanics. They like to organize and run activities.

    ENTPs are conceptualizers. He or she is innovative, individualistic, versatile, and attracted to entrepreneurial ideas. This person tends to be resourceful in solving challenging problems but may neglect routine assignments.
  - Although the MBTI is widely used by organizations, there is no hard evidence that the MBTI is a valid measure of personality. However, it can be a valuable tool for increasing self-awareness and providing career guidance.

- The Big Five Model

  (See Exhibit 2-5 Big Five Personality Factors)

  - An impressive body of research supports the fact that the five basic dimensions underlie all other personality dimensions.

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The five basic dimensions are as follows:

Extraversion. Comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet.

Agreeableness. Individual's propensity to defer to others. Highly agreeable people are cooperative, warm, and trusting. People low in agreeableness are cold, disagreeable, and antagonistic.

Conscientiousness. A measure of reliability. A high conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.

Emotional stability. A person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure.

Openness to experience. The range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the openness spectrum are conventional and find comfort in the familiar.

- Research found important relationships between these personality dimensions and job performance.

(See Exhibit 2-4 How the Big Five Traits Influence OB)

- *Conscientiousness* predicted higher job performance for all occupational groups.
  - Individuals who are dependable, reliable, careful, thorough, able to plan, organized, hardworking, persistent, and achievement oriented tend to have higher job performance.
  - Employees higher in conscientiousness develop higher levels of job knowledge.
- For the other personality dimensions, predictability depended upon both the performance criterion and the occupational group.
- *Extraversion* predicted performance in managerial and sales positions.
- *Openness to experience* is important in predicting training proficiency.

5. Other Personality Attributes Influencing OB

- Core Self-Evaluation
  - The degree to which an individual likes or dislikes himself or herself, whether the person sees himself or herself as capable and effective, and whether the person feels in control of his or her environment or powerless over the environment.
  - People who have positive core self-evaluations like themselves and see themselves as effective, capable, and in control of their environment.

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- Those with negative core self-evaluations tend to dislike themselves, question their capabilities, and view themselves as powerless over their environment.

Teaching Tip*: I often have the students fill out the personality inventories located at the end of this chapter, and then have them work in groups to analyze the results. Specifically I ask them to develop a picture of the group's personality. What weaknesses and strengths might their group have because of the distribution of personality types within it?*

– Machiavellianism
  - The degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means.
  - This personality attribute is named after Niccolô Machiavelli, the 16th century author of *The Prince*.
  - High Machs make good employees in jobs that require bargaining skills or that offer substantial rewards for winning.

– Narcissism
  - The tendency to be arrogant, have a grandiose sense of self-importance, require excessive admiration, and have a sense of entitlement.
  - A study found that while narcissists thought they were better leaders than their colleagues, their supervisors actually rated them as worse leaders.

– Self-Monitoring
  - A personality trait that measures an individual's ability to adjust behaviour to external situational factors.
  - Individuals high in self-monitoring show considerable adaptability. They are highly sensitive to external cues, can behave differently in different situations, and are capable of presenting striking contradictions between their public persona and their private self.
  - Low self-monitors cannot disguise themselves in that way. They tend to display their true dispositions and attitudes in every situation, resulting in a high behavioural consistency between who they are and what they do.

Teaching Tip*: It is often worth linking this to emotional labour, which comes later in the chapter. In both high self-monitors and those who engage in emotional labour, individuals are aware of their surroundings and try to adjust their behaviour accordingly.*

– Risk-Taking
  - Refers to a person's willingness to take chances or risks.
  - The propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice.

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- High risk-taking managers made more rapid decisions and used less information in making their choices.

– Type A and Type B Personalities
  - Type A Personalities
    – Always moving, walking, and eating rapidly.
    – Feel impatient with the rate at which most events take place.
    – Strive to think or do two or more things at once.
    – Cannot cope with leisure time.
    – Are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.
  - Type B Personalities
    – Never suffer from a sense of time urgency with its accompanying impatience.
    – Feel no need to display or discuss either their achievements or accomplishments unless such exposure is demanded by the situation.
    – Play for fun and relaxation, rather than to exhibit their superiority at any cost.
    – Can relax without guilt.

Teaching Tip: *Have students identify their behaviours on this dimension. Most will be able to describe some of their A or B traits. Then ask them which type is likely to be more successful before covering the material below.*

  - Are Type As or Type Bs more successful?
    – Type Bs are the ones who appear to make it to the top.
    – Great salespersons are usually Type As; senior executives are usually Type Bs.

– Proactive Personality
  - People with proactive personality identify opportunities, show initiative, take action, and persevere until meaningful change occurs.

6. Personality and National Culture

– There are no common personality types for a given country.
– The Big Five factors appear in almost all cross-cultural studies.
– Differences tend to be in emphasis on dimensions of the Big Five, especially if the country is predominantly individualistic or collectivistic.
– Personality tests should be used carefully as they may be subject to cultural bias when used on samples of people other than those for whom the tests were designed.

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C. Emotions

- Researchers and managers have always known that emotions are an inseparable part of everyday life, but until recently emotions were not given much attention in the field of OB.
- In the past, organizations did not allow employees to express emotions in the workplace as they believed that any kind of emotions were disruptive.
- Workplace research on emotions now considers whether emotions are disruptive or whether they can be constructive and contribute to enhanced performance.

1. What Are Emotions and Moods?

(See Exhibit 2-7 Affect, Emotions, and Moods)

- Emotions encompass three related terms: *affect*, *emotions*, and *moods*.
  - *Affect* is defined as a broad range of feelings that people experience. Encompasses emotions and moods.
  - *Emotions* are intense feelings that are directed at someone or something. They are more likely caused by a specific event and revealed by facial expressions.
    - Research has identified six universal emotions: *anger*, *fear*, *sadness*, *happiness*, *disgust*, and *surprise*.
  - *Moods* are defined as feelings that tend to be less intense than emotions and that lack a contextual stimulus.
- Emotions tend to be more fleeting than moods. We may feel angry at someone or something for a short time, but as a result we may be in a bad mood for the rest of the day.
- Employees bring an emotional component with them to work every day, and no study of OB could be comprehensive without considering the role of emotions in workplace behaviour.

Teaching Tip*: From Concepts to Skills shows different facial emotions—most of us can figure out those emotions without too much trouble. This reinforces the universality of some emotions.*

2. Choosing Emotions: Emotional Labour

- In addition to physical and mental labour, employees expend emotional labour. Sometimes individuals are required to manage their emotions. For instance, you may be very angry with a co-worker or manager, but you may choose to suppress that anger in the interest of keeping the peace.
- *Emotional labour* refers to the requirement to express organizationally desired emotions at work.
- *Emotional dissonance* occurs when an employee is required to project one emotion while simultaneously feeling another.

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Teaching Tip: *Students often wonder if emotional labour is "honest." Have them discuss their views on this. Ask them if they would prefer that the McDonald's employee lash out at them if they're having a bad day.*

- Employees can experience a conflict between emotions:
  - *Felt emotions* - An individual's actual emotions.
  - *Displayed emotions* - Emotions that are organizationally required and considered appropriate in a given job. They are not natural, they are learned.
  - *Surface acting* is hiding inner feelings and emotional expressions. This deals with *displayed* emotions.
  - *Deep acting* is trying to modify the true inner feelings based on display rules. This deals with *felt* emotions.

Teaching Tip: *This conflict can happen outside of the workplace too. For instance, most of us know that we're expected to act sad at funerals, regardless of whether we consider the person's death to be a loss, and to pretend to be happy at weddings, even if we don't feel like celebrating.*

3. Why Should We Care about Emotions in the Workplace?

- Emotions are critical to rational thinking because they provide important information about how we understand our environment and therefore influence our behaviour.
- People who know their own emotions and are good at reading others' emotions may be more effective in their jobs. That, in essence, is the theme underlying recent research on *emotional intelligence* (EI).
- Emotional Intelligence (EI)
  - EI is an assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.
    - EI is a person's ability to be self-aware (to recognize one's own emotions when one experiences them), to detect emotions in others, and to manage emotional cues and information.
  - People who know their own emotions and are good at reading emotional cues—for instance, knowing why they are angry and how to express themselves without violating norms—are more likely to be effective.
  - According to research, emotionally intelligent people are better workers.
  - EI is particularly important in leaders.
    - Research on the successes and failures of American presidents evaluated six qualities: communication, organization, political skill, vision, cognitive style, and emotional intelligence.

- The

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Case for EI

- EI has intuitive appeal.
- EI predicts criteria that matter in job performance. Evidence shows that a high level of EI predicts a high level of performance on the job.
- EI is biologically based and unrelated to standard measures of intelligence.

- The Case Against EI
  - EI is too vague a concept. Are self-awareness, self-motivation, or having empathy matters of intellect?
  - EI cannot be measured the same way as other forms of intelligence. Measures of EI are diverse and researchers have not developed standardized testing for EI.
  - EI's validity is suspect. It appears to be highly related to measures of intelligence and personality, especially emotional stability. It is popular but not enough research has been done to prove that it is a valid measure of intelligence.

- Negative Workplace Emotions
  - Negative emotions can lead to a number of deviant workplace behaviours. They fall in categories such as the following:
    - Production (leaving early, intentionally working slowly)
    - Property (stealing, sabotage)
    - Political (gossiping, blaming co-workers)
    - Personal aggression (sexual harassment, verbal abuse)
  - Evidence suggests that people who feel negative emotions, particularly those who feel angry or hostile, are more likely than others to engage in deviant or political behaviour at work

D. Summary and Implications

1. What is perception?

Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment.

2. What is personality and how does it affect behaviour?

Personality is the stable patterns of behaviour and consistent internal states that determine how an individual reacts to and interacts with others. A review of the personality literature offers general guidelines that can lead to effective job performance. As such, it can improve hiring, transfer, and promotion decisions.

3. Can emotions help or get in the way when we're dealing with others?

Emotions are intense feelings that are directed at someone or something. Positive emotions can be motivating for everyone in the workplace. Negative emotions may make it difficult to get along with others.

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Emotions affect work performance. The ability to effectively manage emotions in some positions may be critical to success in these positions.

OB AT WORK: FOR REVIEW

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Define perception.*

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

2. *What is attribution theory? What are its implications for explaining behaviour in organizations?*

Attribution theory describes how we explain the cause of our own and other individuals' behaviour. In organizations, co-workers and supervisors react to, make decisions about, and take action based on their attributions about an individual's behaviour. An implication for explaining organizational behaviour is that appropriate actions should be taken only when the attribution is correct.

3. *What is stereotyping? Give an example of how stereotyping can create perceptual distortion.*

Stereotyping is judging someone on the basis of our perception of the group to which he or she belongs.

4. *Give some positive results of using shortcuts when judging others.*

When judging others, the use of shortcuts can be valuable because they allow for making reasonably accurate predictions rapidly. For instance, stereotyping makes assimilating easier, permits consistency, and reduces the need to deal with an unmanageable number of stimuli.

5. *Describe the factors in the Big Five model. Which factor shows the greatest value in predicting behaviour? Why?*

Research supports that five basic dimensions underlie all other personality dimensions. The five basic dimensions are:

- *Extraversion:* Comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet.
- *Agreeableness*: An individual's propensity to defer to others. Highly agreeable people are cooperative, warm, and trusting. People low in agreeableness are cold, disagreeable, and antagonistic.
- *Conscientiousness*: A measure of reliability. A highly conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.
- *Emotional stability*: A person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure.
- *Openness to experience*: The range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the openness spectrum are conventional and find comfort in the familiar.

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Of the five factors, *conscientiousness* predicted job performance across all occupational groups. Individuals who are dependable, reliable, careful, thorough, able to plan, organized, hardworking, etc. tend to have a high job performance record.

6. *What behavioural predictions might you make if you knew that an employee had (a) a negative core self-evaluation? (b) a low Mach score? (c) low self-monitoring? (d) a Type A personality?*

   a) An employee with a negative core self-evaluation may be less productive, especially in managerial positions, than an individual with a positive core self-evaluation.

   b) An individual with a high Mach should work hard and is likely to be aware of organizational politics and consistently concerned with performance. An individual with a low Mach score would likely have little concern with manipulating and controlling others.

   c) An employee with low self-monitoring pays less attention to the behaviour of others and is less capable of conforming than is a high self-monitor.

   d) A Type A personality could be demanding, impatient, concerned with deadlines and performance, and aggressive.

7. *To what extent do people's personalities affect how they are perceived?*

Perception is not reality, but rather what is observed and interpreted. A person's personality may get in the way of other aspects of the individual that are less observable. For instance, someone who is outgoing may be considered more trustworthy than someone who is shy, even though personality may not be correlated with this characteristic at all.

8. *What is emotional labour and why is it important to understanding OB?*

Emotional labour refers to the demands organizations make on their employees to display "appropriate" emotions during interpersonal transactions. Emotional labour creates dilemmas for employees when their job requires them to exhibit emotions that are different from their actual feelings. For instance, you may have to work with people who you find it very difficult to be friendly with. If your job requires you to interact with these people on a regular basis, you'll have to fake friendliness, and this could be stressful.

9. *What is emotional intelligence and why is it important?*

Emotional intelligence refers to an assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures. It includes three areas: a person's ability to (1) be self-aware (to recognize one's own emotions when one experiences them); (2) detect emotions in others, and (3) manage emotional cues and information. People who know their own emotions and are good at reading emotional cues—for instance, knowing why they are angry and how to express themselves without violating norms—are most likely to be effective.

OB AT WORK: FOR CRITICAL THINKING

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *How might the differences in experience of students and instructors affect each of their perceptions of classroom behaviour (for example, students' written work and class comments)?*

Students may have fewer comparison points than instructors and may be used to being number one in their previous classes. But this does not necessarily make them the top student the instructor has ever

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had. Students may overvalue the effort they put in, whereas instructors emphasize output. Students generally do not have experience reading the papers of their peers, so are often unaware of the range of quality in written material.

2. *An employee does an unsatisfactory job on an assigned project. Explain the attribution process that this person's manager will use to form judgments about this employee's job performance.*

The manager will consider whether the behaviour is internally or externally generated, and then look at (1) distinctiveness, (2) consensus, and (3) consistency. Internally caused behaviour is believed to be under the personal control of the individual. Externally caused behaviour is seen as resulting from outside causes; that is, the person is seen as having been forced into the behaviour by the situation.

Distinctiveness refers to whether an individual displays different behaviours in different situations. If everyone who is faced with a similar situation responds in the same way, we can say the behaviour shows consensus. Finally, an observer looks for *consistency* in a person's actions. Does the person respond the same way over time? Thus, the manager would consider whether the employee generally performs at about the same level on other related tasks as on the current task to determine distinctiveness. The manager would consider how other employees perform to determine consensus. Finally, if the employee's performance on this current task is *consistent* over time (high consistency), the manager is likely to hold the employee primarily responsible for task performance (internal attribution).

3. *One day your boss comes in and he's nervous, edgy, and argumentative. The next day he is calm and relaxed. Does this behaviour suggest that personality traits aren't consistent from day to day?*

This doesn't offset the fact that personality traits tend to be stable and consistent. Personality changes to reflect situations. It also varies moderately from day to day. The situation reflects changes in mood or emotion more than in basic personality traits. The boss' crankiness could be due more to the morning commute than to personality!

4. *What, if anything, can managers do to manage emotions? Are there ethical implications in any of these actions? If so, what?*

Managers should be aware of the role that emotions play in the workplace. Anxiety, fear, frustration, doubt, happiness, excitement, and similar emotions can all influence one's behaviour. Given the same objective data, managers should expect that people may make different choices when they're angry and stressed out than when they're calm and collected. Negative emotions can result in a limited search for new alternatives and a less vigilant use of information. On the other hand, positive emotions can increase problem solving and facilitate the integration of information.

Managers should also try to identify the emotional elements in conflict and to get the conflicting parties to work through their emotions. A manager who ignores the emotional elements in conflicts, focusing singularly on rational and task-focused concerns, is unlikely to be very effective in resolving those conflicts.

5. *Give some examples of situations where expressing emotions openly might improve job performance.*

When an employee is courteous rather than hostile in interactions with co-workers or clients, it may lead to greater productivity. Leaders can use emotional displays to "charge the troops," getting individuals to be inspired with their work.

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POINT/COUNTERPOINT: SUMMARY AND ANALYSIS

Summary

Point: Display Rules Make Good Business Sense

Organizations today realize that good customer service means good business. An integral part of customer-service training is to set forth display rules to teach employees how to interact with customers in a friendly, helpful, professional way. Asking employees to act friendly is good for them, too. Research shows that employees of organizations that require them to display positive emotions actually feel better as a result.

Counterpoint: Display Rules Do Not Make Sense

Organizations have no business trying to regulate the emotions of their employees. Employees should not be openly nasty or hostile, of course, but who appreciates a fake smile? Research shows that forcing display rules on employees takes a heavy emotional toll on them.

Analysis

Display rules are used to teach employees in the service industry how to interact with customers in a positive way. Starbucks expects its cashiers to be friendly and to ensure that patrons are happy and willing to buy. Happy customers mean more sales and higher revenues.

Here are some questions that might guide your discussion: Is it a good thing for a company to require specific behaviours from service industry employees? Is this a common practice? If so, is there evidence that friendly, smiling employees are actually linked with greater profits? Or do companies with display rules face specific challenges related to the imposed behaviour? Is it difficult to find and retain staff? Do employees tend to jump to competitors who do NOT use display rules? Do businesses that encourage their employees to be themselves and show their true feelings have an advantage? Is the psychological health of an employee who is free of display rules different than that of an employee who follows the rules? When an employee is hiding emotions in response to display rules (surface acting) this is less stressful than if an employee actually tries to modify his or her own true feelings (deep acting) in an effort to be true to the display rules.

COMMENTS ON LEARNING ABOUT YOURSELF EXERCISES

1. How Machiavellian are you?

The higher the score, the more Machiavellian the person. Among a random sample of American adults, the national average was 25.

2. Are you a high self-monitor?

High self-monitors are defined as those with scores of 53 or higher.

3. Are you a risk-taker?

These situations were based on a longer questionnaire. The results are an indication of a general orientation toward risk rather than a precise measure. The lower a person scores, the more risk-taking they are.

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4. Are you a Type A?

This instrument measures the degree to which a person is competitive and rushed for time. The Type A personality describes someone who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time. More specifically, Type As are always moving, walking, and eating rapidly; feel impatient with the pace of most events; strive to do two or more things at once; and are driven by how much of everything they acquire. Type Bs are the exact opposite.

A total of 120 or more indicates that a person is a hard-core Type A. Scores below 90 indicate that a person is a hard-core Type B. The following gives more specifics:

120 or more points = A+ personality type
106-119 = A
100-105 = A-
90-99 = B+
Less than 90 = B

Those who score in the 'A' categories need to be aware of tendencies to focus on quantity over quality. They may do better in jobs that are routine and rely on speed rather than creativity for success. In addition, Type As often experience moderate to high levels of stress.

5. What's your el at work?

A score below 70 indicates a problem. El is improvable. Dan Goleman, author of *Working with Emotional Intelligence,* says "Emotional intelligence can be learned, and in fact we are each building it, in varying degrees, throughout life. It's sometimes called maturity. EQ is nothing more or less than a collection of tools that we can sharpen to help ensure our own survival."

COMMENTS ON BREAKOUT GROUP EXERCISES

(Note to instructors: The answers here are starting points for discussion, not absolutes.)

1. *Think back to your perception of this course and your instructor on the first day of class. What factors may have affected your perceptions of what the rest of the term would be like?*

Students may describe factors relating to the target (the instructor), the perceiver (the student), and the situation (the classroom and the other students' behaviours). First impressions of the instructor, based on clothing, mannerisms, "personality," etc., may have affected the perception. The student's mood on that particular day may have had an impact. Whether the classroom was noisy, hot, cold, or poorly lit might have affected perceptions. How other students were acting would also affect perceptions.

2. *Describe a situation where your perception turned out to be wrong. What perceptual errors did you make that might have caused this to happen?*

The possible perceptual errors that might be discussed include attribution theory, selective perception, halo effect, contrast effects, projection, and stereotyping. Students may describe personal situations.

3. *Compare your scores on the Learning about Yourself Exercises at the end of the chapter. What conclusions could you draw about your group based on these scores?*

A variety of responses are possible. Students may find that all of them are risk-takers, for instance, or that only one of them is. They should be encouraged to think about how diverse or homogeneous they are as a group, and how this might affect the way they'd behave when they work together.

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COMMENTS ON WORKING WITH OTHERS EXERCISE: *Evaluating Your Stereotypes*

After the students identify themselves, ask them to discuss how their stereotypes affected their perceptions of the students' traits. Have them explain why they matched the volunteers the way they did. Ask them what kinds of physical characteristics they associate with the traits, if any, and whether that led them to their conclusions.

Some questions you might ask during the discussion: What are your assumptions about different groups (men, women, older people, etc.)? How did you develop these assumptions? What can you do to correct your assumptions? What can you do when you hear others stereotyping people?

From that discussion, suggest that stereotyping is a form of judgment shortcut and that it can lead to errors, which undoubtedly did happen when they tried to identify the students who belonged to various traits. When you use shortcuts, you ignore the specific character of the individual, and this can lead to misunderstandings. You could tie this discussion into employment discrimination as well.

ETHICAL DILEMMA EXERCISE: Hiring Based on Body Art

When Christine Giacomoni applied for a job at the Sherwood Park (Alberta) location of the Real Canadian Superstore, she was wearing a nose stud. She got the job. Six months later, however, she was told that she could no longer wear her small nose stud at work. The company had just recently decided to apply their policy for front-line workers about no nose studs to employees like Giacomoni, who worked in the deli.

The United Food and Commercial Workers (UFCW), Giacomoni’s union, brought forth a grievance for her. The complaint ended up in front of a labour arbitrator. The union argued that that company was out of touch with reality. The company argued that nose studs offended customers. They hired Ipsos Reid to survey shoppers and the results of the poll indicated that “a significant portion” of shoppers would stop shopping at a store that allowed employee facial piercings.

Ultimately, a judge ruled against Real Canadian Superstore’s policy. Meanwhile, Giacomoni left to take a job at TELUS, in part because of the store’s policy against her piercing. TELUS does not mind that she has a nose stud.

Many employees are aware that tattoos and body piercings can hurt one’s chances of being hired. Consider Russell Parrish, 29, who lives near Orlando, Florida, and has dozens of tattoos on his arms, hands, torso, and neck. In searching for a job, Parrish walked into 100 businesses, and in 60 cases, he was refused an application. “I want a career,” Parrish says, “I want the same shot as everybody else.”

Employers are mixed in their reactions to employees with tattoos or piercings. At Vancouver-based Whitespot, employees cannot have visible tattoos (or pink or blue hair). They are allowed a small, simple nose stud. BC’s Starbucks shops don't allow any pierced tongues or visible tattoos. Staff may not wear more than two reasonably sized earrings per ear. At Victoria-based Arq Salon, nearly everyone has a tattoo, “We work in an artistic field,” manager Yasmin Morris explains, then adds that staff cannot wear jeans. “We don't want people to look too casual.”

A survey of employers revealed that 58 percent indicated that they would be less likely to hire someone with visible tattoos or body piercings. The career centre at the University of Calgary's Haskayne School of Business advises students to “start out understated” when it comes to piercing. "We coach our students to be conservative and if they do have any facial piercings, we suggest they remove them for the first interview until they find out what the culture's like in the organization," centre director Voula Cocolakis said. "We don't want them to be taken out of the 'yes' pile because of a facial piercing. We want them to interview and compete in the job market based on their qualifications."

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In-house policies toward tattoos vary because, legally, employers can do as they wish. As long as the rule is applied equally to everyone (it would not be permissible to allow tattoos on men but not on women, for example), policies against tattoos are perfectly legal. Though not hiring people with tattoos is discrimination, it is not a form of discrimination that is covered by the Canadian Human Rights Commission.

Thirty-six percent of those aged 18 to 25 and 40 percent of those aged 26 to 40 have at least one tattoo, whereas only 15 percent of those over 40 do, according to a fall 2006 survey by the Pew Research Center. One study in *American Demographics* suggested that 57 percent of senior citizens viewed visible tattoos as "freakish."

This dilemma is based on R. R. Hastings, "Survey: The Demographics of Tattoos and Piercings," *HR Week*, February 2007, www.shrm.org; H. Wessel, "Taboo of Tattoos in the Workplace," *Orlando (Florida) Sentinel*, May 28, 2007, www.tmcnet.com/usubmit/2007/05/28/2666555.htm; S. O'Donnell, "Popularity of Piercing Pokes Holes in Traditional Workplace Standards," *Edmonton Journal*, March 12, 2006, p. A1; K. Dedyna, "Picture-Perfect Workers? TATTOOS: Inky Designs Gain Acceptance with Bosses, Clients," *Province* (Vancouver), August 28, 2005, p. A50.

Teaching Notes

The following questions can be used as a group Q & A in class, or you can assign the questions as a journal entry or short homework assignment.

Questions:

1. *How does the matter of perception explain why some employers ban tattoos while others don't mind them?*
2. *Is it fair for employers to reject applicants who have tattoos?*
3. *Is it fair to require employees, if hired, to conceal their tattoos?*
4. *Should it be illegal to allow tattoos to be a factor at all in the hiring process?*

Students' responses to these questions will vary.

CASE INCIDENT: The Upside of Anger?

Summary

This case presents an employee, Laura, discussing in a very frank and open way the negative emotional climate in her workplace. Laura describes the workplace as very cold and unproductive. She says that managers don't like employees showing emotions and use fear as a tool to "keep employees in line." They don't seem to want to know that there is anything wrong in the working environment. It seems that Laura has been able to accept and adapt her behaviour to the culture while at the same time expressing her dislike of the situation. It is obvious that for her this is now "just a job" and she focuses on her goal, which seems to be to leave the company.

Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Do you think Laura is justified in her responses to her organization's culture? Why or why not?*

Most students would agree. The culture encourages and fosters the type of behaviour and responses provided by Laura. There appears to be a disconnect, however, between Laura's true feelings and the organizational culture.

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2. *Do you think Laura's strategic use and display of emotions serve to protect her?*

Yes. The organization's culture is hostile and not conducive to open displays of emotion. Therefore, Laura's selective use of specific emotions serves her well.

3. *Assuming that Laura's description is accurate, how would you react to the organization's culture?*

Students will provide a range of different perspectives. Most, however, would state that they would quit.

4. *Research shows that acts of co-workers (37 percent) and management (22 percent) cause more negative emotions for employees than do acts of customers (7 percent). What can Laura's company do to change its emotional climate?*

Cultural overhaul is indicated here. It would probably be best to change the management structure and personnel. Bring in a CEO and a management team that will create and foster a fundamentally different approach. Transforming this organization's culture would take a considerable amount of time.

Source: J. Perrone and M. H. Vickers, "Emotions as Strategic Game in a Hostile Workplace: An Exemplar Case," *Employee Responsibilities and Rights Journal* 16, no. 3 (2004), pp. 167–178.

FROM CONCEPTS TO SKILLS: Reading Emotions

Asking someone "Are you okay?" often provides us with the information we need to assess that person's emotional state, but there are two problems on relying on the verbal response. First, people may not answer honestly as people tend to conceal their true emotions. Second, some people are unable to verbally express their true feelings.

Practising Skills

The activity asks students to first bring themselves to an emotional state and then, through a role-play, exhibit signs of that emotional state. Through the role-play, students can learn how emotions can interfere with the conduct of a "normal" experience, such as a job interview. Students can also examine their response to being confronted with emotional issues.

Reinforcing Skills

The purpose of this exercise is to encourage students to apply material from the chapter in various ways. The suggested activities encourage students to be aware of emotional cues when they are interacting with individuals. Students are also asked to consider whether being aware of emotional cues helps or hinders communication. You might want to ask students to consider whether they should always take into account another person's emotional state, or whether individuals should be responsible for their own emotional states and not inflict them on others.

KEY TERMS

Affect – A broad range of feelings that people experience.

Affective events theory – The theory that employees react emotionally to things that happen to them at work and that this emotional reaction influences their job performance and satisfaction.

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Agreeableness – A personality factor that describes the degree to which a person is good-natured, cooperative, and trusting.

Attribution theory – The theory that when we observe what seems like atypical behaviour by an individual, we attempt to determine whether it is internally or externally caused.

Conscientiousness – A personality factor that describes the degree to which a person is responsible, dependable, persistent, and achievement oriented.

Consensus – A behavioural rule that asks if everyone faced with a similar situation responds in the same way.

Consistency – A behavioural rule that asks whether the individual has been acting in the same way over time.

Contrast effects – The concept that our reaction to a person is often influenced by other people we have recently encountered.

Core self-evaluation – The degree to which an individual likes or dislikes himself or herself, whether the person sees himself or herself as capable and effective, and whether the person feels in control of his or her environment or powerless over the environment.

Deep acting – Trying to modify one's true inner feelings based on display rules.

Displayed emotions – Emotions that are organizationally required and considered appropriate in a given job.

Distinctiveness – A behavioural rule that considers whether an individual acts similarly across a variety of situations.

Emotional dissonance – Inconsistencies between the emotions people feel and the emotions they project.

Emotional intelligence (EI) – An assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.

Emotional labour – When an employee expresses organizationally desired emotions during interpersonal interactions.

Emotional stability – A personality factor that describes the degree to which a person is calm, self-confident, and secure.

Emotions – Intense feelings that are directed at someone or something.

Employee deviance – Voluntary actions that violate established norms and threaten the organization, its members, or both.

Externals – Individuals who believe that their lives are controlled by outside forces, such as luck or chance.

Extraversion – A personality factor that describes the degree to which a person is sociable, talkative, and assertive.

Felt emotions – An individual's actual emotions.

Fundamental attribution error – The tendency to underestimate the influence of external factors and overestimate the influence of internal factors when making judgments about the behaviour of others.

Halo effect – Drawing a general impression of an individual based on a single characteristic.

Heuristics – Judgment shortcuts in decision making.

Machiavellianism – The degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means.

Moods – Feelings that tend to be less intense than emotions and that lack a contextual stimulus.

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Myers–Briggs Type Indicator (MBTI) – A personality test that taps four characteristics and classifies people into one of 16 personality types.

Narcissism – The tendency to be arrogant, have a grandiose sense of self-importance, require excessive admiration, and have a sense of entitlement.

Openness to experience – A personality factor that describes the degree to which a person is imaginative, artistically sensitive, and intellectual.

Perception – A process by which individuals organize and interpret their impressions to give meaning to their environment.

Personality – The stable patterns of behaviour and consistent internal states that determine how an individual reacts to and interacts with others.

Personality traits – Enduring characteristics that describe an individual's behaviour.

Prejudice – An unfounded dislike of a person or group based on their belonging to a particular stereotyped group.

Proactive personality – A person who identifies opportunities, shows initiative, takes action, and perseveres until meaningful change occurs.

Projection – Attributing one's own characteristics to other people.

Risk-taking – A person's willingness to take chances or risks.

Selective perception – People's selective interpretation of what they see based on their interests, background, experience, and attitudes.

Self-fulfilling prophecy – A concept that proposes a person will behave in ways consistent with how he or she is perceived by others.

Self-monitoring – A personality trait that measures an individual's ability to adjust behaviour to external, situational factors.

Self-serving bias – The tendency for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors.

Stereotyping – Judging someone on the basis of one's perception of the group to which that person belongs.

Surface acting – Hiding one's inner feelings and forgoing emotional expressions in response to display rules.

Type A personality – A personality with aggressive involvement in a chronic, incessant struggle to achieve more and more in less and less time and, if necessary, against the opposing efforts of other things or other people.

Type B personality – A personality that is described as easygoing, relaxed, and patient.

SUPPLEMENTAL MATERIAL

- Exploring Topics on the Web
- Additional Case and Handout Master for Case
- Additional Working With Others Exercise: Perception

EXPLORING TOPICS ON THE WEB

1. Go to the American Psychological Association website, www.apa.org/helpcenter/controlling-anger.aspx, to read about strategies for controlling anger. Write a two-page paper on what you

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learned and how it might apply to your life. (For example, maybe you already use meditation as a stress reliever, but plan to incorporate more exercise into your day.)

2. Learn more about yourself! Go to www.similarminds.com. There you will find a variety of personality tests such as MBTI and The Big Five and other IQ and personality tests. Most are free and often fun to take. Take two or three of your choice. Print the results and bring them to class where we will discuss the validity of your findings.

3. Try also the www.humanmetrics.com or www.psychology.about.com websites for more personality testing.

4. How does your Big Five profile (completed in number 2 above) compare against the MBTI? Go to www.personalitytype.com to get a brief assessment of your MBTI profile. Bring copies of both results to class for discussion.

5. Research EQ or EI (emotional quotient or emotional intelligence), which is now the hottest topic in emotion theory. Several sites provide an overview of these theories and why they are important. There are also tests you can take on your own emotional quotient (or emotional intelligence). Write five interesting facts about EQ and bring them to class. Be prepared to discuss how EQ can be used in the workplace.

6. How are personality tests and employment linked? Why would an employer or employee be interested in the results of a personality test? Conduct some research on this topic. Bring five new facts you learned from at least two websites to class for a group discussion.

CASE INCIDENT: Using the Predictive Index

Summary

Should a personality test be the impetus for overthrowing a company? Laura McCann thought so.

Laura McCann was CEO of a New York City–based private-label clothing manufacturer. She and her partner had owned the company for seven years. The firm made money, but it also was a source of aggravation for her as well as many of her managers. McCann had been concerned that a number of her staff members were unhappy with their jobs, including some of her highest-ranking managers. Moreover, she and her partner were constantly at each other's throats.

In late 1997, McCann stumbled upon a personality test, the *Predictive Index*, which changed the way she looked at her business and led to her decision to reinvent the company.

McCann had met a consultant in psychometric testing. He was a strong advocate of the *Predictive Index*--a simple checklist of 86 adjectives. The test takes about five minutes to complete. Respondents go through the 86 adjectives twice, once checking those terms that they feel describe "the way you are expected to act by others"; and again, this time checking those that "you yourself believe really describe you." Examples of adjectives include fussy, selfish, fearful, conscientious, tolerant, and loyal. Once scored, the *Predictive Index* identifies four scales that purport to characterize any personality: dominance, extraversion, patience, and precision.

McCann had her partner and all the managers in her company take the *Predictive Index* test. The results, according to the test consultant, indicated that the cause of all the trouble was that nearly half of those on the company's management team had personalities that didn't fit their job descriptions. What's more, McCann and her partner couldn't have been more poorly matched.

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Within a month of seeing these results, McCann took action. "The test helped me realize that all this difficulty we were having wasn't a personal thing. It just wasn't meant to be." McCann bought out her partner; restructured her management team, keeping just a well-chosen few; and started a totally new business with new partners and a largely different staff.

Questions

1. *Contrast the Predictive Index to the Big Five framework. How is it similar? How is it different?*

The Predictive Index measures dominance, extroversion, patience, and precision. The Big Five framework measures extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Thus both measure extroversion. Precision and conscientiousness may be related to each other. Otherwise the scales do not measure similar attributes.

2. *"Anyone with half a brain can fake a personality test. I can be anything an employer wants me to be." Do you agree or disagree with this statement? Support your position.*

A good personality test is designed to ask questions in multiple ways, so it is not always obvious what is the "right" answer. Moreover, to "trick" the employer you would need to know the specific traits for which they were hiring, and these might not be so obvious. Nevertheless, if a test is measuring something like honesty, some of the questions may be obvious and you might be able to score differently than your true personality. The downside of trying to fake a personality test is that if it is measuring your fit for a job, and you score as if you fit the job but really don't, you may find yourself in an unhappy situation.

3. *Could a test of emotional intelligence have been more effective in helping Laura McCann make her decision than the Predictive Index? Explain your position.*

The Predictive Index examined the personality–job fit, thus finding that many were not suited to the jobs they had. This is different from emotional intelligence, which is less linked to scores for specific jobs.

4. *Do you think Laura McCann's actions were justified based on the results of a five-minute personality test? Explain.*

The results of the tests seemed to verify McCann's observation that things weren't working out very well. Thus, the tests pointed her in a direction she might not have taken on her own. Personality tests can be reliable, though their use should not be taken lightly.

Source: Based on C. Caggiano, "Psycho Path," INC., July 1998, pp. 77–85.

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Masters for Chapter 2

1) Handout master for *Working with Others Exercise: Perception*

2) Handout master for *Case Incident: Using the Predictive Index*

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WORKING WITH OTHERS EXERCISE: Perception

In the new OB 292 project team, two members obviously have different perceptions on just about everything the team does. Kevin sees the project one way; Kim sees it differently. They have different perceptions about team goals, methods, values, and the roles team members should play.

Kevin gives the impression he wants to be in charge and he argues aggressively to get his way. Kim, who is more reserved, offers thoughtful ideas in rebuttal, and usually consults with the other group members for their views and support. Privately, Kevin bad-mouths Kim to anyone who will listen. He says that he has been on successful teams many times and knows the best ways to operate the team. He says that Kim is a "control freak" and "the only one on the team holding up progress". Kim, on the other hand, only conveys her feelings about Kevin when team members are present, but she has repeatedly said out loud, “There are more ways of getting this team started than just yours! Too bad you have a closed mind!"

For the most part, the other team members perceive Kim and Kevin to have a personality conflict, and they are avoiding getting involved. The team is ineffective so far, and there's pressure to get the team on track because of the impending class assignment deadline.

Agree on answers to the following questions, then report back on your group's conclusions.

Time: 30 minutes.

1. What main factors may account for the different perceptions held by Kevin and Kim?
   - In each perceiver?
   - In the targets?
   - In the current situation?

2. What are some perceptual errors each may be taking in judging the other? Are these judgments correct? To what extent might the current situation be affecting the different perceptions?

3. To what extent might each person's apparent personality be the cause for the current conflict? Define their respective personalities.

4. If behaviour such as this happens often, how can perceptions be changed so that people in conflict like Kevin and Kim can reach consensus? List some ideas.

Source: Larry Anderson, Faculty of Commerce, UBC

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CASE INCIDENT: Using the Predictive Index

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Questions

1. *Contrast the Predictive Index to the Big Five framework. How is it similar? How is it different?*
2. *"Anyone with half a brain can fake a personality test. I can be anything an employer wants me to be." Do you agree or disagree with this statement? Support your position.*
3. *Could a test of emotional intelligence have been more effective in helping Laura McCann make her decision than the Predictive Index? Explain your position.*
4. *Do you think Laura McCann's actions were justified based on the results of a five-minute personality test? Explain.*

Source: Based on C. Caggiano, "Psycho Path," INC., July 1998, pp. 77–85.

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Fundamentals of Organizational Behaviour (Canadian) 5th edition Langton Solutions Manual

Chapter 2:

Perception, Personality, and Emotions

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Chapter Outline

- **Perception**
  - Factors Influencing Perception
  - Perceptual Errors
  - Why Do Perception and Judgment Matter?
- **Personality**
  - What Is Personality?
  - Measuring Personality
  - Personality Determinants
  - Personality Traits
  - Other Personality Attributes Influencing OB
  - Personality and National Culture
- **Emotions**
  - What Are Emotions and Moods?
  - Choosing Emotions: Emotional Labour
  - Why Should We Care About Emotions in the Workplace?

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Learning Outcomes

1. What is perception?
2. What is personality and how does it affect behaviour?
3. Can emotions help or get in the way when we are dealing with others?

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Perception

- **What is Perception?**
  - The process by which individuals select, organize, and interpret their sensory impressions in order to give meaning to their environment.

- **Why is it important?**
  - Because behaviour is based on perception of what reality is, not on reality itself.
  - The world as it is perceived is the world that is behaviourally important.

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Factors Influencing Perception

- The Perceiver
- The Target
- The Context

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Perceptual Errors

- Attribution Theory
- Selective Perception
- Halo Effect
- Contrast Effects
- Projection
- Stereotyping

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Attribution Theory

- When individuals observe behaviour, they attempt to determine whether it is internally or externally caused.
  - **Distinctiveness**
    - How often does the person do this in other situations?
  - **Consensus**
    - How often do other people do this in similar situations?
  - **Consistency**
    - How often did the person do this in the past?

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How Attributions Get Distorted

- **Fundamental Attribution Error**
  - The tendency to underestimate external factors and overestimate internal factors when making judgments about others' behaviour.

- **Self-Serving Bias**
  - The tendency to attribute one's successes to internal factors while putting the blame for failures on external factors.

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Perceptual Errors

- **Selective Perception**
  - People selectively interpret what they see based on their interests, background, experience, and attitudes.
- **Halo Effect**
  - Drawing a general impression about an individual based on a single characteristic, such as intelligence, likeability, or appearance.
- **Contrast Effects**
  - A person's evaluation is affected by comparisons with other individuals recently encountered.

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Perceptual Errors

- **Projection**
  - Attributing one's own characteristics to other people.
- **Stereotyping**
  - Judging someone on the basis of your perception of the group to which that person belongs.
- **Prejudice**
  - An unfounded dislike of a person or group based on their belonging to a particular stereotyped group.

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Why Do Perceptions and Judgment Matter?

- **Most obvious applications of judgment shortcuts in the workplace:**
  - Employment interviews
  - Performance expectations
  - Performance evaluations

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Why Do Perceptions and Judgment Matter?

- **Self-Fulfilling Prophecy**
  - A concept that proposes a person will behave in ways consistent with how he or she is perceived by others.

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Personality

- **What is Personality?**
  - The stable patterns of behaviour and consistent internal states that determine how an individual reacts and interacts with others.

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Measuring Personality

- **Measuring Personality**
  - Research indicated that personality tests are useful in hiring decisions.
  - Scores on personality tests help managers forecast who is the best fit for a job.

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Measuring Personality

- **Means of measuring personality**
  - **Self-report surveys**
    - Individuals evaluate themselves on a series of factors
  - **Observer-ratings surveys**
    - Provide an independent assessment of personality.
    - Tend to be more accurate predictors of job success on the job.

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Personality Determinants

- **Personality Determinants**
  - Heredity
  - Environmental Factors
  - Situational Conditions

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Personality Traits

- **Personality Traits**
  - Enduring characteristics that describe an individual's behaviour (i.e. shy, aggressive, submissive, lazy, ambitious, loyal, and timid).
- **Dominant frameworks used for identifying and classifying personality traits**
    - The Myers-Briggs Type Indicator (MBTI)
    - The Big Five Model

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Myers-Briggs Type Indicator (MBTI)

- **MBTI:**
  - Personality test to determine how people usually act or feel in particular situations.
- **Classifications:**
  - Extroverted (E) or Introverted (I)
  - Sensing (S) or Intuitive (N)
  - Thinking (T) or Feeling (F)
  - Judging (J) or Perceiving (P)
- **Combined to form 16 personality types:**
  - Three examples:
    - INTJ
    - ESTJ
    - ENTP

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The Big Five Model

- **Five Basic Personality Dimensions:**
  - Extraversion
  - Agreeableness
  - Conscientiousness
  - Emotional Stability
  - Openness to Experience

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Other Personality Attributes Influencing OB

- Core Self-Evaluations
- Machiavellianism
- Narcissism
- Self-Monitoring
- Risk-Taking
- Type A Personality
- Type B Personality
- Proactive Personality

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Core Self-Evaluations

- **People differ in the degree to which they:**
  - Like or dislike themselves
  - Whether they see themselves as effective, capable, and in control of their environment.

- **People with positive core-self evaluations perform better because they:**
  - Set more ambitious goals
  - Are more committed to their goals
  - Persist longer at attempting to reach those goals

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Machiavellianism

- **Degree to which an individual is:**
  - pragmatic
  - maintains emotional distance
  - believes that ***the ends can justify the means***
- **High Machs vs. Low Machs**
  - manipulate more
  - win more
  - are persuaded less
  - persuade others more

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Narcissism

- The tendency to be arrogant, have a grandiose sense of importance, require excessive admiration, and have a sense of entitlement.

- Narcissists tend to think that they are *better* leaders than their colleagues; but, their supervisors tend to rate them as *worse.*

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Self-Monitoring

- An individual's ability to adjust behaviour to external, situational factors.

- High self-monitors tend to:
  - Pay closer attention to the behaviour of others
  - Are more capable of conforming than low self-monitors
  - Tend to be more mobile in their careers
  - Receive more promotions
  - More likely to occupy central positions in an organization

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Risk-Taking

- Refers to a person's willingness to take chances, a quality that affects how much time and information managers require before they make a decision.

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Type A Personality

- Always moves, walks, and eats rapidly
- Impatient
- Multitasks
- Dislikes leisure time
- Obsessed with numbers, measures success in terms of how many or how much of everything is acquired

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Type B Personality

- Never suffers from a sense of time urgency
- Does not need to display or discuss achievements or accomplishments
- Plays for fun and relaxation, not to win
- Can relax without guilt

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Proactive Personality

- A person who identifies opportunities, shows initiative, takes action, and perseveres until meaningful change occurs.

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Personality and National Culture

- The five personality factors identified in the Big Five model appear in almost all cross-cultural studies.
- Differences tend to be on dimensions and whether countries are predominantly individualistic or collectivistic.
- Personality tests may be subject to cultural bias when used on samples of people other than those for whom the tests were designed.

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What Are Emotions and Moods?

- **Affect**
  - Generic term that covers a broad range of feelings people experience, including emotions and moods.
- **Emotions**
  - Intense feelings that are directed at someone or something.
- **Moods**
  - Feelings that tend to be less intense than emotions and that lack a contextual stimulus.

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Choosing Emotions: Emotional Labour

- When an employee expresses organizationally desired emotions during interpersonal transactions at work.
  - **Emotional Dissonance**
  - **Felt Emotions**
  - **Displayed Emotions**
  - **Surface Acting**
  - **Deep Acting**

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Why Should We Care About Emotions in the Workplace?

- Emotions provide important information about how we understand the world around us

- People who know their own emotions and are good at reading others' emotions may be more effective in their jobs

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Emotional Intelligence

- **Emotional Intelligence**
  - refers to an individual's ability to:

1. **Be self-aware**
   - to recognize one's own emotions when one experiences them
2. **Detect emotions in others**
3. **Manage emotional cues and information**

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Emotional Intelligence

The Case for EI

- Intuitive appeal
- EI predicts criteria that matter
- EI is biologically based

The Case Against EI

- EI is too vague a concept
- EI cannot be measured
- The validity of EI is suspect

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Negative Workplace Emotions

- Negative emotions can lead to negative workplace behaviours:
  - **Production** (leaving early, intentionally working slowly)
  - **Property** (stealing, sabotage)
  - **Political** (gossiping, blaming co-workers)
  - **Personal aggression** (sexual harassment, verbal abuse)

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Summary and Implications

1. **What is perception?**
   - Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment.
2. **What is personality and how does it affect behaviour?**
   - Personality helps us predict behaviour.
   - Personality affects how people react to others, and the types of jobs that they may desire.
3. **Can emotions help or get in the way when we're dealing with others?**
   - They can hinder performance, especially when emotions are negative.
   - They can also enhance performance.

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OB at Work: For Review

1. Define *perception*.
2. What is attribution theory? What are its implications for explaining behaviour in organizations?
3. What is stereotyping? Give an example of how stereotyping can create perceptual distortion.
4. Give some positive results of using shortcuts when judging others.
5. Describe the factors in the Big Five Personality model. Which factor shows the greatest value in predicting behaviour?

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OB at Work: For Review

6. What behavioural predictions might you make if you knew that an employee had (a) an negative core self-evaluation? (b) a low Mach score? (c) low self-monitoring? (d) a Type A personality?
7. To what extent do people's personalities affect how they are perceived?
8. What is emotional labour and why is it important to understanding OB?
9. What is emotional intelligence and why is it important?

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OB at Work: For Critical Thinking

1. How might the differences in experience of students and instructors affect their perceptions of classroom behaviour (e.g., students' written work and class comments)?
2. An employee does an unsatisfactory job on an assigned project. Explain the attribution process that this person's manager will use to form judgments about this employee's job performance.
3. One day your boss comes in and he is nervous, edgy, and argumentative. The next day he is calm and relaxed. Does this behaviour suggest that personality traits aren't consistent from day to day?
4. What, if anything, can managers do to manage employees' emotions? Are there ethical implications in any of these actions? If so, what?
5. Give some examples of situations where expressing emotions might enhance job performance.

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