Organizational Behaviour Concepts Controversies Applications (Canadian) 8th edition Langton Solutions Manual

SKU: 9780134645858-SOLUTIONS

CHAPTER 2
PERCEPTION, PERSONALITY, AND EMOTIONS

CHAPTER OUTLINE

Perception

- Factors That Influence Perception
- Perceptual Errors
- Why Do Perception and Judgment Matter?

Personality

- What Is Personality?
- Measuring Personality
- Personality Determinants
- Personality Traits
- The Dark Triad
- Other Personality Attributes That Influence OB
- Situation Strength Theory

Emotions

- What Are Emotions and Moods?
- Moral Emotions
- Choosing Emotions: Emotional Labour
- Why Should We Care About Emotions in the Workplace?
- Perception
- Attributions
- Personality
- Emotions

Summary

OB at Work

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LEARNING OUTCOMES

After studying this chapter, you should be able to:

1. Define perception, and explain the factors that influence it.
2. Explain attribution theory, and list the three determinants of attribution.
3. Describe personality, the way it is measured, and the factors that shape it.
4. Describe the Myers-Briggs Type Indicator personality framework and its strengths and weaknesses.
5. Identify the key traits in the Big Five Personality Model.
6. Demonstrate how the Big Fine personality traits predict behaviour at work.
7. Differentiate between emotions and moods.
8. Show the impact of emotional labour on employees.
9. Contrast the evidence for and against the existence of emotional intelligence.
10. Identify strategies for emotion regulation and their likely effects.

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 affect one'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:

- What is perception?

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- What factors affect our perception?
- What does attribution theory tell us?
- What are the shortcuts and biases people use in judging others?
- Why do perception and judgment matter?
- What is personality? What are its determinants?
- Describe the Big Five Personality Model.
- What major personality attributes most influence OB?
- What are emotions and moods?
- Why should we care about emotions in the workplace?
- What is emotional labour?
- What is emotional intelligence?
- How do global differences affect perception, personality and emotions?

SUGGESTED TEACHING PLAN

In this class I go over judgment shortcuts and personality issues through the use of a mini-lecture. We then do a review of students' personality tests from Exploring the Web (they are asked to fill these out ahead of time) and then collect numbers for each of the different types (Type A, Type B, etc.) This gives them some insights into personality distributions.

Be sure to check the Supplemental Material section for additional material that can be used in class or assigned as homework.

SAMPLE LECTURE OUTLINE

Perception Defined

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.

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Factors Influencing Perception

(See Exhibit 2-1 Factors That Influence Perception)

A number of factors operate to shape and sometimes distort perception.
These factors can reside in 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.

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 attention.
This could include time, heat, light, or other situational factors.

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 behaviour is believed to result from the environment.

Internally-caused behaviour is attributed to those events that are believed to be under the personal control of the individual.

Rules about behaviour are based on three rules:

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- Distinctiveness

Does 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 individual act the same as others in same situation?

If yes, you would be expected to give an external attribution.

If no, your conclusion as to causation would be internal.

- Consistency

Does the individual act the same way over time?

If yes, the observer is inclined to attribute it to internal causes.

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 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.

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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 Effect

A person's evaluation is often influenced by other people that we have recently encountered. For example, an interview situation in which one sees a pool of job applicants can distort perception. 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. Rather than perceiving people as they really are, we judge people as being 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.

We simplify a complex world by use of heuristics which are judgment shortcuts and lead to inaccurate generalizations about people.

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 they are accurate.

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

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Prejudice can lead to negative consequences in the workplace, particularly discrimination.

Prejudice usually starts with stereotypes and then has negative emotional content added.

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.

Why Do Perception and Judgment Matter?

There are a variety of occasions where judgment is used in organizations. Judgments may have important consequences. Below are most obvious applications of judgment shortcuts in the workplace.Notes

Employment Interviews

Evidence indicates that interviewers make perceptual judgments that affect whether the individual is hired.

Early perceptions and first impressions, which are often inaccurate, become entrenched.

Performance Expectations

Self-fulfilling prophecy describes how an individual's behaviour is determined by others' expectations.

If expectations are high, employees are not likely to let the manager down.

If expectations are low, performance will likely meet those low expectations.

Performance Evaluations

An employee's performance appraisal is very much dependent on the perceptual process.

Although the appraisal can be objective, many jobs are evaluated in subjective terms. Subjective measures are, by definition, judgmental.

To the degree that managers use subjective measures in appraising employees, what the evaluator perceives to be good or bad employee characteristics or behaviours will significantly influence the outcome of the appraisal.

Personality

What Is Personality?

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

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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.

Personality Determinants

Heredity is an approach that argues that the ultimate explanation of an individual's personality is the molecular structure of the genes, located in the chromosomes.

The most persuasive research on this comes from studying monozygotic twins who were separated at birth and raised in very different environments. Different research studies with these kinds of twins have determined that genetics accounts for about half of the personality differences in people.

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.

Myers-Briggs Type Indicator

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

Classifications:

- Extraverted (E) or introverted (I)
- Sensing (S) or intuitive (I)
- Thinking (T) or feeling (F)
- Perceiving (P) or judging (J)

These classifications are then 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.

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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 Personality Model
(See Exhibit 2-4 Big Five Personality Factors)

An impressive body of 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. Individual's propensity to defer to others. High agreeableness people—cooperative, warm, and trusting. Low agreeableness people—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 and are sometimes classified as neuroticism.

- 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 category are conventional and find comfort in the familiar.

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

(See Exhibit 2-5 Jobs in Which Certain Big Five Personality Traits Are More Relevant)

Conscientiousness predicted 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.

(See Exhibit 2-6 How the Big Five Traits Influence OB)

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The Dark Triad

The Big Five personality traits are generally socially desirable. Three other traits are found to be socially undesirable.

Machiavellianism: Degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means.

This personality attribute is named after Nicoló 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.

(See Exhibit 2-7 Does Business School Make You Narcissistic?)

Psychopathy: In the OB context psychopathy is defined as a lack of concern for others and a lack of guilt or remorse when one's actions cause harm.

Psychopathy measures include:

- The person's motivation to comply with social norms.
- Willingness to use deceit to obtain desired ends and the effectiveness of those efforts.
- Impulsivity.
- Disregard or lack of empathetic concern for others.

Antisocial personality is found to be positively related to advancement in organizations but unrelated to other aspects of career success and effectiveness.

Psychopathy may be related to the use of hard influence tactics (threats, manipulation) and bullying work behaviour.

Teaching Tip: In the Exploring Topics on the Web section there is a link to a personality testing site that specifically has a test addressed to the Dark Triad. This may be an interesting exercise.

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.

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People who have positive core self-evaluations like themselves and see themselves as effective, capable, and in control of their environment.

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

Teaching Tip: Have the students fill out the personality inventories from Exploring Topics on the Web section, and then have them work in groups to analyze the results. Specifically, you could 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?

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, one is aware of their surroundings and tries to adjust their behaviour accordingly.

Proactive Personality

People with a proactive personality identify opportunities, show initiative, take action, and persevere until meaningful change occurs.

They are more likely to challenge the status quo.

Proactive people have entrepreneurial initiative and are more likely to achieve career success.

Emotions

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.

Research identified six universal emotions: anger, fear, sadness, happiness, disgust, and surprise.

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.

What Are Emotions and Moods?

(See Exhibit 2-8 Affect, Emotions, and Moods)

Emotions encompass three related terms:

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- Affect: A generic term that covers a broad range of feelings people experience.
- 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.

Emotions are reactions to a person or an event. Emotions are more likely to be fleeting than moods.

Emotions and moods are closely connected and can influence each other. Emotions can turn into moods when focus from the object is removed. Also, good or bad moods can make us more emotional.

Choosing Emotions: 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 and/or your job.

Emotional labour refers to the requirement to express desired emotions at work.

A challenge arises when employees have to project one emotion while feeling another. This difference is emotional dissonance and can negatively affect employees.

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 McDonalds' employee lash out at them if they're having a bad day.

Employees can experience a conflict with emotions.

Felt emotions—An individual's actual emotions.

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

Displaying fake emotions requires us to suppress real ones.

Surface acting is hiding one's inner feelings and the resulting emotional expressions. These are displayed emotions.

Deep acting is trying to modify one's true inner feelings based on display rules. These are 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.

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Why Should We Care About Emotions in the Workplace

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: An assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.

Emotional Intelligence (EI) is a person's ability to:

- Be self-aware (to recognize one's own emotions when one experiences them).
- Detect emotions in others.

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.

The Case for EI:

- It has intuitive appeal.
- It predicts criteria that matters. Evidence suggests that a high level of EI means a person will perform well on the job.
- It is biologically based. Research suggests that EI is neurologically based in a way that is unrelated to standard measures of intelligence.

The Case Against EI:

- It is too vague a concept.
- It cannot be measured.

The validity of EI is suspect.

Negative Workplace Emotions. Negative emotions can lead to a number of deviant workplace behaviours.

Employee deviance can be displayed in categories such as:

Production (leaving early, intentionally working slowly).

Property (stealing, sabotage).

Political (gossiping, blaming co-workers).

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Personal aggression (sexual harassment, verbal abuse).
Many of these deviant behaviours can be traced to negative emotions.

Managing emotions in the workplace is important in warding off negative behaviour and encouraging positive behaviour.

Emotion Regulation

Emotion management that allows a person to identify and modify the emotions felt.

Related to surface acting or "putting on a face".

Effective emotion regulation techniques include:

- Acknowledging rather than suppressing our emotional responses and re-evaluating events after they occur.

- Venting or open expression of emotions as opposed to keeping emotions "bottled up".

Not everyone is equally good at regulating his/her emotions.

Individuals who are higher in neuroticism or those with lower levels of self-esteem have more trouble in controlling emotions.

Emotion management ability is a strong predictor of task performance for some jobs and organizational citizenship behaviour, but there is a downside.

Trying to change emotions takes effort and this can be exhausting and may make the emotion stronger.

Avoiding negative emotional experiences is less likely to lead to positive moods than does seeking out positive emotional experiences.

Global Implications

Perception

Perception is not universal. Culture affects how we see the world around us and what we recall.

There is a cultural tendency to focus on either an object/person or a context.

Research suggests that the cultural tendency is part of the "hard wiring" of our brains.

Attributions

Cultural differences also show in the attributions people make.

Asians overall are more likely to make group-based attributions.

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Asians are less likely to attribute a person's behaviour to internal factors than external or situational ones.

Asian managers are more likely to lay blame on institutions or whole organizations rather than individual managers.

Personality

The Big Five model appears in many cross-cultural studies.

The Big Five appears to predict behaviour more accurately in individualistic cultures than collectivistic cultures.

Emotions

People vary in the degree to which they experience emotions.

Frequency and intensity of expressing emotions varies also.

In general, people from all over the world interpret negative and positive emotions the same way.

Negative emotions are viewed as dangerous and destructive.

We all desire positive emotions.

There are some notable differences in how we value certain emotions.

Americans value enthusiasm and pride; whereas Eastern cultures tend to view pride as undesirable.

The Chinese consider negative emotions to be useful and constructive.

The norms for the expression of emotions vary by culture.

Summary

Individuals base their behaviour on the way they see their external environment or believe it to be. Personality does not explain all behaviour but it matters to OB. The Big Five Personality Model is particularly important in revealing how personality matters more in some situation than others. Personality can help you understand why people act, think, and feel the way they do. Emotions and moods are important factors in a workplace and are relevant to managerial practices.

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OB AT WORK

FOR REVIEW

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

1. What is perception, and what factors influence our perception?

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. What one perceives can be substantially different from objective reality. Perception is important in the study of OB because people's behavior is based on their perception of what reality is, not on reality itself. Factors in the perceiver such as attitudes and motives; factors in the situations such as time, work or social setting; and factors in the target such as proximity, sounds, motion are all factors that can influence our perception.

2. What is attribution theory? What are the three determinants of attribution? What are the implications of attribution theory for explaining organizational behavior?

Attribution theory suggests that when we observe an individual's behavior, we attempt to determine whether it was internally or externally caused. That determination depends largely on three factors: distinctiveness, consensus, and consistency. An implication for managers is that errors or biases distort attribution. For example, while making judgments about the behavior of other people, we tend to overestimate the influence of personal factors or internal factors and underestimate the influence of external factors.

3. What is personality? How do we typically measure it? What factors determine personality?

Personality is the sum total of ways in which an individual reacts and interacts with others, the measurable traits a person exhibits. It is typically measured using self-reporting surveys. Observer-ratings surveys that provide an independent assessment of personality are often better predictors. Personality seems to be the result of both hereditary and environmental factors. Heredity refers to factors determined at conception: physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and bio-rhythms.

4. What is the Myers-Briggs Type Indicator (MBTI), and what does it measure?

The Myers-Briggs Type Indicator (MBTI) is the most widely used instrument in the world to determine personality attributes. Participants are classified on four axes to determine one of 16 possible personality types. It measures – extroverted/introverted; sensing/intuitive; thinking/feeling; and judging/perceiving attributes.

5. What are the key traits in the Big Five personality model?

Extroversion – sociable, gregarious, and assertive; Agreeableness – good-natured, cooperative and trusting; Conscientiousness – responsible, dependable, and organized; Emotional stability – calm, self-confident versus negative, and depressed; Openness to experience – Curious, imaginative.

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6. How do the Big Five traits predict behavior at work?

Certain traits have been shown to strongly relate to higher job performance. For example, highly conscientious people develop more job knowledge, exert greater effort, and have better performance. Other Big Five Traits also have implications for work. Emotional stability is related to job satisfaction. Extroverts tend to be happier in their jobs and have good social skills. Open people are more creative and can be good leaders. Agreeable people are good in social settings.

7. What is the difference between emotions and moods? What are the basic motions and moods?

Emotions are intense feelings directed at someone or something. Moods are feelings that tend to be less intense than emotions and often lack a contextual stimulus. Thus, the similarities are the "feelings" component, but the differences lie in the intensity and context. The basic emotions on a continuum are happiness – surprise – fear – sadness – anger – disgust. The basic emotions are classified as those with a positive effect, such as joy and gratitude, and those with a negative effect, such as anger or guilt.

8. What impact does emotional labor have on employees?

Emotional labor is when an employee expresses organizationally desired emotions during interpersonal transactions. It was originally developed in relation to service jobs, but now seems to apply to every job. For example, you are expected to be courteous and not hostile in interactions with coworkers.

9. What is the evidence for and against the existence of emotional intelligence?

Emotional intelligence (EI) refers to an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.
Self-awareness: being aware of what you are feeling.
Self-management: the ability to manage one's own emotions and impulses.
Social skills: the ability to handle or detect the emotions of others.
Several studies suggest EI may play an important role in job performance.
EI is controversial and there are pros and cons.
Case for EI: intuitive appeal; predicts criteria that matter; is biologically based.
Case against EI: too vague a concept, can't be measured, validity is suspect.

10. What are some strategies for emotion regulation and their likely effects?

Emotion regulation is part of the EI literature but has also been studied as an independent concept. The central ideal behind emotion regulation is to identify and modify the emotions you feel. Strategies to change your emotions include thinking about more pleasant things, suppressing negative thoughts, distracting yourself, reappraising the situation, or engaging in relaxation techniques. Changing your emotions takes effort, and this effort can be exhausting. Emotion suppression appears to be especially difficult to do effectively and can lead to more negative emotions; reappraising situations is usually more effective in increasing positive emotions and limiting negative emotions.

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POINT/COUNTERPOINT

Sometimes Yelling is for Everyone's Good

Point:

Anger is discussed throughout this chapter for a reason: It's an important emotion. There are benefits to expressing anger. Research indicates that only employees who are committed to their organizations tend to express their anger, and generally only to leaders who created the situation. This type of expression of anger could lead to positive organizational change. Suppressed anger can lower job satisfaction and lead to a feeling of hopelessness that things will improve.

Emerging research shows that suppressing anger takes a terrible internal toll on individuals. One Stanford University study found, for example, that when individuals were asked to wear a poker face during the showing of a movie clip depicting the atomic bombings of Japan during World War II, they were much more stressed in conversations after the video. Other research shows that college students who suppress emotions like anger have more trouble making friends and are more likely to be depressed, and that employees who suppress anger feel more stressed by work. For the good of organizations and their employees, we should encourage people not to hold back their emotions, but to share them constructively.

Counterpoint:

Anger is a common emotion. But it's also a toxic one for the giver and the receiver. Angry outbursts can compromise the heart and contribute to diabetes, among other ill effects. The experience of another's anger and its close correlate, hostility, is also linked to many counterproductive behaviors in organizations. Research estimates that 16 percent of fatal workplace injuries result from workplace violence. That is why many organizations have developed counteractive techniques—to blunt the harmful effects of anger in the workplace.

Everyone wins when organizations seek to diminish both the experience and the expression of anger at work. The work environment becomes less threatening and stressful to employees and customers. Employees are likely to feel safer, and the angry employee is often helped as well.

Class Exercise

Divide the class into two groups—one group to take on the issues raised in Point, the other group to take on the issues raised in Counterpoint. You may want to divide each half into smaller groups to enable all class members to participate in the group's discussions.

Ask the class to act as an organization's management team. Their job is to make recommendations for a company policy on displays of anger in the work place.

Have students present their recommendations to the class and make a decision as to what the best arguments are and why. What gains do they expect as a result of the criteria that they used?

Have them list the recommendations and benefits on the board for the class to evaluate during the discussion.

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BREAKOUT GROUP EXERCISES

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

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, poorly lit might also have affected perceptions. How other students were acting would also affect perceptions.

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.

EXPERIENTIAL EXERCISE

Who Can Catch a Liar?

We mentioned earlier in the chapter that emotion researchers are highly interested in facial expressions as a window into individuals' emotional worlds. Research has also studied whether people can tell someone is lying based on signs of guilt or nervousness in their facial expressions. Let's see who is good at catching liars. Split up into teams, and follow these instructions.

Randomly choose someone to be the team organizer. Have this person write "T" for truth and "L" for lie on a piece of paper. If there are, say, six people in the group (other than the organizer), then three people will get a slip with a "T" and three a slip with an "L." It's important that all team members keep what's on their paper a secret.

Each team member needs to come up with a true or false statement depending on whether he or she holds a T or an L slip. Try not to make the statement so outrageous that no one would believe it. (For example, "I have flown to the moon.")

The organizer will have each member make his or her statement. Group members should then examine the person making the statement closely to try to determine whether the person is telling the truth or lying. Once each person has made his or her statement, the organizer will ask for a vote and record the tallies.

Each person should now indicate whether the statement was the truth or a lie.

How good was your group at catching the liars? Were some people good "liars"? What did you look for to determine if someone was lying?

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ETHICAL DILEMMA

Happiness Coaches for Employees

Summary

Spillover from personal unhappiness to negative emotions at work leads employees to engage in counterproductive behaviours with customers, clients, or fellow employees. Organizations are turning to happiness coaches to address the link between personal unhappiness to work emotions and behaviours. These coaches attack the negative emotions and teach people to analyze these emotions to prevent them from becoming overwhelming. On the other hand, a "do-it-yourself" method may work as well. It is suggested that the key is to lend a "helping hand". Helping others at work may improve your mood in your personal life as well.

Questions

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

Do you think happiness coaches are effective? How might you assess their effectiveness?

Responses to this question will vary by student. Students might suggest measuring happiness through surveys or looking at retention rates.

Would you welcome happiness training in your workplace? Why or why not?

Again, responses to this question will vary by student. Many students will probably suggest that improving a workplace environment would be a positive decision, but they may disagree as to how to accomplish that goal.

Under what circumstances—if any—is it ethically appropriate for a supervisor to suggest a happiness coach for a subordinate?

Many students will probably suggest that unless the employee is underperforming, it could be inappropriate for a supervisor to recommend a happiness coach for a specific employee. However, students may suggest that a happiness coach could be appropriate to boost employee morale across the entire organization or within a particular department.

CASE INCIDENT

The Power of Quiet

Summary

Introversion is generally seen as undesirable, partly because extraverts like being in charge and are more apt to shape environments to fit their wish. Generally when people observe introverts they typically assume an underlying problem, as if not being quiet is the norm. We may overlook the quiet, thoughtful introvert when choosing a leader, we may quell creativity by doing most of

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our work in groups, and we may mistake appearance for reality. A researcher, Cain, encourages us to rethink this perception so that we stop suppression of introversion and make more room for quiet people, ”Don’t mistake assertiveness or eloquence for good ideas.” She simply thinks we should encourage people to be who they truly are, and that means valuing both extraversion and introversion.

Questions

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

Would you classify yourself as introverted or extraverted? How would people who know you describe you?

Students are likely to have different answers to this question. And the extroverts are more likely to answer aloud! This is a reflective case incident which encourages and celebrates personality differences.

Would you prefer to be more introverted, or more extraverted, than you are? Why?

Some students may describe themselves as fake extroverts who are more naturally introverted but who are acting as extroverts because they believe society is expecting them to do so.

Do you agree with Cain’s arguments? Why or why not?

Students are likely to have different views about answers to this question. Students may reflect on social media and the propensity for people to portray themselves in a manner that will make them popular or liked. Cain’s argument suggests that leadership is less about popularity and more about self-awareness and skills such as emotional intelligence as described in the text.

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CASE INCIDENT

Tall Poppy Syndrome

Summary

". . . the tall poppy syndrome, where the successful are cut down to the same size as everyone else, quick smart. You're not supposed to stand out for intelligence, achievement, or, worst of all, wealth."– Peter Hartcher

Evidence indicates that individuals whose performance and status rises above the rest (the tall poppies) sometimes find their careers are decapitated by jealous coworkers (the shorter poppies) who undermine their efforts. Tall poppies are more likely to be victimized by group members, and group members are often pleased if a tall poppy is "brought down" by outsiders. To the extent that it cuts down those with legitimate achievements, there is nothing good about tall poppy syndrome when high performers are victimized and work performance is limited to a common denominator.

Both the high performer and the organization can employ some countermeasures aimed at lessening the emotional reactions of observers. For one, high performers can demonstrate humbleness and humility. This may allow them to boost the performance of coworkers, who then no longer feel resentful of their success. Second, managers can increase work group identity for the coworkers, so they see the success of one individual as the success of the group, rather than as an injustice

Questions

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

Most research suggests we are not very good at detecting fake emotions, and we think we're much better than we are. Do you believe training would improve your ability to detect emotional displays in others?

Actually studying the variability of meanings encoded into facial expressions could improve the ability to detect a number of psychological and emotional responses among those we observe.

Do you think the information in this case could help you tell whether someone's smile is genuine?

The suggestions about the physical characteristics of real smiles and fake smiles can be put into practice to "read" the underlying emotions of the persons being observed. The concepts, however, will require a great deal of practice in known situations to ensure proper and accurate interpretation.

Is your impression of the facial expressions of the eight business leaders consistent with what the researcher found? If not, why do you think your views might be at odds with his?

Response to this question will depend on the student's interpretation of his or her physical characteristics in smiling.

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FROM CONCEPTS TO SKILLS

Reading Emotions

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.

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.

Big Five Personality Model - A personality assessment model that taps five basic dimensions.

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

Consensus - A behavioural rule that considers whether everyone faced with a similar situation responds in the same way.

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

Contrast effects - The concept that our reaction to one 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.

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Dark Triad – A group of negative personality traits consisting of Machiavellianism, narcissism, and psychopathy.

Deep acting - Trying to modify one's true inner feelings to match what is expected.

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 - Inconsistency between the emotions an individual feels and the emotions he or she shows.

Emotional intelligence (EI) – The ability to detect and to manage emotional cues and information.

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

Emotional stability - A personality dimension that characterizes someone as calm, self-confident, and secure (positive) vs. nervous, depressed, and insecure (negative).

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.

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 on the basis of 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.

Myers-Briggs Type Indicator (MBTI) - A personality test that taps four characteristics and classifies people into 1 of 16 personality types.

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

Negative affect – A mood dimension that consists of emotions such as nervousness, stress, and anxiety at the high end and relaxation, tranquility and poise at the low end.

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

Perception – The process by which individuals organize and interpret their impressions in order 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 - The dislike of a person or group based on preconceived and unfounded opinions.

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.

Psychopathy – The tendency for a lack of concern for others and a lack of guilt or remorse when one's actions cause harm.

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 to display what is expected.

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SUPPLEMENTAL MATERIAL

Exploring Topics on the Web

Go to the American Psychological web page http://www.apa.org and select Anger under the Topics heading to read about strategies for controlling anger. Write a two-page paper about what you 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.)

Learn more about Attribution Theory at: http://healthyinfluence.com (click on Steve's primer of practical persuasion 3.1). Does this information explain how we as humans can explain anything? Obviously, there are accurate attributions and errors in attributions that we make every day. Write a paragraph or two about what you learned from this page.

How are personality tests and employment linked? Why would an employer or employee be interested in the results of a personality test? Go to the following site to learn more: http://www.hr-guide.com/data/G312.htm . Find other websites on the topic. Bring five new facts you learned from at least two websites to class for a group discussion.

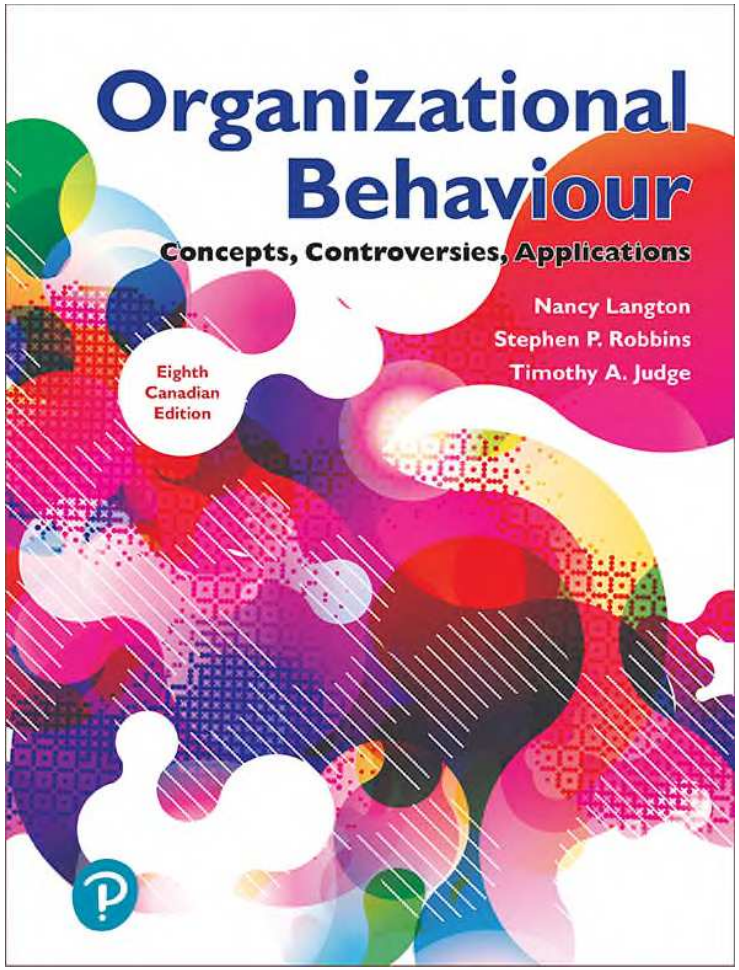
Another interesting personality testing website is at https://openpsychometrics.org/ . This website provides a collection of interactive personality tests with detailed results that can be taken for personal entertainment or to learn more about you. One interesting test here is The Dark Triad.

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Organizational Behaviour: Concepts, Controversies, Applications

Eighth Canadian Edition



Chapter 2

Perception, Personality, and Emotions

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Chapter Outline (1 of 2)

- **Perception**
  - Factors That Influence Perception
  - Perceptual Errors
  - Why Do Perception and Judgment Matter?
- **Personality**
  - What Is Personality?
  - Measuring Personality
  - Personality Determinants
  - Personality Traits
  - The Dark Triad
  - Other Personality Attributes That Influence OB

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Chapter Outline (2 of 2)

- **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 of 2)

1. Define *perception*, and explain the factors that influence it.
2. Explain attribution theory, and list the three determinants of attribution.
3. Describe personality, the way it is measured, and the factors that shape it.
4. Describe the Myers-Briggs Type Indicator personality framework and its strengths and weaknesses.
5. Identify the key traits in the Big Five Personality Model.

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Learning Outcomes (2 of 2)

6. Demonstrate how the Big Five personality traits predict behaviour at work.
7. Differentiate between emotions and moods.
8. Show the impact of emotional labour on employees.
9. Contrast the evidence for and against the existence of emotional intelligence.
10. Identify strategies for emotion regulation and their likely effects.

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Perception

- **What is perception?**
  - The process by which individuals organize and interpret their impressions 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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Why We Study Perception

- 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.

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Factors Influencing Perception

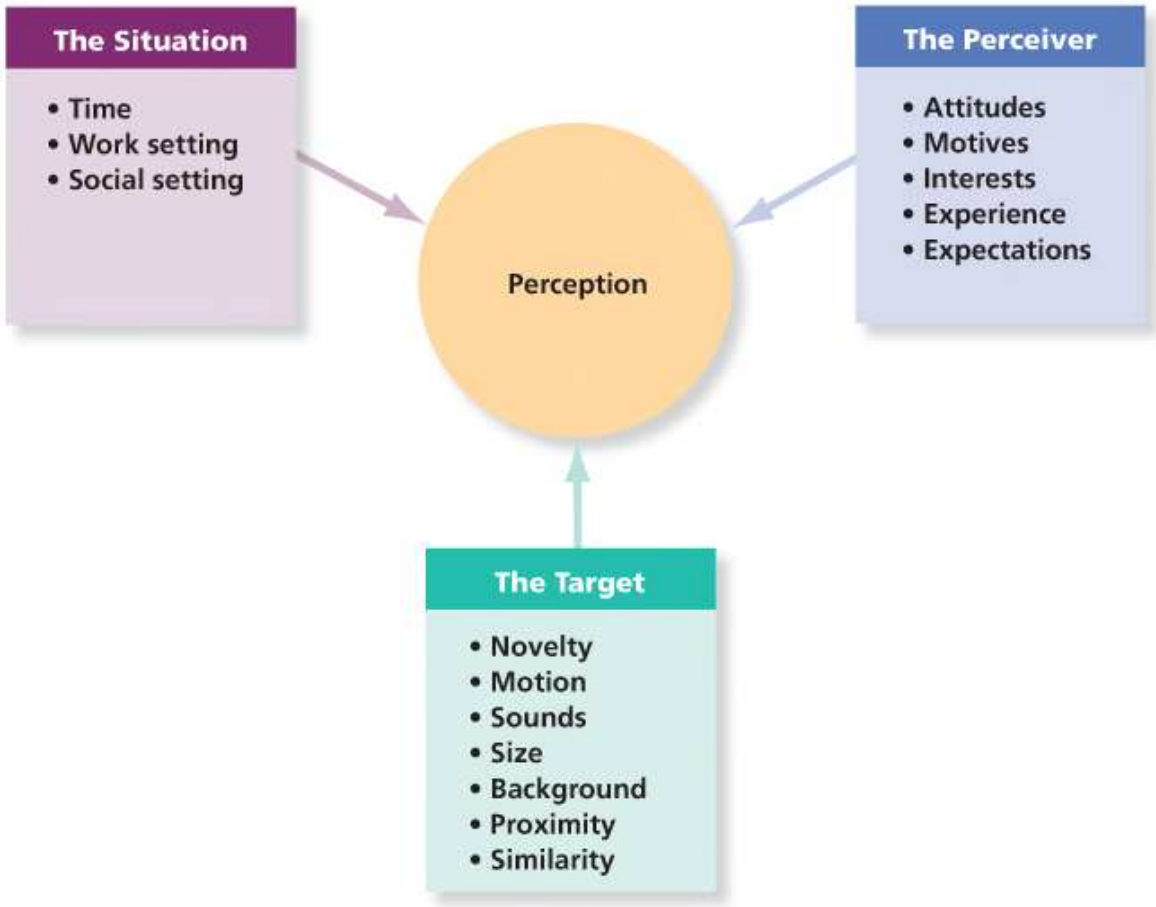
- The Perceiver
- The Target
- The Situation

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Factors That Influence Perception

EXHIBIT 2-1 Factors That Influence Perception



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Perceptual Errors (1 of 3)

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

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Attribution Theory (1 of 2)

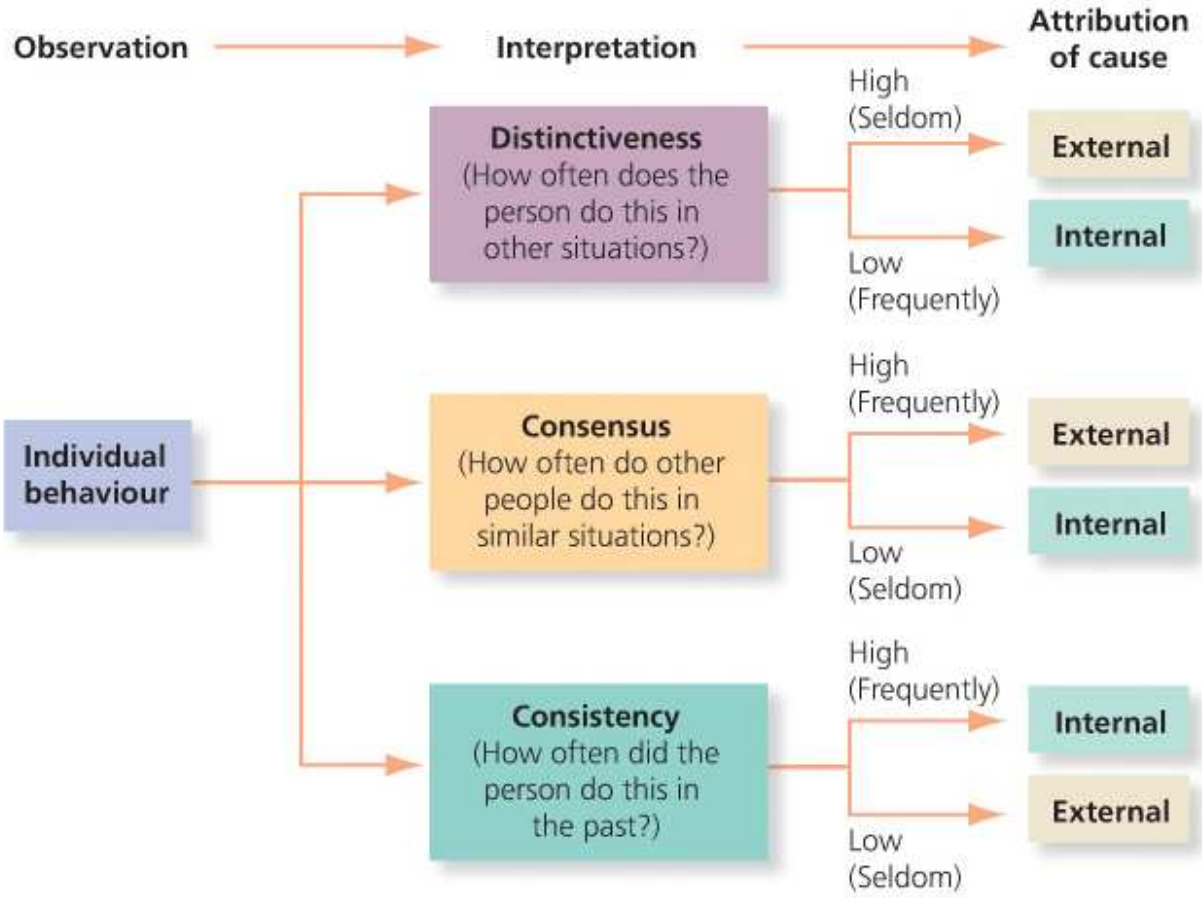
- When individuals observe behaviour, they attempt to determine whether it is *internally* or *externally* caused.
  - **Distinctiveness**
    - Does the individual act the same way in other situations?
  - **Consensus**
    - Does the individual act the same as others in the same situation?
  - **Consistency**
    - Does the individual act the same way over time?

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Attribution Theory (2 of 2)

EXHIBIT 2-2 Attribution Theory



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How Attributions Get Distorted

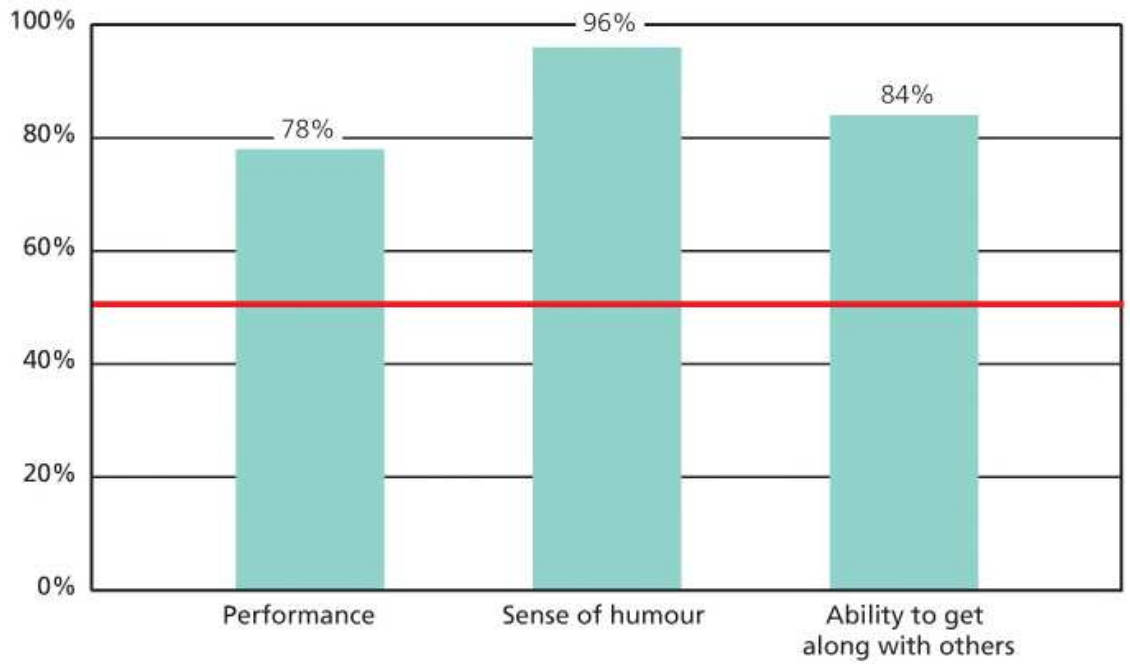
- **Fundamental Attribution Error**
  - The tendency to underestimate external factors and overestimate internal factors when making judgments about others' behaviour.

- **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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Percentage of Individuals Rating Themselves Above Average on Each Attribute

EXHIBIT 2-3 Percentage of Individuals Rating Themselves Above Average on Each Attribute



Source: Based on C. Merkle and M. Weber, *True Overconfidence—The Inability of Rational Information Processing to Account for Overconfidence* (March 2009). Available at SSRN: http://ssrn.com/abstract=1373675.

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Perceptual Errors (2 of 3)

- **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 (3 of 3)

- **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 Perception and Judgment Matter?
(1 of 2)

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

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Why Do Perception and Judgment Matter?
(2 of 2)

- **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 (1 of 4)

- **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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Personality (2 of 4)

- **Measuring Personality**
  - Research indicates 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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Personality (3 of 4)

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

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Personality (4 of 4)

- **Personality Determinants**
  - Heredity
  - Environmental factors
  - Situational conditions
- **Personality Traits**
  - Enduring characteristics that describe an individual's behaviour.
    - The Myers-Briggs Type Indicator (MBTI)
    - The Big Five Personality 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)
  - Perceiving (P) or Judging (J)
- **Combined to form 16 personality types:**
  - Three examples:
    - INTJ
    - ESTJ
    - ENTP

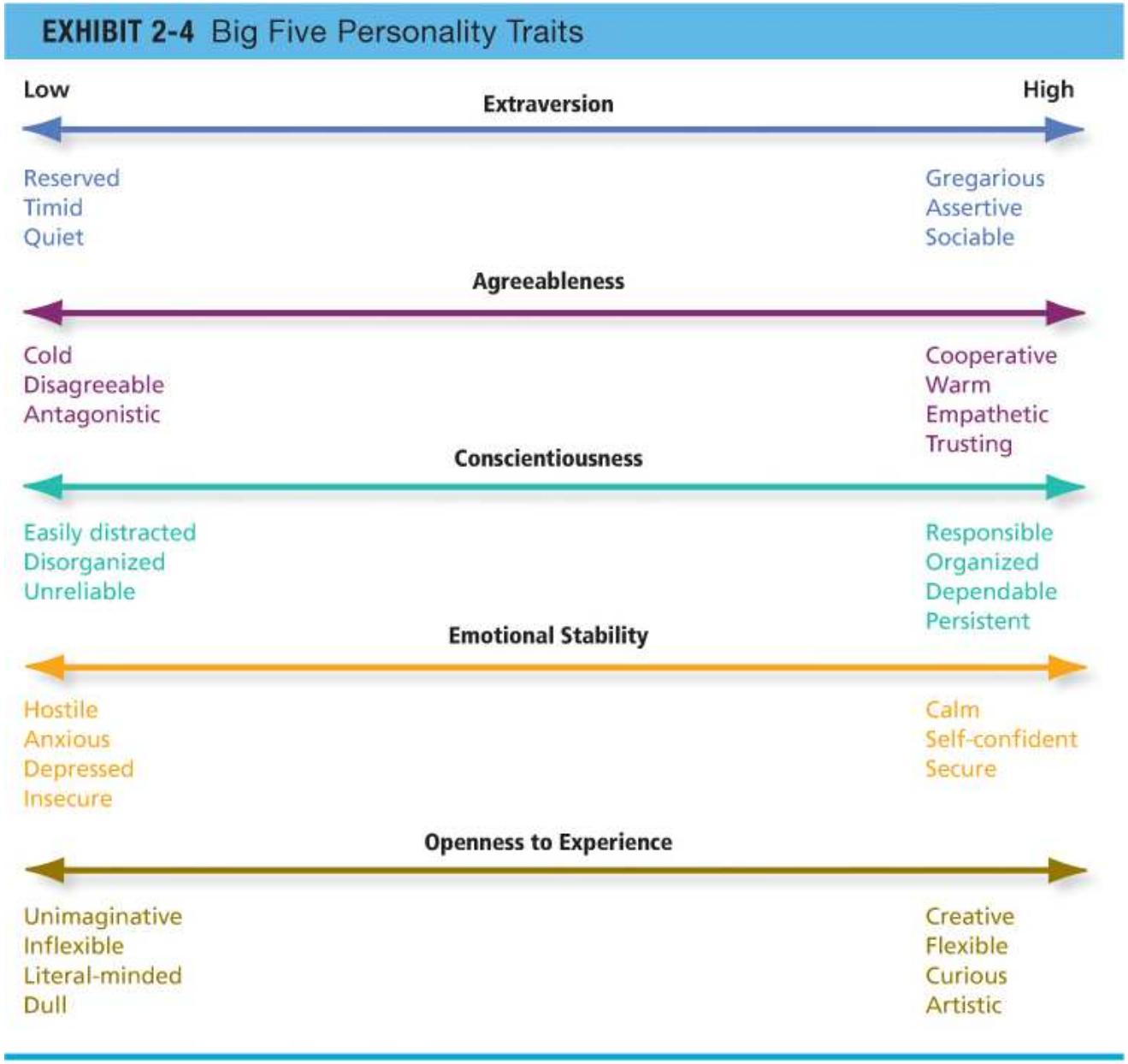
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The Big Five Model

- **Five basic personality dimensions:**
  - Extraversion
  - Agreeableness
  - Conscientiousness
  - Emotional stability
  - Openness to experience

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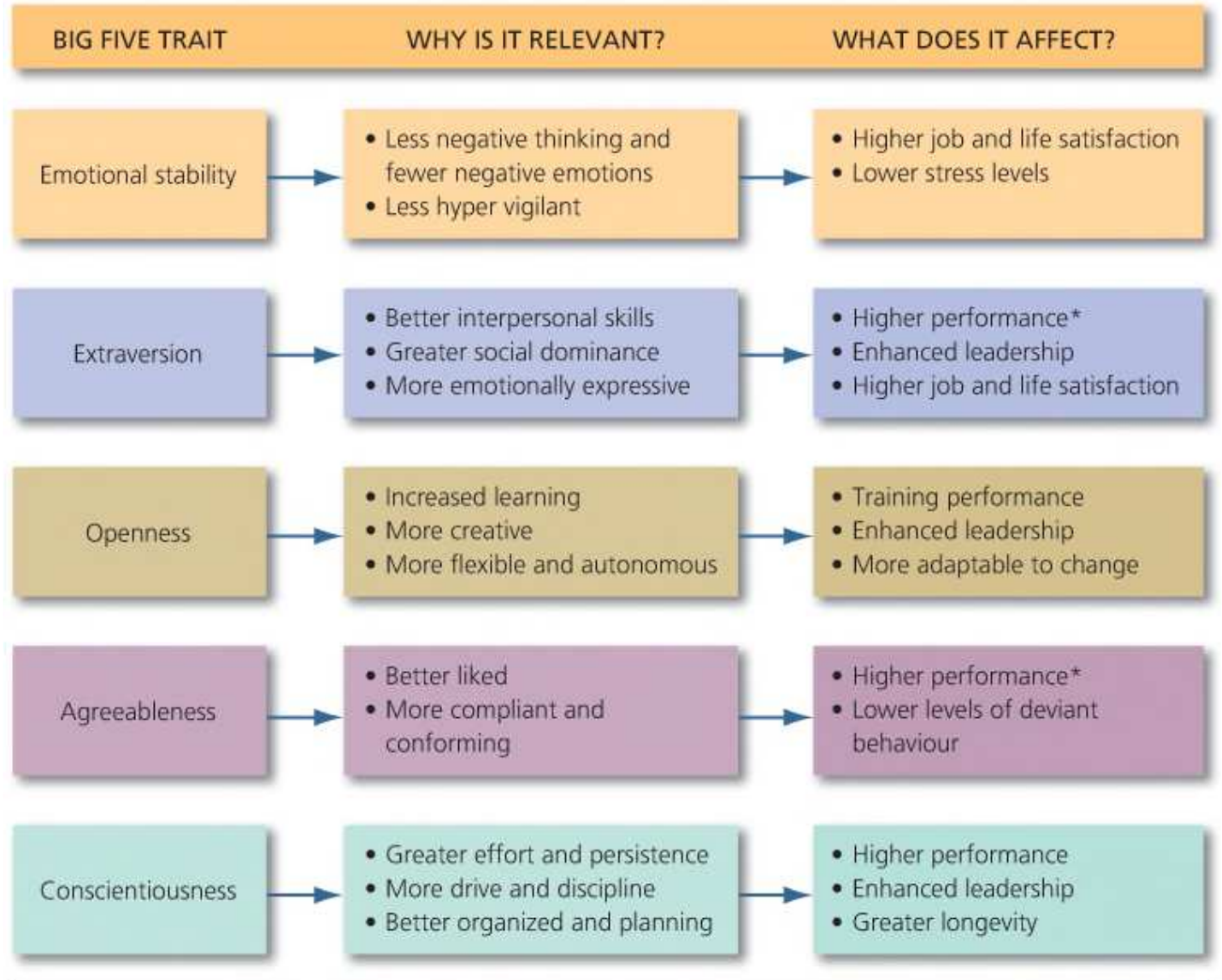
Big Five Personality Traits



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How the Big Five Traits Influence OB

EXHIBIT 2-6 How the Big Five Personality Traits Influence OB



*In jobs requiring significant teamwork or frequent interpersonal interactions.

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The Dark Triad

- **The Dark Triad – a group of negative personality traits**
  - Machiavellianism
  - Narcissism
  - Psychopathy

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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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Psychopathy

- The tendency for a lack of concern for others and a lack of guilt or remorse when one's actions cause harm.
- Related to the use of hard influence tactics (threats, manipulation) and bullying work behaviour (physical or verbal threatening).
- They may be cunning, which helps them gain power in an organization, but they do not use that power toward healthy ends for themselves or their organization.

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Other Personality Attributes That Influence OB

- **Additional Personality Attributes relevant to OB:**
  - Core Self-Evaluation
  - Self-Monitoring
  - Proactive Personality

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Core Self-Evaluation

- **People differ in the degree to which they:**
  - Like or dislike themselves
  - 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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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
  - Be more capable of conforming than low self-monitors
  - Be more mobile in their careers
  - Receive more promotions
  - Be more likely to occupy central positions in an organization

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Proactive Personality

- A person who identifies opportunities, shows initiative, takes action, and perseveres until meaningful change occurs.
- People with a proactive personality will have:
  - Higher levels of job performance
  - Career success
- Actions may be positive or negative depending on the organization and situation.

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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.

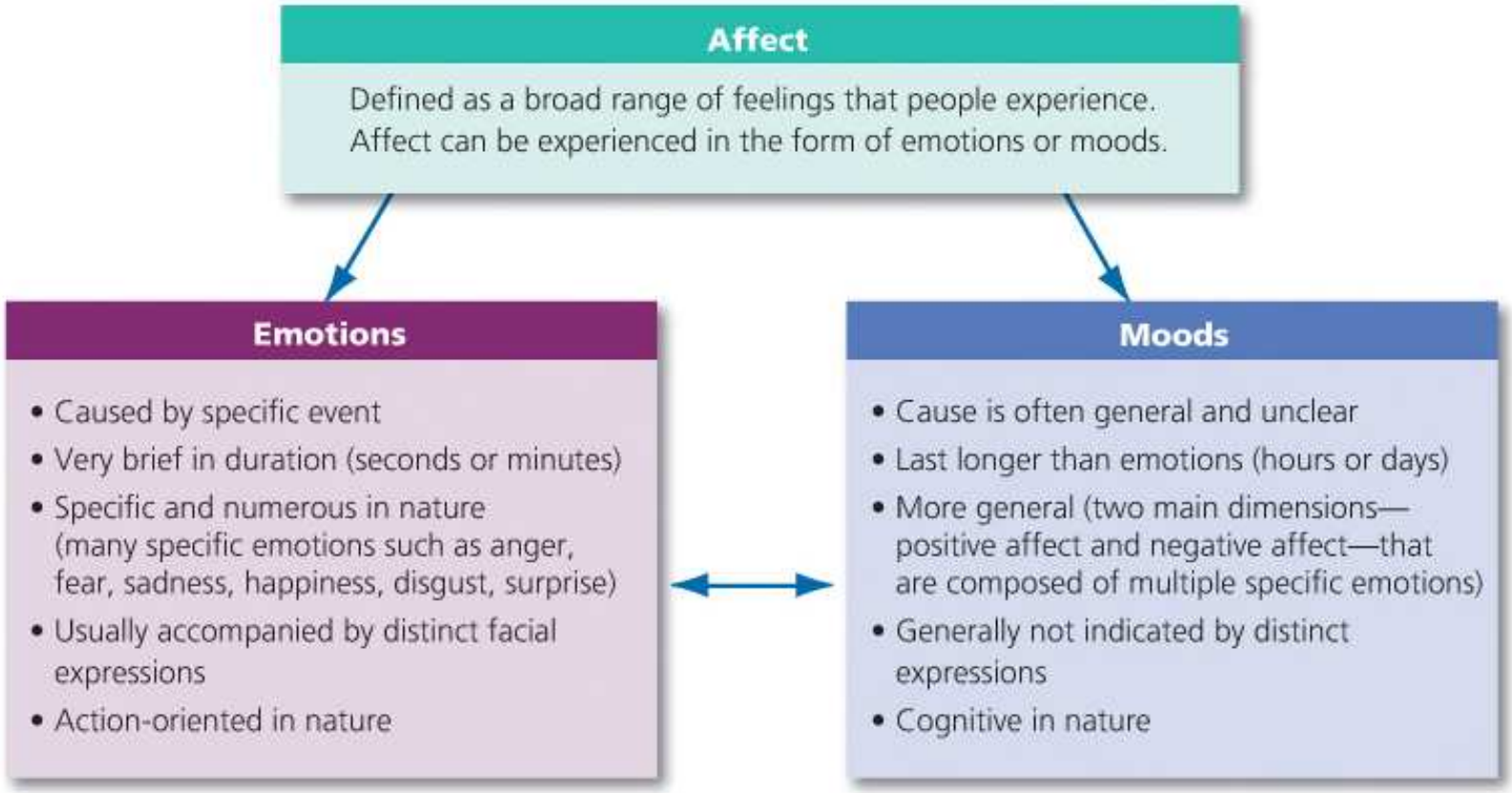
- **Emotions**
  - Intense feelings that are directed at someone or something.

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

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Affect, Emotions, and Moods

EXHIBIT 2-8 Affect, Emotions, and Moods



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Choosing Emotions: Emotional Labour

- 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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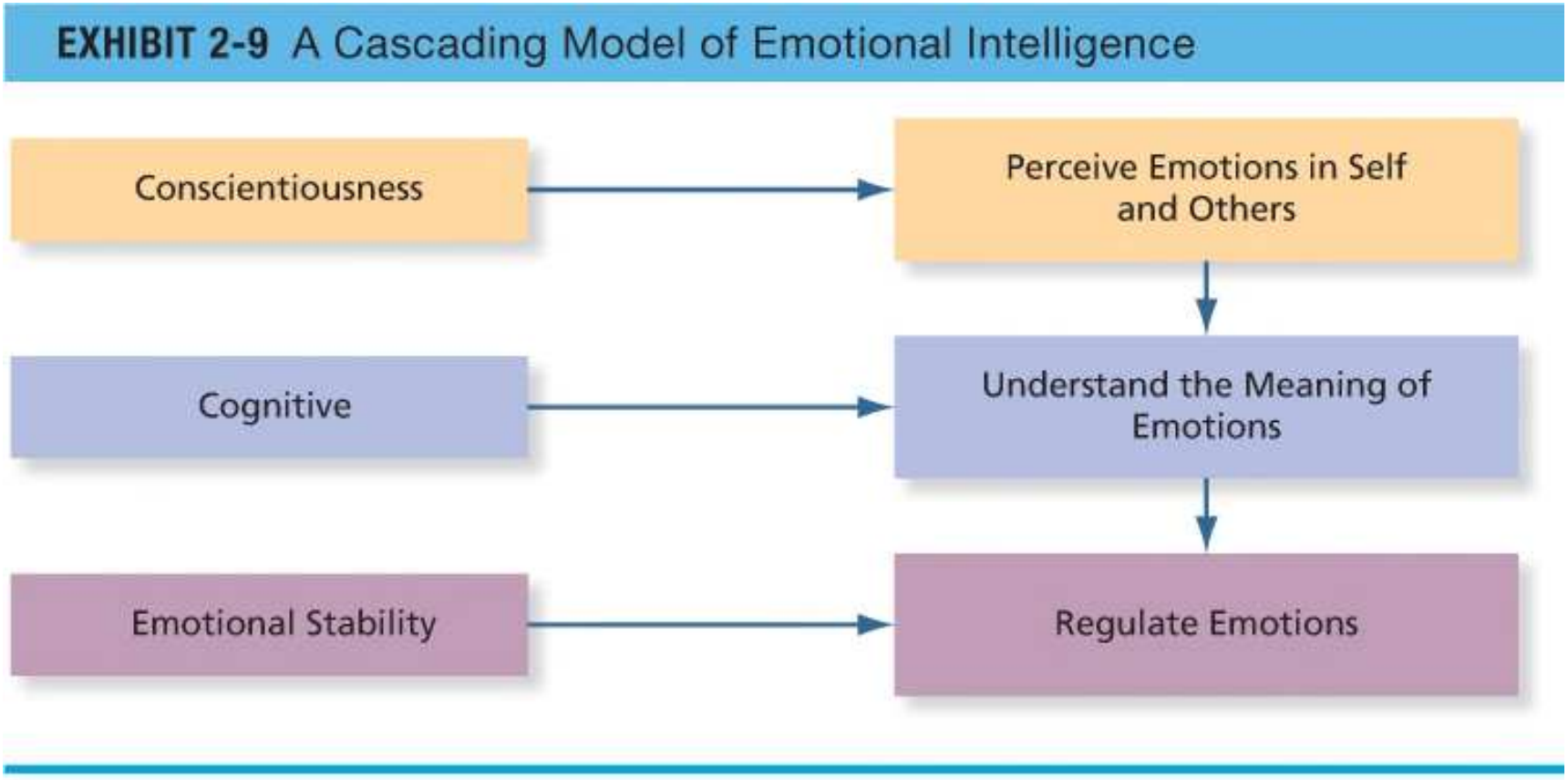
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Emotional Intelligence (1 of 2)

- **Emotional Intelligence (EI)**
  - refers to an individual's ability to:
    1. **Perceive emotions in self and others**
    2. **Understand the meaning of these emotions**
    3. **Regulate one's emotions accordingly in a cascading model**

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A Cascading Model of Emotional Intelligence



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Emotional Intelligence (2 of 2)

The Case for EI

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

The Case Against EI

- EI researchers do not agree on definitions
- 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 called employee deviance:
  - Production (leaving early, intentionally working slowly)
  - Property (stealing, sabotage)
  - Political (gossiping, blaming co-workers)
  - Personal aggression (sexual harassment, verbal abuse)

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Emotion Regulation (1 of 2)

- To identify and modify the emotions you feel
- Emotion management ability is a strong predictor of task performance and organizational citizenship behaviours

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Emotion Regulation (2 of 2)

- **Common strategies employed to change emotions include:**
  - Surface acting
  - Deep acting
  - Acknowledging rather than suppressing emotional responses
  - Venting

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Global Implications (1 of 2)

- Potential global differences in the four areas from the chapter:
  1. **Perception**
     - Studies suggest that perceptual differences in culture affect what we focus on and what we remember.
  2. **Attribution**
     - Most studies suggest that there are differences across cultures in the attributions people make.

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Global Implications (2 of 2)

3. **Personality**
   - The five personality factors identified in the Big Five model appear in almost all cross-cultural studies.
4. **Emotions**
   - Studies suggest some cultures value and experience certain emotions more than others. Intensity also varies to some degree.

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Summary

1. People act on the basis of their perception of reality.

2. Personality attributes provide a framework for predicting behaviour.

3. People who are good at reading the emotions of others are generally more effective in the workplace.

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OB at Work: For Review (1 of 2)

1. What is perception? What factors influence our perception?
2. What is attribution theory? What are the three determinants of attribution? What are the implications of attribution theory for explaining organizational behaviour?
3. What is personality? How do we typically measure it? What factors determine personality?
4. What is the Myers-Briggs Type Indicator? What are its strengths and weaknesses?

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OB at Work: For Review (2 of 2)

5. What are traits are in the Big Five Personality model?
6. How do the Big Five personality traits predict behaviour at work?
7. What is the difference between emotions and moods?
8. What impact does emotional labour have on employees?
9. What is the evidence for and against the existence of emotional intelligence?
10. What are some strategies for emotion regulation and their likely effects?

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OB at Work: For Managers (1 of 2)

1. Consider screening job candidates for high conscientiousness—as well as the other Big Five personality traits, depending on the criteria your organization finds most important. Other traits, such as core self-evaluation or narcissism, may be relevant in certain situations.
2. Although the MBTI has been widely criticized, it may have a place in organizations. You may consider the results helpful for training and development; the results can also help employees better understand themselves, help team members better understand one another, open up communication in work groups, and possibly reduce conflicts.
3. To foster effective decision making, creativity, and motivation in employees, model positive emotions and moods as much as is authentically possible.

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OB at Work: For Managers (2 of 2)

4. Regulate your intense emotional responses to an event by recognizing the legitimacy of the emotion and being careful to vent only to a supportive listener who is not involved in the event.

5. Be careful not to ignore co- workers' and employees' emotions; do not assess others' behaviour as if it were completely rational. As one consultant aptly put it, "You can't divorce emotions from the workplace because you can't divorce emotions from people." 180 Managers who understand the role of emotions and moods will significantly improve their ability to explain and predict their co-workers' and employees' behaviour.

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Breakout Group Exercises

Form small groups to discuss the following topics. Each person in the group should first identify 3-5 key personal values.

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

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