Canadian Organizational Behaviour (Canadian) 10th edition McShane Solutions Manual

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Instructor's Manual to Accompany

Canadian Organizational Behaviour 10/e

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Chapter 2:

Individual Behaviour, Personality, and Values



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2 Individual Behaviour, Personality, and Values

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

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

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

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

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

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

2-6 Describe five values commonly studied across cultures.

CHAPTER GLOSSARY

ability — the natural aptitudes and learned capabilities required to successfully complete a task

achievement-nurturing orientation — a cross-cultural value describing the degree to which people in a culture emphasize competitive versus co-operative relations with other people

agreeableness — a personality dimension describing people who are trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible

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

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

counterproductive work behaviours (CWBs) — voluntary behaviours that have the potential to directly or indirectly harm the organization

extraversion — a personality dimension describing people who are outgoing, talkative, sociable, and assertive

five-factor (Big Five) model (FFM) — the five abstract dimensions representing most personality traits: conscientiousness, emotional stability, openness to experience, agreeableness and extraversion

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

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

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

moral sensitivity — a person's ability to recognize the presence of an ethical issue and determine its relative importance

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

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

neuroticism — a personality dimension describing people who tend to be anxious, insecure, self-conscious, depressed, and temperamental

openness to experience — a personality dimension describing people who are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive

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

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

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

role perceptions — the extent to which a person understands the job duties assigned to or are expected of him or her

task performance — the individual's voluntary goal-directed behaviours that contribute to organizational objectives

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

CHAPTER SUMMARY BY LEARNING OBJECTIVE

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

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

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

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

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

Personality is the relatively enduring pattern of thoughts, emotions, and behaviours that characterize a person, along with the psychological processes behind those characteristics. Personality is developed through heredity (nature) as well as socialization (nurture). The "Big Five" personality dimensions include conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion. Conscientiousness and extraversion are the

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best overall predictors of job performance in most job groups. Extraversion and openness to experience are the best predictors of adaptive and proactive performance. Emotional stability (low neuroticism) is also associated with better adaptivity. Conscientiousness and agreeableness are the two best personality predictors of organizational citizenship and (negatively) of counterproductive work behaviours.

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

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

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. Compared to personality traits, values are evaluative (rather than descriptive), more likely to conflict with each other, and are formed more from socialization than heredity. Schwartz's model organizes 57 values into a circumplex of ten dimensions along two bipolar dimensions: from openness to change to conservation and from self-enhancement to self-transcendence. Values influence behaviour in three ways: (1) shaping the attractiveness of choices, (2) framing perceptions of reality, and (3) aligning behaviour with self-concept and self-presentation. However, the effect of values on behaviour also depends on whether the situation supports or prevents that behaviour and on how actively we think about values and understand their relevance to the situation. Values congruence refers to how similar a person's values hierarchy is to the values hierarchy of another source (organization, team, etc.)

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

Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad. Three ethical principles are utilitarianism (greatest good for the greatest number), individual rights (upholding natural rights), and distributive justice (same or proportional benefits and burdens). Ethical behaviour is influenced by the degree to which an issue demands the application of ethical principles (moral intensity), the individual's ability to recognize the presence and relative importance of an ethical issue (moral sensitivity), and situational forces. Ethical conduct at work is supported by codes of ethical conduct, mechanisms for communicating ethical violations, the organization's culture, and the leader's behaviour.

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

Five values commonly studied across cultures are individualism (valuing independence and personal uniqueness); collectivism (valuing duty to in-groups and to group harmony); power distance (valuing unequal distribution of power); uncertainty avoidance (tolerating or feeling threatened by ambiguity and uncertainty); and achievement-nurturing orientation (valuing competition versus cooperation).

Canada is a multicultural society, but its deep-level diversity extends beyond racial and ethnic groups. Anglophones and francophones differ with respect to several values (deference to authority, moral permissiveness, etc.), but they converge on others. All regions in Canada differ from one another on some values (e.g., egalitarianism and personal responsibility) and personality traits (e.g., openness to experience). Canadians and Americans are similar in many ways, but they also have long-standing cultural differences, particularly regarding the values of tolerance, collective rights, secularism, and patriarchal authority.

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LECTURE OUTLINE

Slide 1: Individual Behaviour, Personality, and Values

Slide 2: Safety Behaviour at Mother Parkers

Mother Parkers Tea & Coffee Inc. has developed an enviable health and safety track record by instilling safety-oriented behaviour through employee motivation, ability, role clarity, and situational factors.

Motivation — employees are empowered through involvement in decisions about safety

Ability — employees are trained on safety procedures and learn current developments from community experts

Role perceptions — employees are continuously reminded about importance of safety; daily shift handovers begin with safety discussion

Situational factors — production systems include built-in accident prevention features; highly visible floor markers cue employees about forklift travel areas; communication boards display the latest safety improvement statistics as well as key safety information

Slide 3: MARS Model of Individual Behaviour

Individual voluntary behaviour and performance is influenced by motivation, ability, role perceptions, and situational factors

- Represented by the acronym MARS
- Need to understand all four factors to diagnose and influence individual behaviour and performance

MARS is built on earlier models of individual behaviour and performance:

- Performance = person × situation — person includes individual characteristics and situation represents external influences on the individual's behaviour
- Performance = ability × motivation — "skill-and-will" model, two specific characteristics within the person
- Ability–motivation–opportunity (AMO) — refers to the three variables but with a limited interpretation of the situation
- Role perceptions literature

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Slide 4: Employee Motivation

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

- Direction – path along which people steer their effort — motivation is goal-directed, not random
- Intensity – amount of effort allocated to the goal
- Persistence – continuing the effort for a certain amount of time

Slide 5: Employee Ability

Natural aptitudes and learned capabilities required to successfully complete a task

- Aptitudes – natural talents that help people learn specific tasks more quickly and perform them better
- Learned capabilities – acquired physical and mental skills and knowledge

Person-job matching – produces higher performance and tends to increase the employee's well-being

1. Select applicants who demonstrate the required competencies
2. Provide training to enhance individual performance and results
3. Redesign the job so employees perform only tasks they are currently able to perform

Slide 6: Role Perceptions

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

Role perceptions are clearer (role clarity) when we:

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

Benefits of clear role perceptions:

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

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Slide 7: Situational Factors

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

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

Slide 8: Types of Individual Behaviour (five categories)

Task performance

Voluntary goal-directed behaviours under the individual's control that contribute to organizational objectives

- Involve working with people, data, things, and ideas

Three types of performance:

1. Proficient task performance — employees work efficiently and accurately
2. Adaptive task performance — employees modify their thoughts and behaviour to align with and support a new or changing environment
3. Proactive task performance — employees take initiative to anticipate and initiate new work patterns that benefit the organization

Organizational citizenship behaviours (OCBs)

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

Directed toward:

- Individuals — e.g. adjusting work schedule to accommodate coworkers
- Organization — e.g., supporting the company's public image

OCBs may be a job requirement (not discretionary) even if they aren't explicitly stated

OCBs can have a significant effect on individual, team, and organizational effectiveness

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Slide 9: Types of Individual Behaviour (cont'd)

Counterproductive work behaviours

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

Joining and staying with the organization

Forming the employment relationship and remaining with the organization

Maintaining work attendance

Absences due to situation (weather), motivation (avoiding stressful workplace)

Presenteeism – attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors

Slide 10: Personality in Organizations

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

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

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

Traits apparent across situations, but people do vary their behaviour to suit the situation, even if the behaviour is at odds with their personality

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

Slide 11: Nature vs Nurture of Personality

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

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

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

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

- We form a clearer and more rigid self-concept as we get older.

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- Executive function (part of the brain that manages goal-directed behaviour) tries to keep our behaviour consistent with self-concept.
- Some personality traits change throughout life — e.g., agreeableness, conscientiousness continue to increase in later years.

Slide 12: Five-Factor Personality Model (CANOE or OCEAN)

Conscientiousness

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

Agreeableness

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

Neuroticism

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

Openness to experience

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

Extraversion

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

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Slide 13: Five Factor Personality & Individual Behaviour

Personality mainly affects behaviour and performance through motivation — influences direction and intensity of effort

All Big 5 dimensions predict individual behaviour to some extent

- Some specific traits (e.g. assertiveness) may be better predictors than overall dimension (e.g. extraversion)
- Personality effect on behaviour may be nonlinear (moderate is better than too little/much)

Personality predictors of proficient task performance

- Conscientiousness is best personality predictor of proficient task performance
  - ➡ Especially industriousness (achievement, self-discipline, purposefulness) and dutifulness
  - ➡ Set higher personal goals, more persistent
- Extraversion second best personality predictor of proficient task performance
  - ➡ Especially specific traits of assertiveness and positive emotionality
  - ➡ Assertive employees frame situations as challenges rather than threats

Personality predictors of adaptive task performance

- Emotional stability (low neuroticism): cope with ambiguity and uncertainty of change
- Extraversion (especially assertiveness): comfortable influencing others, engaging with environment
- Openness to experience: have more curiosity, imagination, and tolerance of change

Personality predictors of proactive task performance

- Extraversion (especially assertiveness): comfortable influencing others, engaging with environment
- Openness to experience: have more curiosity, imagination, and tolerance of change

Personality predictors of organizational citizenship

- Conscientiousness: more dutiful, dependable
- Agreeableness: motivated to be cooperative, sensitive, flexible, and supportive

Personality predictors of counterproductive work behaviours

- Conscientiousness (negative correlation): people with low conscientiousness are less dependable and feel less obligation toward others
- Agreeableness (negative correlation): people with low agreeableness are less caring of others, less need to be liked

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Other information about personality and individual behaviour

- Effective leaders and salespeople tend to be somewhat more extraverted than general population
- Agreeableness is a fairly good personality predictor of performance as team members and in customer service jobs
- Openness to experience is associated with successful performance in creative work
- Conscientiousness is usually a weak predictor of adaptive and proactive performance (people with high conscientiousness tend to require more structure, clarity)
- Agreeableness is usually a weak predictor of proficient or proactive task performance (people with high agreeableness tend to have lower motivation to set goals, achieve results)

Slide 14: Jungian Personality Theory

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

Myers-Briggs Type Indicator (MBTI)

- Estimates Jungian personality types
- Most widely used personality test
- Most widely studied measure of cognitive style
- Adopts a neutral view of score results (higher vs lower are different, not better or worse)
- Improves self-awareness and mutual understanding — i.e. good for career counselling and executive coaching
- Poor at predicting job performance, effective leadership, or team development

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Slide 15: Jungian and Myers-Briggs Types

Extroversion versus introversion (E – I)

- Similar to five-factor dimension

Perceiving information (S – N)

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

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Judging i.e. making decisions (T – F)

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

Orientation toward the outside world (P – J)

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

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Slide 16: Values in the Workplace

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

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

Value system — hierarchy of preferences — relatively stable, long-lasting

Values exist within individuals, but OB also refers to shared values within a team, department, organization, profession, and society

Values differ from personality traits

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

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Slide 17: Schwartz's Values Model

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

57 specific values cluster into 10 broad value categories — further clustered into four quadrants

Openness to change
- Motivated to pursue innovative ways

Conservation
- Motivated to preserve the status quo

Self-enhancement
- Motivated by self-interest

Self-transcendence
- Motivated to promote the welfare of others and nature

Slide 18: Personal Values and Behaviour

How personal values influence decisions and behaviour:
- Directly motivate behaviour by affecting the relative attractiveness (valence) of the choices available — more positive feelings toward choices consistent with our values
- Indirectly motivate behaviour by framing perceptions — influence whether we notice something and how we interpret it
- Motivated to act consistently with self-concept and public self — values are part of our identity and image

Why values often fail to influence decisions and behaviour:
- Situation — prevent behaviour consistent with values or motivate behaviour contrary to values (i.e., opportunity and counter motivation effects)
- Awareness (salience) — we often ignore values in our decisions/actions because:
  - ➡ Values are abstract (difficult to link to specific behaviour)
  - ➡ Behaviour is often routine, so less mindful of consistency with personal values

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Slide 19: Values Congruence*

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

Congruence with team values — higher team cohesion and performance

Congruence with organization's values — higher job satisfaction, loyalty, and organizational citizenship, lower stress and turnover

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

Slide 20: Ethical Values and Behaviour

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

Three Ethical Principles

- Utilitarianism
  - Seek greatest good for the greatest number of people — highest overall satisfaction
  - Problem: Cost-benefit analysis — but some outcomes aren't measurable
  - Problem: Focuses on the consequences, but means of achieving consequences could be immoral
- Individual rights principle
  - Everyone has same natural rights, not just legal rights — e.g. freedom of speech
  - Problem: conflicting rights — e.g. shareholders' right to be informed conflicts with CEO's right to privacy
- Distributive justice principle
  - Benefits and burdens should be proportional — e.g. similar rewards for those who contribute equally in their work
  - Inequalities are acceptable when they benefit the least well off
  - Problem: difficult to agree on "similar" rewards and contributions

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Slide 21: Influences on Ethical Conduct

Moral intensity

- The degree that an issue demands the application of ethical principles
- High moral intensity
  - More significant ethical outcomes
  - Need to more carefully apply ethical principles
- Moral intensity higher when:
  - Decision has substantially good or bad consequences
  - High agreement among others that outcomes are good-bad (not diverse beliefs)
  - High probability that good-bad outcomes will occur from the decision
  - Many people will be affected by the decision

Moral sensitivity (ethical sensitivity)

- A person's ability to detect a moral dilemma and estimate its relative importance
- Enables quicker and more accurate estimation of an issue's moral intensity
- Not more ethical behaviour, just better awareness of a moral situation
- Moral sensitivity is higher in people with:
  1. Expertise — knowledge of prescriptive norms and rules (e.g. accounting)
  2. Past experience with specific moral dilemmas — internal cues develop to trigger awareness when moral issue arises again
  3. Empathy — people with higher empathy are more sensitive to the needs and situation of others
  4. A self-view as an ethical person — put more energy into maintaining ethical conduct
  5. Mindfulness
     - ➡ Receptive and impartial attention to and awareness of the present situation as well as to one's own thoughts and emotions in that moment
     - ➡ Involves actively monitoring the environment, so increases moral sensitivity
     - ➡ Problem: natural tendency to minimize effort, which leads to less mindfulness

Situational influences

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

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Slide 22: Supporting Ethical Behaviour

Corporate code of ethics

- Describe firm's desired practices, rules of conduct, and philosophy in relations with stakeholders and environment
- Problem: Limited effect on ethical conduct

Educate and test employee's ethical knowledge (e.g. knowledge of ethics code, desired ethical behaviour in various situations)

Systems for communicating and impartially investigating wrongdoing

- Confidential ethics hotlines and websites
- Ethics ombudspersons

Ethical culture and ethical leadership

- Ethical corporate culture
- Ethical conduct and vigilance of corporate leaders — role model ethical standards

Slide 23: Cross-Cultural Differences at Beam Suntory

Suntory Holdings Ltd. CEO Takeshi Niinami (shown in photo) recognized that cross-cultural differences could be a concern when the Japanese beverage company acquired Jim Beam, a bourbon producer in Kentucky, USA.

Slide 24: Values Across Cultures: Individualism

Emphasize independence and person uniqueness

Value personal freedom, self-sufficiency, control over one's life, and unique personal qualities

Country examples:

- High: Canada, United States, Chile, South Africa
- Medium: Japan, Denmark
- Low: Taiwan, Venezuela

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Slide 25: Collectivism

Value duty to groups to which we belong and to group harmony

Define by group memberships, emphasize personal connection to others in in-groups, and value goals and well-being of people within those groups

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

Country examples:

- High: Israel, Taiwan
- Medium: India, Denmark
- Low: Canada, United States, Germany, Japan

Slide 26: Power Distance

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

High power distance

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

Low power distance

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

Country examples:

- High: India, Malaysia
- Medium: Canada, United States, Japan
- Low: Denmark, Israel

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Slide 27: Uncertainty Avoidance

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

High uncertainty avoidance
- Feel threatened by ambiguity and uncertainty
- Value structured situations, clear documentation, direct communication

Low uncertainty avoidance
- Tolerate ambiguity and uncertainty

Country examples:
- High: Belgium, Greece
- Medium: Canada, United States, Norway
- Low: Denmark, Singapore

Slide 28: Achievement-Nurturing

Competitive versus cooperative view of relations with other people

High achievement orientation
- Value assertiveness, competitiveness, materialism
- Appreciate people who are tough, who favour acquisition of money/material goods

High nurturing orientation
- Emphasize relationships and the well-being of others
- Focus on human interaction and caring, not competition/personal success

Country examples:
- High: Austria, Japan
- Medium: Canada, Brazil
- Low: Sweden, Netherlands

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Slide 29: Cultural Diversity within Canada

Deep-level diversity across ethnic and regional groups

Francophone vs Anglophone values

- Francophones tend to be more liberal and permissive than Anglophones – reverse of a few decades ago
  - Francophones have lower scores than Anglophones on respect for patriarchal authority and tend to have more tolerant or morally permissive opinions regarding marriage, sexual activity, and nonmarried parenthood
  - Some evidence that Anglophone and Francophone values are converging

Personal values/traits vary across Canadian regions

- e.g., egalitarianism higher in Atlantic Canada and Quebec
- e.g., openness to experience and emotional stability highest in British Columbia, lowest in Quebec

Regional variations seem to be caused by:

- regional institutions (local government, education, religions)
- regional migration
- physical environment (smallest effect)

Canadian vs. American Values

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

Canadians are:

- Significantly higher tolerance or moral permissiveness
- More willing to allow collective rights over individual rights
- Less likely to be associated with a religious institution
- Less likely to support involvement of religious institutions in formation of public policy
- More likely to believe that organizations work better without a single leader
- Less value placed on patriarchal authority i.e. less likely to believe that the father should be the master of the home

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SOLUTIONS TO CRITICAL THINKING QUESTIONS

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

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

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

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

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

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

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

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

4. **All candidates applying for a management trainee position are given a personality test that measures the five dimensions in the five-factor model. Which personality traits would you consider most important for this type of job? Explain your answer.**

   The textbook provides information about how much each Big Five personality dimension is associated with various forms of behaviour and performance. All five personality dimensions predict employee performance and related behaviours to some extent, but three dimensions probably apply best to managerial roles.

   First, conscientiousness (especially industriousness and dutifulness) and extraversion (especially assertiveness) is important because it is the best predictor of proficient task performance in almost every job group. Various studies have reported that conscientious employees set higher personal goals for themselves, are more motivated, and have higher performance expectations than do employees with low levels of conscientiousness. They also tend to

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have higher levels of organizational citizenship and are less likely to engage in counterproductive work behaviours.

Another important personality dimension is extraversion. It is the second best predictor of proficient task performance. Extraverts frame situations as challenges. They are also comfortable interacting with and influencing people. Extraversion is also one of the strongest personality predictors of predicts both adaptive and proactive performance. All of these factors—proficient, adaptive, proactive task performance, organizational citizenship, low counterproductive behaviour, comfortable in social and influence situations—make extraversion an important personality dimension to consider for managerial positions.

Emotional stability (lower neuroticism) is a third personality dimension that students should consider. It is a significant predictor of adaptive task performance, which relates to managerial roles in managing change. Emotional stability is also associated (although only moderately or inconsistently) with task proficiency, organizational citizenship, and counterproductive behaviours. Emotionally stable people also cope better with ambiguous situations, which applies to managers in more strategic roles.

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

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

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

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

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

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

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

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

This table indicates the following:

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

Agreeableness — seems to have the second highest link to specific values. These values include higher benevolence, tradition, and universalism, as well as lower power and security.

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

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

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

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6. **The CEO and two other executives at an automotive parts manufacturer were recently fired after being charged with fixing prices on several key automotive parts sold to the auto industry. Executives at competing manufacturers face the same charges for also participating in this collusion. Profit margins have come under intense pressure in the industry, which could cause one or more auto parts firms (possibly this company) to go bankrupt. When the wrongdoing was discovered, most employees involved in product pricing (but not implicated in price fixing) were surprised. The executives were highly respected in their fields of expertise, so many staff members interpreted the unusual pricing decisions as a new strategy, not an illegal activity. Apply your knowledge of personal and ethical values and behaviour to explain why the unethical activity may have occurred.**

   To answer this question, students need to consider moral intensity, moral sensitivity, and situational factors for the executives involved, as well as moral sensitivity among employees who participated in or were aware of the price fixing activity (without necessarily knowing that it was illegal price fixing).

   Moral intensity of executives - Price fixing has high moral intensity because it is clearly identified in law as an illegal activity. Price fixing artificially inflates prices in favour of the price fixer, thereby costing others more than they would otherwise pay. However, these executives may have perceived that the moral intensity of their actions is lower than how outsiders might view their actions. Some may have offset the illegality and higher cost to customers with the potential bankruptcy of their firm and resulting loss of many jobs. In other words, while many people would pay more due to the price fixing, many other people would keep their jobs through this activity. The incident states that executives at competing manufacturers were also price fixing, which might lead some of these people to believe that the risk of getting caught is low (executives at other firms wouldn't notify authorities because they were also engaging in the activity). Third, the executives may have justified the activity (i.e., perceived lower moral intensity) because of the low profit margins. In other words, they might believe that price fixing merely adjusts prices back to historic market rates, which therefore has minimal adverse effect on customers.

   Moral sensitivity of executives — The executives involved would have high moral sensitivity to the price fixing because they typically have expertise in legal matters relating to the marketplace. In other words, it is almost certain thatches people knew their actions were morally and legally wrong. They may also have high moral sensitivity to the extent that they have empathy with executives of the firms that buy the price-fixed products. There is no information about the level of moral identity of these executives (i.e., the extent to which they define themselves as moral). Most likely, any moral self-concept is offset by the perceived dilemma of saving jobs and the company.

   Situational Factors of executives — An interesting discussion point is whether the situation directly "caused" the executives to engage in wrongdoing, or whether situational conditions affected the executives' motivation to engage in wrongdoing. Recall that situational factors include constraints and cues. Neither of these is apparent here. The executives were neither prevented from engaging in legal activity, nor forced beyond their volition to engage in price fixing. Situational factors — such as squeezed profit margins, intense competition, and possible bankruptcy — likely motivated the executives to engage in wrongdoing, but these are probably better viewed as motivational causes within the person, not direct situational influences. The reason is that the situation only remotely influenced the behaviour; the behaviour was much more due to the executives' own motivation. This is evident form the following logic: If squeezed profit margins and intense competition are considered situational causes of price fixing, then most or all executives in these situations would be engaging in price fixing. In reality, few executives engage in price fixing (or other forms of illegal activity) in situations of squeezed profit margins and intense competition. In short, situational factors did not directly influence price fixing in this situation.

   Moral sensitivity of employees — The incident suggests that most staff members were unaware of the price fixing, or believed the activity was legal. They had low moral sensitivity because of low mindfulness of the executives' moral behaviour. That is, they did not question the executives' price fixing activity because these executives were highly respected in their fields of expertise. To some extent, these employees likely had less expertise than the executives did, so they viewed the activity as a new strategy, not an illegal activity.

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

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

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

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

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

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

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

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CASE STUDY: SNC-LAVALIN GROUP INC.

Case Synopsis

SNC-Lavalin (SNCL), Canada's largest engineering firm, was the focus of one of North America's most serious corporate investigations and charges of bribery and related unethical activities in contract bidding. Many SNCL executives face charges of criminal activity, and the World Bank imposed a decade-long ban against the company from bidding on contracts that it funds. The case describes some of the specific bribery activities and explanations by various employees involved in the wrongdoing.

Suggested Answers to Case Questions

1. **Use the MARS model to discuss the main direct predictors of wrongdoing at SNC-Lavalin.**

   The MARS model is well-suited to this case because it provides a framework for the four direct predictors of individual behaviour and performance:

   Motivation — Several motivational forces are identified in this case. Senior executives seem to be under pressure to maintain successful contracts, so they turn to bribery to increase their chances of success. At least one executive also pocketed some of the bribery funds, which is a strong financial incentive for such bribery. Lower level employees are motivated by the consequences of refusing to engage in the wrongful activities (i.e. being fired or having limited promotion opportunities). The case also states that there was a culture of wrongdoing, that is, SNCL executives had norms that accept bribery as a normal part of doing business. These norms support (motivate) bribery activity or, at least, suppress any motivational forces to curtail such activity. Finally, there seems to be some indication of

   Ability — Some SNCL executives seem to be highly skilled at bribing government officials. In particular, one SNCL executive had developed considerable skill at nurturing favours from the former Libyan dictator's son. Several contracts from Africa and Montreal involved kickbacks that were so well hidden—the bribery activity occurred for more than a decade—that several other SNCL staff members also must have acquired strong skills in this type of activity.

   Role perceptions — SNCL executives and employees were certain that their actions were illegal. However, the alleged bribery culture may have created role expectations in key people that this is a normal part of their job.

   Situational factors — We don't have much information about the circumstances surrounding SNCL's business. Some students might refer to the lack of legal safeguards either in the company or in contract awards. These safeguards can be situational in the sense that they catch wrongdoing while it occurs. But to a greater extent, safeguards—and the lack of them—is a factor in motivation (probably of being successful with bribery motivates that activity). Similarly, it seems likely that this industry is highly competitive with regard to being awarded large contracts. SNCL is also a publicly-traded company, so shareholders may have put pressure on executives to maintain their strong performance. Yet students should consider whether these are situational, or (more likely) relate to executive motivation. Do all executives nagger in fraud and bribery when under pressure to perform well? No, of course not. So these really aren't situation al factors directly. Instead, they influence the motivation of some executives to engage in wrongdoing.

2. **Explain how moral sensitivity and moral intensity apply to the unethical behaviour among several SNC-Lavalin executives and other staff.**

   This is a very interesting question that should prompt considerable debate among students. Many students will quickly proclaim that most employees have sufficient moral sensitivity to recognize the seriously unethical nature of their actions. But moral sensitivity among SNCL employees and executives may actually be quite varied. One factor is SNCL's culture, which apparently viewed bribery as a normal part of doing business. When many people around you consider the activity as "everyone does it," then the affected executives are likely desensitized (to some extent) to the severity of their actions. Employees further down the hierarchy also referred to "project consultancy

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costs" as a normal part of many contracts, even though those budget items were, in fact, bribery funds. Although less evident in the case, it is also possible that some employees were unaware that specific activities were a form of bribery or related wrongdoing. This chapter notes that employees fail to recognize many ethical violations because they don't pay attention to those who are assumed to have high ethical standards. It is therefore possible that some employees had low moral sensitivity regarding some of their actions because they assumed the executives issuing these actions knew how to operate the business ethically. This lack of sensitivity also relates to the idea that some employees lacked sufficient expertise to know that their actions were wrong.

SNCL's bribery, money laundering, and other activities definitely had high moral intensity—they were serious violations of ethical and legal principles. However, it is worth reviewing specific bribery incidents (real or hypothetical) against the criteria determining the level of intensity. In some instances, students might imagine how SNCL executives and employees can personally distort their beliefs about the moral intensity of some actions. For example, they might justify these actions on the grounds that SNCL is the best bidder in the process and that the bribe is a small price for the contract provider to pay for ensuring SNCL gets the job.

3. What steps should SNC-Lavalin and other companies in this situation take to minimize these types of corporate wrongdoing?

This is an open question for discussion, but it should review the various ways described in this chapter to support ethical behaviour in the workplace. For example, students will recognize that introducing a code of conduct would be a first step, but will hardly have any effect on changing the situation. (NOTE: Although not stated in the case, SNCL had a code of conduct throughout much of the time when bribery was rampant. Furthermore, the Canadian Institute of Chartered Accountants awarded SNCL seven excellence in corporate governance awards over the decade during which the worst illegal activities were occurring!)

Ultimately, most students will refer to the need for a more ethical culture and ethical leadership. But how can that leadership and culture get instilled in a company that apparently had such a deep foundation of bribery? Will the removal of the CEO and most vice-presidents (which did occur) provide an opportunity for ethical leaders to step in? To some extent, the answers to these and other questions require deeper knowledge about leadership, organizational change, and organizational culture, which are discussed in later chapters of the book. It may be an excellent learning opportunity to revisit this case after one or more of those later chapters are covered in the course.

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CASE STUDY: ETHICS DILEMMA VIGNETTES

Purpose

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

Instructions (Small Class)

The instructor will form teams of 4 or 5 students. Team members will read each case below and discuss the extent to which the company's action in each case was ethical. Teams should be prepared to justify their evaluation using ethics principles and perceived moral intensity of each incident.

Instructions (Large Class)

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

Comments for Instructors

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

Case One

A large multinational grocery chain that emphasizes healthy lifestyles is recognized as one of the nation's "greenest" companies, has generous employee benefits, and is perennially rated as one of the best places to work. Employees receive a 20 percent discount on company products. However, those who participate in the company's voluntary "Healthy Discount Incentive Program" receive up to an additional 10 percent discount on their purchases (i.e., up to a total 30 percent discount). These additional discounts are calculated from employees' blood pressure, total cholesterol (or LDL) levels, Body Mass Index (BMI), and nicotine-free lifestyle. For example, the full additional 10 percent discount is awarded to those who do not use nicotine products, have 110/70 or lower blood pressure, have cholesterol levels under 150, and have a BMI of less than 24. Employees do not receive the additional discount if they use nicotine products, or have any one of the following: blood pressure above 140/90, cholesterol of 195 or higher, or BMI of 30 or higher. In his letter to employees when announcing the plan, the CEO explained that these incentives "encourage our Team Members to be healthier and to lower our healthcare costs."

Comments to instructors: This case describes information about the health incentive program at Whole Foods, which led to considerable controversy on several fronts. One of the main concerns is that the incentive is unfair because to some degree a person's weight (as well as blood pressure and cholesterol, which are also considered in the incentive) is beyond their control due to heredity or metabolism. One human rights expert pointed out the incentives should apply only to conditions over which people have considerable control. Human rights advocates go one step further; they claim the Whole Foods incentive program is unfair discrimination because obesity is a disability (at least in some circumstances). Another concern is that the Whole Foods incentive relies on BMI (body-mass index), a century-old measure that has been criticized for its in poor measurement of obesity. Whole Foods CEO John Mackey acknowledged the limitations of BMI and other measures used, but dismissed the issue by saying that "they do have the virtues of being relatively good, easy to measure and not too expensive to monitor." (See C. Tobias, "Whole Foods Controversy," *Canadian Business*, May 2, 2011; L. Sloane, "Why Whole Foods Wellness Program Hurts Employees: An Open Letter," *Psyched in San Francisco*, December 14, 2015; http://www.psychedinsanfrancisco.com/)

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Case Two

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

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

Case Three

The waiter at a café in a large city mixed up Heidi Clarke's meal order with the meal that a male customer at a nearby table had requested. The two strangers discovered the mistake and briefly enjoyed a friendly chat while swapping plates. The male patron departed soon after but accidentally left his new tuxedo jacket behind on his chair. Clarke wanted to meet him again, so she took the jacket home. Following a friend's suggestion, Heidi launched a YouTube video and website, in which she shyly told her story, detailed the jacket's features, and prominently displayed a label with the name of a popular fashion retailer. The website even included photos of Heidi posing in the jacket. The next day, she gave the café staff the jacket and a note with her name and phone number. Heidi's YouTube video soon went viral, her website crashed from so many visitors, and a major newspaper and television station featured Heidi's quest to find the man with the missing jacket. The incident is a romantic reversal of the Cinderella story...except it was a fake event staged by a marketing company. "Heidi" is an actress and model hired by the marketer to promote the fashion retailer's new line of jackets for men. A partner at the marketing firm justified the hoax by saying that "when you've got a very well-established brand you need to do something that's got talkability and intrigue to reassess what that brand is about." The marketing executive argued that this was an acceptable marketing event because "nobody's been harmed" and the firm intended to eventually reveal the truth. Indeed, the actress (whose real name is Lily, not Heidi) released a second video acknowledging that the incident was fake and explaining that she's a hopeless romantic who loves a good love story.

Comments to instructors: This case occurred in Sydney, Australia in 2009. The marketing firm claims that the event captured considerable attention, the truth would have been revealed soon afterwards, and "nobody's been harmed". Yet a few commentators subsequently discussed this event on the basis of its questionable ethics. Students should examine the moral intensity of this hoax. First, did it have substantially good or bad consequences? Some may argue that the event reduced trust in social media and, indeed, in marketing firms. Others support the marketer's claim that no one was harmed. Second, do most people consider this activity/hoax as bad or harmless? It may be useful to have a show of hands regarding how much students view the moral intensity of this incident (i.e. negligible, low, medium, high moral intensity). Third, if there are potentially negative consequences, what is the risk that those consequences will occur? Students should consider the issues raised in the first question (e.g. trust unsocial media and in marketing firms) and determine whether any lost trust is long-lasting or brief. Fourth, how many people are affected by this activity? The event was widely publicized as a quirky Cinderella-in-reverse story (instead of a guy finding the woman through the missing glass slipper, the woman tries to find the guy with the lost jacket). As such, it this incident had

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moral intensity to the extent that a large number of people were aware of and potentially affected by the incident (at least, within Australia). See: C. Marcus, "A lost jacket and a stolen heart," *Sydney Morning Herald*, 18 January 2009; C. Marcus, "You've been had: Sydney Cinderella's 'jacket man' exposed as viral ad," *Sydney Morning Herald*, 20 January 2009; A. Moses, "YouTube jacket hoaxer unveils the truth," *Sydney Morning Herald*, 21 January 2009.

Case Four

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

Comments to instructors: This case refers to actions by Hewlett Packard (HP). (See David Pringle and Steve Stecklow, "Electronics with borders," *Wall Street Journal*, January 17, 2005, B1.) Students might see both sides of the issue here. Although the sense of freedom to purchase globally may dominate the discussion, some students might agree with the concern that companies are buffeted by currency fluctuations to such an extent that they cannot adapt quickly enough to price changes and shifting supplies with those currency fluctuations. For instance, a large buyer of HP printer ink in Europe might ship much of that ink to the United States if the Euro rises appreciatively against the U.S. dollar, thereby causing a shortage of printer ink in Europe. Others may argue that this supply shift is a small portion of the supply of ink cartridges in most regions, so HP's actions are unfair. In terms of moral intensity, students may realize that few people are affected by HP's restrictions and that it has low proximity (not nearby), so moral intensity is low. In classes where most students believe there is no (or minimal) moral dilemma with HP's actions, I show the newspaper article and ask why the story was on the front business page of a leading newspaper!

Update: HP recently introduced printers that issue failure warnings when non-branded ink cartridges are used, even though the non-HP products work on the printers. HP claims the required use of HP-branded ink (which costs more than luxury perfume per quart or per litre) is to protect its intellectual property in the printer. The rejection of the budget inks occurred after HP issued a firmware update, in some cases long after consumers had purchased the printer and had been using generic ink cartridges (see Z. Kleinman, "HP printers Start Rejecting Budget Ink Cartridges," *BBC News*, September 19, 2016 (http://www.bbc.com/news/technology-37408173).

Case Five

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

Comments to instructors: This case occurred at Royal Bank of Scotland (RBS). (See "Royal Bank of Scotland Threatens Staff with Disciplinary Action," Personnel Today, 23 March 2007.) This incident is fairly well-balanced with two sides to the story, and students should figure out the conflicting moral principles involved. On the one side, employees should have the freedom to make personal decisions outside work without being influenced unduly by the employer. As union officials mentioned in response to this incident, grocery store employees are free to buy groceries at competitor stores, so why should RBS employees be required to bank with their own bank? Furthermore, there may be a legal issue of whether the bank can refuse to pay employees where they have a standard bank account (even if at another bank). On the other hand, failure to use your own employer's services is a sign of disrespect and disloyalty where those services are aimed at people similar to the employees. One might argue that failure to open an account at RBS should limit career opportunities because one would expect managers to demonstrate even more loyalty to the company. Perhaps most students would argue against disciplinary action, but a few might notice that employees agreed to this practice when they joined the organization. As such, failure to open a bank account may be a breach of the employment relationship.

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CLASS EXERCISE: PERSONAL VALUES EXERCISE

Purpose

This exercise is designed to help students understand Schwartz's values model and relate its elements to their personal values and the values held by others in the class.

Materials

The instructor needs to prepare the following items prepared before class:

(a) One student handout per person (handout is on a following page). This handout is the list of 44 personal values. (See Comments for Instructors below for explanation of the 44 rather than 57 values.)

(b) Three (3) yellow sticky (Post-It) notes for each student

(c) Three (3) sticky notes in a different (preferably contrasting) colour for each student

(d) One copy (per class, NOT per student) of each of the ten (10) values categories signs. A miniature version of the 10 values categories signs is shown below. A ready-to-print PDF is available on the instructors' resource website. Print each sign in landscape (horizontal) format on 11 by 17 inches (A3) paper for easier readability.

Preparing the Ten Values Category Signs

As indicated in the materials section above, the instructor needs to print one copy (per class, NOT per student) of each of the ten (10) values categories signs. Print each values category sign in landscape (horizontal) format on at least 11 inch by 17 inch (A3) paper for easy readability. These ten pages are posters or signs that students will see on the classroom walls.

Before class, the instructor places the ten large values category signs around the room. These signs must: (a) **be posted around the class room in the same order as Schwartz's values circumplex**, (b) be placed high on the wall so there is plenty of space for posting sticky notes below, and (c) have solid wall space below each sign so sticky notes will adhere. If possible, cover the values category signs with blank paper that can be easily removed when students have finished writing on their six sticky notes.

Place the ten signs around the room in the same order as Schwartz's values circumplex. For example, you might place security, power, and achievement (in that order clockwise) across the front of the class; hedonism and stimulation (in that order clockwise) along the left side wall; self-direction, universalism, and benevolence (in that order clockwise) across the back wall; and conformity and tradition along the right side wall. Of course, the number of values category signs posted on each wall depends on available wall space and student access to that space. Ideally, place signs on all walls and balance the number of signs around the room so students feel they are in the centre of a classroom-sized values circumplex.

Place each sign high on the wall. This is so students can see them easily and there is enough space under the sign for students to place their sticky notes (see instructions below). Also, the wall space needs to be solid enough so the sticky notes adhere. If some walls are not suitable (e.g. walls have fabric), white boards or flip chart stands might be used.

If possible, cover each values category sign with blank paper so students can't see the text on each sign. These blank pages are removed quickly after students have written on their six sticky notes (Step #2).

Instructions

Distribute the first three materials (student handout page, three yellow sticky notes, and three sticky notes in the second colour) to each student at the beginning of the exercise.

***Step 1*:** Students are asked to pick three (3) of the 44 phrases on the student handout page that represent the MOST important values to them personally. Students print each of the three values on the three yellow-coloured sticky notes provided. IMPORTANT: Remind students that they print only one value on each sticky note. Also, students do NOT put their name on these sticky notes (i.e. they remain anonymous).

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Step 2: From the remaining 41 values statements on the student handout, students pick three (3) that represent the LEAST important values to them personally. Students print each of these three values on three sticky notes of the second color provided. Again, students print only one value on each note, and they do NOT put their name anywhere on the sticky note.

Step 3: When students have completed (or nearly completed) Step #2, the instructor removes the blank pages covering the 10 values category signs (if the signs were covered). Then, the instructor announces the following:

> Around the room are ten signs representing the values categories in Schwartz's values circumplex. Each sign names the specific values in your handout associated with that values category. Find the values category signs that list the specific values you printed on each of your six sticky notes. Post your yellow notes (the three most important values) IMMEDIATELY under the signs listing those specific values. Place your sticky notes in the second colour (the three least important values) FAR below the corresponding values category signs. The second colour sticky notes should be placed far enough below that all of the yellow sticky notes associated with that sign can be placed above the second colour notes.

Step 4: Debrief the exercise with discussion about the resulting distribution of sticky notes and the issues students considered when choosing their most and least important values. Consider the following questions:

1. To what extent are the yellow and second colour sticky notes clustered around the room? What values categories are they clustered around? What does this clustering mean for the values of people in this room? Do you think this clustering of values represents the values of most people in this department/faculty/program? Why or why not?
2. What do you notice about how you personally or how the class generally placed yellow compared to the second colour notes? Are they located near each other or more at opposite sides of the circumplex? Why?
3. What were you thinking about to help you identify the most and least important values from the list? Did you reflect on your emotional feeling about each of them? Did you logically think about how often you use each of these values?
4. Consider the dominant values of the place where you work or do your education. Are the company's/school's values similar to the three most important values you identified here, or are they more in the opposing categories of the circumplex? Have you experienced values incongruence because of these differing values priorities?

Comments for Instructors

This recently-developed activity has quickly become one of the most popular and engaging classroom events for students. Schwartz's values circumplex comes alive as students pick their most and least important values, then move around the room to post their sticky notes. The debriefing occurs literally "within" the collective reality of that circumplex. Students are fascinated (and sometimes surprised) by the clustering of sticky notes. They think more actively about personal values and the ten categories in the circumplex model.

I have conducted this exercise on three continents (North America, Asia, Australia) and with a wide range of participants (undergraduate students, graduate students, college faculty, executive program participants). All seem to enjoy the experience. Many participants photograph the class results for future reference. This activity is easiest in classes with less than 40 participants and in rooms with plenty of space near the walls. However, I have conducted it in a large lecture theatre with more than 100 participants. I have also conducted it where only some walls were useable (due to fabric on walls, lack of space between the wall and seating, or obstructing pillars).

The setup isn't as complex or difficult as it may seem. Just be sure to arrive well before class to tape the ten values categories signs around the room in the right order (have a copy of Schwartz's model handy so you get them in the right order!). I tape a blank page (Letter/A4 size is enough) over the text of each large sign because students might be influenced if they see the information on the signs.

In Step #3, after I verbally give students the instructions to post their notes and file students are writing down the values on those sticky notes, I pull the blank pages off to reveal the text on the ten signs. When students have

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completed their writing, I provide a small demonstration—I put a yellow sticky note immediately under one of the signs and put a second colour note further below that sign. This shows that the second colour notes need to leave space above for any yellow sticky notes that others will post there. However, you might need to move some sticky notes around during the activity where students didn't leave space or misunderstood this instruction.

The class debriefing is almost always a delight. (At worst, students need debriefing questions to help them see the information and issues.) The yellow and second colour sticky notes always cluster in some meaningful way. Achievement, self-direction, and benevolence tend to receive the most yellow sticky notes among business students and faculty (across all countries). Conformity, tradition, and hedonism seem to attract the most second colour (least important values) sticky notes. I have not tried this activity with a non-business audience (e.g. engineering, fine arts), but I suspect the clusters would be noticeably different. One of the most interesting surprises is that "tradition" is consistently identified (in almost a dozen events) as one of the LEAST important values among business students and faculty in mainland China. Participants explain that (a) business students and faculty aren't representative of the population in China and/or (b) what people believe in and value (e.g., self-direction) can differ from what society expects of them (e.g. tradition).

An important observation during the debriefing is how sticky notes differ in the opposing categories. For example, "self-direction" tends to receive a large number of "most important" (yellow) sticky notes whereas the opposing categories of security, conformity, and tradition either receive few yellow notes or have several notes of the other colour (least important values). Similarly, "benevolence" receives many yellow sticky notes, whereas the opposing categories of stimulation and hedonism tend to attract more notes of the opposite colour. While observing results, it can help to notice if the same specific values are listed in a cluster. For instance, most yellow notes under "Achievement" might state "capable" whereas few state "influential" or "ambitious."

The debriefing should also remind students that the 2nd colour sticky notes merely indicate the least important values to participants. They may still consider their three least important values as important. Therefore, it would be incorrect to say that a values category with mostly 2nd colour (least important values) sticky notes are disliked or rejected by participants. Rather, they are weighted much less than the other values categories when making decisions about right/wrong and good/bad.

Finally, students might wisely ask: why does the handout list 44 values when Schwartz's model is based on 57 values? The answer is that Schwartz identified 44 values that fit squarely in each category. The other 13 values are also mostly associated with one category, but not as clearly as these 44 values. Therefore, we offer only the 44 values with the clearest fit into the ten values categories.

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STUDENT HANDOUT: PERSONAL VALUES ACTIVITY

Instructions

This page has 44 words or phrases representing different personal values. Pick THREE (3) of these that represent the MOST important values to you personally. Print each of the three values on three YELLOW coloured sticky/post-it notes (i.e. one value on each note).

From the remaining values on this page, pick THREE (3) of these that represent the LEAST important values to you personally. Print each of the three values on three sticky/post-it notes provided in the SECOND COLOUR (i.e. one value on each note).

The instructor will next advise you what to do with the six sticky notes on which you wrote your most and least important values.

a varied life
a world of beauty
ambitious
an exciting life
authority
broadminded
capable
choosing own goals
clean
creativity
curious
daring
devout
enjoying life
equality
family security
forgiving
freedom
helpful
honest
honouring parents and elders
humble
independent
influential
loyal
moderate
national security
obedience
pleasure
politeness
preserving my public image
protecting the environment
reciprocation of favours
respect for tradition
responsible
self-discipline
self-indulgent
social justice
social order
social power
successful
unity with nature
wealth
wisdom

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FOR INSTRUCTORS ONLY: This page shows miniature versions of the ten values categories signs that you will place around the classroom. Each category should be on a large page (at least 11 by 17 inch or A3). The instructors' website for this book includes a PDF with these ten signs ready to print. If the PDF is unavailable, copy each cell below to a separate landscape (horizontal) oriented page in your preferred word processing software, clean up formatting, and set the print function output to 11 inch by 17 inch (or A3) size. The values category label should be in large bold text and the specific values should be listed below the label in somewhat smaller text (as shown below).

POWER authority preserving my public image social power wealth	**ACHIEVEMENT** ambitious capable influential successful
HEDONISM enjoying life pleasure self-indulgent	**STIMULATION** a varied life an exciting life daring
SELF-DIRECTION choosing own goals creativity curious freedom independent	**UNIVERSALISM** a world of beauty broadminded equality protecting the environment social justice unity with nature wisdom
BENEVOLENCE forgiving helpful honest loyal responsible	**TRADITION** devout humble moderate respect for tradition
CONFORMITY honouring parents and elders obedience politeness self-discipline	**SECURITY** clean family security national security reciprocation of favours social order

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SELF-ASSESSMENT 2.1: WHAT IS YOUR BIG FIVE PERSONALITY?

Overview and Instructions

Personality experts have organized the dozens of personality traits into five main dimensions, known as the five-factor or "Big Five" model. Each dimension consists of several specific personality traits that cluster together. Most scholarly research on personality relies on this model, but it is also useful in everyday life as a relatively easy categorization of personalities.

This self-assessment estimates your self-assessed tendencies regarding each of these Big Five personality dimensions. To complete this instrument, indicate the extent to which each of the 40 words listed below accurately or inaccurately describes you. Think of yourself generally or typically, as compared with other persons you know of the same gender and of roughly your same age.

Feedback for the Big Five Personality Measure

This instrument is Saucier's widely used "mini-marker" brief version of the IPIP Big Five personality test. All five scales range from 8 to 72. The feedback currently does not divide scores into specific groups from low to high. However, the following information provides the average score on each personality dimension from a large group of students.

Personality Dimension	Average Score
Conscientiousness	50
Agreeableness	57
Neuroticism	33
Openness to Experience	53
Extraversion	47

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SELF-ASSESSMENT 2.2: ARE YOU INTROVERTED OR EXTRAVERTED?

Overview and Instructions

One of the most widely studied and discussed personality dimensions in the five-factor (Big Five) model of personality is introversion-extraversion. Introversion characterizes people who tend to be quiet, shy, and cautious. Extraversion characterizes people who tend to be outgoing, talkative, sociable, and assertive.

The statements in this scale represent the 10-item introversion-extroversion scale in the International Personality Item Pool. This is the short version, so it estimates overall introversion-extroversion but not specific facets within the personality dimension.

Feedback for the IPIP Introversion-Extraversion Scale

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

This is the short version of the IPIP Introversion-Extroversion Scale, so it estimates overall introversion-extroversion but not specific facets within the personality dimension. Scores range from 0 to 40. Low scores indicate introversion; high scores indicate extroversion. The norms in the following table are estimated from results of early adults (under 30 years old) in Scotland and undergraduate psychology students in the United States. However, introversion-extroversion norms vary from one group to the next; the best norms are likely based on the entire class you are attending or with past students in this course.

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

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SELF-ASSESSMENT 2.3: CAN YOU IDENTIFY PERSONALITY TRAITS FROM BLOGGING WORDS?

Overview and Instructions

Personality influences all aspects of our lives, including the words we use when writing blogs. In fact, some companies now use sophisticated software to estimate the personality traits of job applicants from the words they use in blogs and other online writing.

In this self-assessment, students are shown a list of 25 words that were commonly found in several hundred weblogs. How often each word was used was associated with the blog author's personality. Students are asked to select the Big Five personality dimension of authors who are most likely to use each word in their weblogs. For example, select "extraversion" for words that you think are used more often by blog authors with high extraversion than by blog authors with other dominant personalities.

Feedback for the Personality Traits from Blogging Words Measure

This measure estimates how well students can identify the personality of weblog authors from the words they use in their blogs. The overall score and graphic display indicate the percentage of words that the student identified correctly with the corresponding personality dimension (range is from 0 to 100). In addition, students can see the percentage of words that they identified correctly for each of the five personality dimensions. The instrument does not provide feedback on how well students typically perform in this activity.

This instrument illustrates the importance of personality in many aspects of our lives. In this case, personality predicts the language we use in weblogs and related writing. Using sophisticated software and algorithms, a few companies are even researching blogs, social media sites (such as Facebook), and other public domains to estimate the dominant personality traits of the job applicants who created those sites.

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SELF-ASSESSMENT 2.4: ARE YOU A SENSING OR INTUITIVE TYPE?

Overview and Instructions

Nearly a century ago, Swiss psychiatrist Carl Jung proposed that personality is primarily represented by the individual's preferences regarding perceiving and judging information. Jung explained that perceiving, which involves how people prefer to gather information or perceive the world around them, occurs through two competing orientations: sensing (S) and intuition (N).

This self-assessment estimates whether students have a preference for sensing or intuition when perceiving the world around them. The measure asks them to indicate the point that best places them between the two opposing labels of each scale. There is no exact "in-between" option, so students need to indicate which label describes them better, even if only very slightly. This survey has 10 statements.

Feedback for the Sensing-Intuitive Type Measure

Jung's theory proposes that perceiving involves bringing data to a person's consciousness. It relates to how people prefer to gather information or perceive the world around them. Perceiving occurs through two competing functions: sensing (S) and intuition (N). Scores on this instrument range from 10 (clear intuition) to 60 (clear sensing). The results show categories of scores across the range, based on results from a large number of MBA students.

1. **Sensing:** This function involves perceiving information directly through the five senses; it relies on an organized structure to acquire factual and preferably quantitative details. People with a clear preference for sensing focus on the present. They prefer working with tangible, specific data rather than conceptual information.

2. **Intuition:** This function relies on insight and subjective experience to see relationships among variables. Intuitive types focus on future possibilities. They prefer information that is theoretical and abstract.

Score	Interpretation
54-60	Clear sensing
42-53	Moderate sensing
36-41	Slight sensing
28-35	Slight intuition
18-27	Moderate intuition
10-17	Clear intuition

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SELF-ASSESSMENT 2.5: WHAT ARE YOUR DOMINANT VALUES?

Overview and Instructions

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. They are perceptions about what is good or bad, right or wrong. We arrange our personal values into a hierarchy of preferences, called a value system. Each person's unique value system tends to be stable and long lasting because it was developed and reinforced through socialization from parents, religious institutions, friends, personal experiences, and the society in which we live.

Schwartz's values circumplex organizes the dozens of personal values into 10 categories placed in a circle (circumplex). In this questionnaire students are to ask themselves: "What values are important to ME as guiding principles in MY life, and what values are less important to me?" There are two lists of values in this self-assessment. These values come from different cultures. In the parentheses following each value is an explanation to help students understand its meaning.

Feedback for Schwartz's Dominant Values Scale

This instrument estimates preferences for a broad range of personal values. These values are grouped into 10 broad domains of values, described below. Scores on each domain potentially range from -1 to +7. However, students are unlikely to have such an extreme score on any domain because the self-assessment asked them to use the extreme responses sparingly. Instead, the results shown in this instrument give students an estimate of their value system. They indicate their relative preference across the broad range of values.

POWER: social status and prestige, control or dominance over people and resources

ACHIEVEMENT: personal success through demonstrating competence according to social standards

HEDONISM: pleasure or sensuous gratification for oneself

STIMULATION: excitement, novelty, and challenge in life

SELF-DIRECTION: independent thought and action — choosing, creating, exploring

UNIVERSALISM: understanding, appreciation, tolerance, and protection for the welfare of all people and for

BENEVOLENCE: preservation and enhancement of the welfare of people with whom one is in frequent personal contact

TRADITION: respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide

CONFORMITY: restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms

SECURITY: safety, harmony, and stability of society, of relationships, and of self

Score	Interpretation
+5 to +7	High importance
+2 to +4	Moderate importance
-1 to +1	Low importance

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SELF-ASSESSMENT 2.6: HOW MUCH DO YOU VALUE INDIVIDUALISM AND COLLECTIVISM?

Overview and Instructions

Cross-cultural values have become an important part of organizational life due to globalization and an increasingly multicultural workforce. Organizational behaviour researchers have studied several cross-cultural values, but none has had as much attention as the two measured in this self-assessment: individualism and collectivism. At one time, experts thought that these two cross-cross-cultural values were opposites. Now, we understand that they represent separate values that are generally unrelated to each other.

Students are asked to read each of the statements in this instrument and select the response that they believe best indicates how well these statements describe them. This instrument has 16 statements.

Feedback for the Individualism-Collectivism Scale

Each scale has a potential score ranging from 8 to 40 points. Higher scores indicate that the person has a higher level of each cross-cultural value.

Individualism

Individualism refers to how much we value our independence and personal uniqueness. Highly individualist people value personal freedom, self-sufficiency, control over their own lives, and appreciation of their unique qualities that distinguish them from others. The following graph shows the range of individualism in general. However, keep in mind that the average level of individualism is higher in some cultures (such as Canada) than in others.

Score	Interpretation
31 to 40	High individualism
23 to 30	Moderate individualism
8 to 22	Low individualism

Collectivism

Collectivism refers to how much we value our duty to groups to which we belong, and to group harmony. Highly collectivist people define themselves by their group membership and value harmonious relationships within those groups. The following graph shows the range of collectivism in general. However, keep in mind that the average level of collectivism is lower in some cultures (such as Canada) than in others.

Score	Interpretation
31 to 40	High collectivism
23 to 30	Moderate collectivism
8 to 22	Low collectivism

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SELF-ASSESSMENT 2.7: WHAT IS YOUR LEVEL OF POWER DISTANCE?

Overview and Instructions

Some employees value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate. Others expect equal status and authority with their manager. This power distance orientation varies from one person to the next; it also varies across cultures. This instrument estimates your power distance orientation. To complete this instrument, read the nine statements and indicate how accurately each statement describes you.

Feedback for the Power Distance Scale

This instrument estimates power distance orientation. Power distance refers to the extent to which people accept unequal distribution of power in a society. Those with high power distance accept and value unequal power. They value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate, and prefer to resolve differences through formal procedures rather than directly. In contrast, people with low power distance expect relatively equal power sharing. They view the relationship with their boss as one of interdependence, not dependence; that is, they believe their boss is also dependent on them, so they expect power sharing and consultation before decisions affecting them are made.

The power distance instrument ranges from 9 (low power distance) to 63 (high power distance). The results are organized into three categories along the range, as indicated in the table below.

Score	Interpretation
50 to 63	High power distance
25 to 49	Moderate power distance
9 to 24	Low power distance

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