Essentials of Contemporary Management 8th edition Jones Solutions Manual

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Chapter 02

Values, Attitudes, Emotions, and Culture: The Manager as a Person

CHAPTER CONTENTS

Learning Objectives	2-2
Key Definitions/Terms	2-2
Chapter Overview	2-3
Lecture Outline	2-4
Lecture Enhancers	2-11
Management in Action	2-13
Building Management Skills	2-15
Managing Ethically	2-16
Small Group Breakout Exercise	2-16
Be the Manager	2-17
Case in the News	2-18
Connect Features	2-19
Manager's Hot Seat	2-19
Self-Assessment(s)	2-19
In-Class Activities	2-19

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LEARNING OBJECTIVES

LO 2-1. ***Describe the various personality traits that affect how managers think, feel, and behave.***

LO 2-2. ***Explain what values and attitudes are, and describe their impact on managerial action.***

LO 2-3. ***Appreciate how moods and emotions influence all members of an organization.***

LO 2-4. ***Describe the nature of emotional intelligence and its role in management.***

LO 2-5. ***Define organizational culture, and explain how mangers both create and are influenced by organizational culture***

KEY DEFINITIONS/TERMS

agreeableness: The tendency to get along well with other people

attitude: A collection of feelings and beliefs

attraction-selection-attrition (ASA) framework: A model that explains how personality may influence organizational culture

conscientiousness: The tendency to be careful, scrupulous, and persevering

emotional intelligence: The ability to understand and manage one's own moods and emotions and the moods and emotions of other people

emotions: Intense, relatively short-lived feelings

external locus of control: The tendency to locate responsibility for one's fate in outside forces and to believe that one's own behavior has little impact on outcomes

extraversion: The tendency to experience positive emotions and moods and to feel good about oneself and the rest of the world

instrumental value: A mode of conduct that an individual seeks to follow

internal locus of control: The tendency to locate responsibility for one's fate within oneself

job satisfaction: The collection of feelings and beliefs that managers have about their current jobs

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mood: A feeling or state of mind

need for achievement: The extent to which an individual has a strong desire to perform challenging tasks well and to meet personal standards for excellence

need for affiliation: The extent to which an individual is concerned about establishing and maintaining good interpersonal relations, being liked, and having other people get along

need for power: The extent to which an individual desires to control or influence others

negative affectivity: The tendency to experience negative emotions and moods, to feel distressed, and to be critical of oneself and others

norms: Unwritten, informal codes of conduct that prescribe how people should act in particular situations and are considered important by most members of a group or organization

openness to experience: The tendency to be original, have broad interests, be open to a wide range of stimuli, be daring, and take risks

organizational citizenship behaviors (OCBs): Behaviors that are not required of organizational members but that contribute to and are necessary for organizational efficiency, effectiveness, and competitive advantage

organizational commitment: The collection of feelings and beliefs that managers have about their organization as a whole

organizational culture: The shared set of beliefs, expectations, values, norms, and work routines that influence how individuals, groups, and teams interact with one another and cooperate to achieve organizational goals

organizational socialization: The process by which newcomers learn an organization's values and norms and acquire the work behaviors necessary to perform jobs effectively

personality traits: Enduring tendencies to feel, think, and act in certain ways

self-esteem: The degree to which individuals feel good about themselves and their capabilities

terminal value: A lifelong goal or objective that an individual seeks to achieve

value system: The terminal and instrumental values that are guiding principles in an individual's life

CHAPTER OVERVIEW

This chapter focuses upon the manager as a feeling, thinking human being. We start by describing enduring personality characteristics that influence how managers 'manage," as well as how they view other people, their organizations, and the world around them. We discuss as well how managers' values, attitudes, and moods play out in organizations, shaping organizational culture. This chapter provides a strong appreciation of how the personal characteristics of managers influence the process of management in general, and organizational culture in particular.

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LECTURE OUTLINE

NOTE ABOUT POWERPOINT SLIDES

A separate file contains Instructor PowerPoint Slides include most Student PowerPoint slides, along with additional material that can be used to expand the lecture.

Management Snapshot

Kevin Plank's Determination and Openness to Experience at Under Armour

When Kevin Plank was a football player at the University of Maryland in the 1990s, he often became annoyed that his T-shirt was soaked and weighted down with sweat. He wondered why athletic apparel couldn't be made out of some kind of polyester blend that would help athletes' and sports aficionados' muscles stay cool while wicking away moisture. Soon he started experimenting with different fabrics, testing their durability, comfort, and water resistance. Before long, a prototype of Under Armour's first product was developed. *(p.48)*

Entering and succeeding in the competitive sports apparel industry dominated by huge players, such as Nike, seemed like an impossible feat. With around $20,000 in the bank and the resolve to turn his idea into a viable venture, Plank succeeded against all odds.

Plank used his network of athletic contacts from playing on teams in high school, military school, and the University of Maryland to get the word out about the shirt. As business and orders picked up, Under Armour outgrew its basement office and set up shop on Sharp Street in Baltimore.

Under Armour is currently headquartered in a 400,000-squarefoot complex. It is a global company that produces athletic apparel and accessories for women, men, and youth. Clearly Plank demonstrates that being original, daring, and taking risks while at the same time being highly determined, disciplined, and persevering can help managers and entrepreneurs succeed against tough odds.

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I. Enduring Characteristics: Personality Traits

Personality traits are enduring tendencies to feel, think, and act in certain ways. It is important to understand the personalities of managers because their personalities influence their behavior and their approach to managing people and resources.

A. The Big Five Personality Traits

The Big Five is a group of five general traits that contribute to the composition of an individual's personality. Each should be evaluated along a continuum.

1. **Extraversion** is the tendency to experience positive emotions and moods and feel good about oneself and the rest of the world. Being high on this trait can be an asset for managers whose jobs entail an especially high level of social interaction. Those low on this factor can be highly effective if excessive social interaction is not required by their job.

2. **Negative Affectivity** is the tendency to experience negative emotions and moods, feel distressed, and be critical of others. Managers high on this trait may often feel angry and dissatisfied and complain about their own and others' lack of progress. Those who are low on negative affectivity do not tend to experience many negative emotions and are less pessimistic and critical of themselves and others.

3. **Agreeableness** is the tendency to get along well with others**.** Managers high on this continuum are likeable, tend to be affectionate, and care about other people. Those who are low may be somewhat distrustful of others, unsympathetic, uncooperative, and even at times antagonistic. See Figure 2.2 for a measure of this.

4**. Conscientiousness** is the tendency to be careful, scrupulous, and persevering. Managers who are high on this factor are organized and self-disciplined while those who are low may seem to lack self-direction and self-discipline.

5. **Openness to experience** is the tendency to be original, have broad interests, be open to a wide range of stimuli, be daring, and take risks. Those high on this trait continuum like to take risks and sometimes

LO 2-1: ***Describe the various personality traits that affect how managers think, feel and behave.***

POWERPOINT SLIDES 3 - 11

TEXT REFERENCE

Manager as a Person:
Jess Lee's Conscientiousness and Openness to Experience Serve Her Well at Polyvore

When Jess Lee was growing up in Hong Kong, she loved to draw. She attended Stanford University, where she received a degree in computer science. After graduating, she got a job as a product manager at Google Maps. While working a Google, she became an avid user of the Polyvore website, which enables users to build sets or collages of products. Lee let Polyvore's founders know that she liked the site but also gave them suggestions for improvements on complaints and problems she had with the site. Impressed by her comments, Polyvore offered her a job and she accepted. Lee engaged in all manner of tasks to help Polyvore create a great user experience, ranging from coding and management to sales. Eventually, the founders appointed her CEO. Under her leadership, Polyvore became profitable. Although she is somewhat introverted, Lee has found her own leadership style that works well at Polyvore.
Three values are key to Polyvore's culture: (1) focus on improving the user experience, (2) do a few things well, and (3) make an impact. *Time.com* named Polyvore one of the five best sites for online shopping on a single site. Lee sees Polyvore expanding beyond fashion and also expanding internationally.

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choose to become an entrepreneur, while those low on this scale tend to be more conservative in their planning and decision-making.

B. Other Personality Traits that Affect Managerial Behavior

1. The **locus of control** trait captures an individual's beliefs concerning the amount of control they have over what happens to and around them.

   a. People with an **internal locus of control** believe that they are responsible for their own fate and see their own actions and behaviors as being important and decisive determinants of future outcomes.

   b. People with an **external locus of control** believe that outside forces are responsible for what happens to and around them and that their own actions don't make much of a difference.

2. **Self-esteem** is the degree to which individuals feel good about themselves and their capabilities.

3. **Needs for achievement, affiliation and power** have been extensively researched by psychologist David McClelland.

   a. The **need for achievement** is the extent to which an individual has a strong desire to perform challenging tasks well and to meet personal standards for excellence.

   b. The **need for affiliation** is the extent to which an individual is concerned about establishing and maintaining good interpersonal relations, being liked and getting along with other people.

   c. The **need for power** is the extent to which an individual desires to control or influence others.

II. Values, Attitudes, and Moods and Emotions

A. Values: Terminal and Instrumental

1.A **terminal value** is a personal conviction about lifelong goals or objectives while an **instrumental value** is a personal conviction about desired modes of conduct or ways of behaving.

LO 2-2: ***Explain what values and attitudes are, and describe their impact on managerial action.***

POWERPOINT SLIDES 19 - 30

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2. Terminal values often lead to the formation of **norms,** which are informal rules of conduct for behaviors considered to be important within an organization.

3. A leading researcher identified 18 terminal values and 18 instrumental values that when placed in rank order, will describe a person's **value system**.

B. Attitudes

An ***attitude*** is a collection of feelings and beliefs. A manager's attitude affects how they approach their job. Two of the most important attitudes in this context are:

1. **Job Satisfaction** is the collection of feelings and beliefs that managers have about their current job. See Figure 2.3 for a sample of items from two measures of job satisfaction.

a. Managers who are satisfied with their jobs are more likely to perform organizational citizenship behaviors **(OCBs).** OCBs are behaviors that are not required but contribute to organizational efficiency, effectiveness, and gaining a competitive advantage.

b. A growing source of dissatisfaction for many lower- and middle-level managers and employees is the threat of unemployment and increased workloads from downsizing.

c. The ways in which layoffs are handled is important for both layoff victims and survivors.

2. **Organizational commitment** is the collection of feelings and beliefs that managers have about their organization as a whole. With organizational commitment, managers:

a. Believe in what their organizations are doing
b. Are proud of what the organization stands for
c. Feel a high degree of loyalty toward their organizations.

TEXT REFERENCE

ETHICS IN ACTION: ***Protecting the Environment and Jobs at Subaru of Indiana Automotive***

Subaru of Indiana Automotive (SIA), located in Lafayette, Indiana, has 5,400 employees and produces the Subaru Legacy and Outback. In contrast to other US automakers, Subaru has never had a layoff and offers generous worker benefits, including annual raises.

In addition to their focus on treating employees well, Subaru is uncompromising about protecting the environment and eliminating waste. They report saving $5 million per year from their effort to eliminate waste, recycle and compost. Employees receive monetary rewards for participating in the drive to reduce waste.

SIA is loyal to their employees (for example, after an earthquake in Japan caused a slowdown in production, SIA paid employees their full wages for volunteering in the local community). As a result, SIA enjoys low turnover and the reputation as a top employer, receiving about 10 applicants for every open position.

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C. Moods and Emotions

1. **Mood:** A mood is a feeling or state of mind. Personality traits and current circumstances often determine a person's mood. See Figure 2.4 for a measure of positive and negative mood at work

2. **Emotions:** Emotions are more intense than moods, are more short-lived, and are usually linked to a specific cause.

III. Emotional Intelligence (EI)

Emotional Intelligence is the ability to understand and manage one's own moods and emotions, as well as the moods and emotions of **others.**

1. Managers with high levels of EI are able to prevent their emotions from getting in the way of making effective decisions.

2. EI helps managers perform the interpersonal roles of
figurehead, leader, and liaison.

3. Emotional intelligence helps managers understand and relate well to other people.

IV. Organizational Culture

Organizational culture describes the set of beliefs, expectations, values, norms, and work routines that influence how members of an organization relate to one another and work together to achieve organizational goals.

1. When members share an intense commitment to goals, a strong organizational culture exists. When the opposite is true, the organization's culture is weak

2. When an organization's culture is very strong, it is often referred to as the organization's 'personality' because it influences the way its members behave.

LO 2-3: ***Appreciate how moods and emotions influence all members of an organization***

TEXT REFERENCE
MANAGEMENT INSIGHT:
Emotions as Triggers for Changes in Organizations

Emotions can be useful triggers for needed changes in organizations. North American Tool CEO, Curt Lansbery, was dismayed that employees weren't contributing as much as they could to their 401(k) retirement plans because the company had a matched contribution plan. So at the annual 401(k) enrollment meeting Lansbery dumped a bag full of money on the table at the meeting. The amount equaled to amount of money employees did not receive the prior year because they did not contribute the maximum to their 401(k) plans. The negative feelings that this invoked in the employees prompted many to maximize their 401(k) contributions for the coming year. A similar strategy was adopted at Cedars-Sinai Medical Center, where Dr. Leon Bender and other colleagues were

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A. Managers and Organizational Culture

1. Managers play a particularly important part in influencing organizational culture. This is most evident in the start-up of new companies

2. Management researcher Benjamin Schneider developed a model called the **attraction-selection-attrition** (ASA) **framework**, which posits that entrepreneurs tend to hire employees whose personalities are similar to their own.

B. The Role of Values and Norms in Organizational Culture

Shared values, as well as shared norms, play a particularly important role in organizational culture. **Terminal values** signify what an organization and its employees are trying to accomplish, and **instrumental values** guide how the organization and its members achieve organizational goals**.**

1. **Values of the founder:** From the ASA model previously discussed, it is clear that founders can have a profound and long-lasting effect on organizational culture.

2. **Organizational Socialization:** This is the process by which newcomers learn an organization's values and norms and acquire the work behaviors necessary to perform jobs effectively. As a result, organizational values and norms are internalized.

3. **Ceremonies and rites:** These are formal events that recognize incidents of importance to the organization as a whole and to specific employees. The most common rites that organizations use to transmit cultural norms and values to their members are rites of passage, of integration, and of enhancement. (See Table 2.1 for examples of the rites listed below.)

a. Rites of passage determine how individuals enter, advance within, or leave an organization.

b. Rites of integration build and reinforce common bonds among organizational member

concerned that doctors and nurses weren't washing their hands as often as they should, thereby increasing the chances of infecting patients with secondary bacterial infections. One day after lunch around 20 doctors and nurses were asked to put their hands on an agar plate. The cultured plates showed their hands coated with bacteria. Photos and screensavers of these culture reports were circulated and the disgust experienced by everyone who saw the photo was a powerful impetus for change, and the compliance with hand-washing protocols increased to close to 100%.

LO 2-4: ***Describe the nature of emotional intelligence and its role in management***

LO 2-5: ***Define organizational culture, and explain how mangers both create and are influenced by organizational culture***

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c. Rites of enhancement let organizations publicly recognize and reward employee contributions and thus strengthen their commitment to organizational values.

4. **Stories and language:** Stories frequently told within an organization, either fact or fiction, provide important clues about values and norms. The slang or jargon that people within an organization use to frame and describe events also provides important clues about norms and values.

C. Culture and Managerial Action

Culture influences the way in which managers perform their four main functions.

1. Planning*:* In an innovative organizational culture, top managers are likely to develop a flexible approach to planning and to encourage participation by subordinates. In contrast, managers in a conservative organizational culture are likely to emphasize top-down planning.

2. Organizing: Because they value creativity, managers in an innovative culture are likely to create an organic structure that is flat and in which authority is decentralized. In contrast, managers in a conservative culture are likely to create a well-defined hierarchy of authority and establish clear reporting relationships.

3. Leading: In an innovative culture, managers are likely to lead by example, encourage employees to take risks and experiment, and to be supportive regardless of success or failure. In a conservative culture, they are likely to use management by objectives, constantly monitor progress toward goals, and oversee their every move.
4. Controlling: Managers in innovative cultures tend to recognize that there are multiple, potential paths to success and that failure must be accepted in order for creativity to thrive. Therefore, they are more concerned that employees be flexible and take risks and less concerned about their adherence to pre-determined routines and goals. In contrast, managers in more conservative cultures emphasize caution and maintenance of the status quo.

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LECTURE ENHANCERS

Lecture Enhancer 2.1
DANIEL GOLEMAN AND EMOTIONAL INTELLIGENCE

For eight years, Daniel Goleman has argued persuasively that emotionally intelligent managers become the best and most profitable business leaders in the world. Beginning with his 1995 bestseller *Emotional Intelligence*, Goleman has sought to strip away conventional notions of what it means to be intelligent by examining how key personality traits can lead to measurable success. Although his background is in psychology, he has become a powerful voice in the corporate world. It is Goleman's contention that top leaders will recognize that they cannot function without a clear understanding of their own feelings and those of the people around them. "Emotions have their place, and your emotions have an enormous impact on how well you can do the task at hand," he says. Below are excerpts from an interview with Dr. Goleman.

Industry observers often complain about the dichotomy in the business world today. Executives are expected to behave as if they have no emotions while they make decisions that will have profound effects on other people's lives. What do you think has brought us to this state where businesspeople are supposed to 'check their emotions at the door'?

Goleman: The first analysis of the organizational life was conducted in a sociological tradition by Max Weber and Talcott Parsons, and it pretty much ignored to emotional reality of work. It analyzed the workplace and organizational dynamics as though emotions were not part of the equation. That framework has survived to this day, even though everyone who works knows it's a lie. We don't leave emotions at home and we don't check them at the door. We can either acknowledge this fact or not.

You maintain that companies perform better if top managers have emotional intelligence, but the business world is rife with stories of CEOs and top managers who have been wildly successful even though they are insensitive jerks. If emotional intelligence is so important, how do you account for their successes?

Goleman: The question to ask is not, "Is a specific company successful despite the fact that the head guy is a jerk?" Rather, you should ask, "If all things were equal – if there were two companies with similar markets, similar opportunities, and similar resources, and one boss was a jerk and the other was a dream boss – which company would do better? In fact, the insurance industry did exactly that study. It was commissioned by LOMA, an insurance industry organization, and carried out by the Hay Group. The researchers looked at moderately successful companies of the same size and evaluated CEOs on their emotional intelligence and leadership abilities. They found that the more these bosses exhibited empathy, initiative, and a drive to achieve, the more profitable the companies were. That's the better way to answer this question.

Is it there ever a point at which someone is too old to learn these competencies?

Goleman: You are never too old to learn emotional intelligence. In fact, people tend to improve in emotional intelligence over the course of a lifetime, because life lessons often make people wiser in this domain. Thy get more comfortable with themselves and other people. So in a rough way, a slow way, there's a tendency to learn. But someone who wants to be a leader needs to have a relatively high level of these abilities. A business school that wants to help its students achieve high leadership levels either has to select people who have already developed these abilities, or it has to help its students to learn them.

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Essentially, you are saying that individuals must be able to draw on the so-called 'soft skills' or they won't be good leaders.

Goleman: It's a paradox. Soft skills have hard consequences.

Taken from *Intelligence at Work* by Sharon Shinn, published in BizEd Magazine, September/October 2003.

Lecture Enhancer 2.2
BIRTH ORDER AND PERSONALITY

Birth-order guru Kevin Leman, Ph.D. says he can explain how a simple understanding of birth order enhances the chance of success in business. In his book, *The Birth Order Book*, Leman profiles three birth-order positions.

The firstborn tends to be a perfectionist, conscientious, list maker who doesn't like surprises. The only child has similar, yet often more intense personality traits.

The middle child is a master negotiator who never had his parents to himself, and endured hand-me-downs. The good news is he can compromise, share and negotiate.

Leman describes the baby of the family as manipulative, social, outgoing, and a natural salesperson. She is the child who got her siblings in trouble while she was cute, helpless and got away with murder.

A fourth birth-order position, identified by Michael Maniacci, a clinical psychologist and member of the faculty at the Adler School of Professional Psychology in Chicago, is the second born. The second born tends to be more rebellious, non-conforming and independent than the middle child.

After reading these descriptions, most either buy into the birth-order concept as a perfect description of their family or discount it. Either way, Leman says, there are other birth-order rules that impact children's development.

Sex of children is an important variable in the birth-order equation. "If there are three daughters and a last-born son, the son may possess the characteristics of the firstborn, rather than the baby," Leman says.

Maniacci says: "In my practice, I've found the greater the sex differentiation between the parents, the less children of the opposite sex compete with each other. That impacts birth-order roles."

"In a family with a firstborn boy and a second born girl, if both parents work, both wear pants, and equally share housework tasks, the girl is more likely to be a rebellious second born. There is not much distinction between being a girl and a boy. Conversely, if Dad has short hair and Mom has long, and Mom stays at home and Dad works, the boy holds the role of the oldest born male and the girl the oldest born female."

"If there is a five-year age gap between the children, you can draw a line and start another family with a whole new set of firstborns and middles," Maniacci says. Physical differences play a role too. If the oldest child is physically or psychologically challenged, the second child usually takes on the role of the firstborn.

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Other experts caution that understanding and using birth order is anything but simple, and many variables mold personality. Experts generally agree interpreting birth order can be complicated and only presents part of the picture.

But Leman says, "As a psychologist, I have not found a more practical tool for understanding human dynamics than birth order."

Lecture Enhancer 2.3
THE BIG THRILL PERSONALITY

Another facet of personality is one's tolerance for risk taking. Some individuals have a kind of psychological urge to reach beyond the status quo and seek out novelty, change, and excitement. Psychologist Frank Farley, of the University of Wisconsin, has spent twenty years examining what he calls the Type T (thrill-seeking) personality. According to Farley's theory, Big T types are high-profile individuals who seek excitement and stimulation wherever they can find it or create it. For some the thrills are mostly physical. For others, they're mental.

The degree of risk that individuals are willing to assume spans a broad continuum. Big T personalities, those who continually live on the edge, are at one end of the scale. Little t's, who cling to certainty and predictability, are at the other. Most people fall somewhere in the middle. But Farley believes it's the Big T segment, a group that makes up an estimated 10 to 30 percent of the American population, that holds the key to America's future. "Type T's are the people who are likely to have enormous impact on society," he says. "They are the great experimenters in life; they break the rules."

Whether male or female, risk-taking individuals tend to be what Farley calls "transmutative thinkers," adept at shifting from one cognitive process to another, and from the abstract to the concrete and vice versa. Thrill seekers are happiest in jobs that provide change, excitement, and an ample outlet for their creativity. They are often drawn to careers in advertising, journalism, or in the brokerage business, where novelty and uncertainty are a given.

Whether individuals seek risks or avoid them affects not only their own job performance but also boss-employee relationships and co-worker production. An organization with too many risk takers can spell trouble. So can one top-heavy with cautious, security-minded individuals. A synergistic mix is best. If it's the thrill-seeking visionaries who drive a company with their ideas, it's their more pragmatic peers who help implement those concepts. Finally, says Farley, "people who are the most successful realize that if they're going to take risks, they're going to fail once in a while."

MANAGEMENT IN ACTION

Notes for Topics for Discussion and Action

DISCUSSION

1. *Discuss why managers who have different types of personalities can be equally effective and successful.*

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The chapter notes that there is no single "right" or "wrong" personality trait for being an effective manager; rather, effectiveness is determined by a complex interaction between characteristics of managers (including personality traits) and the nature of the job and organization. Furthermore, personality traits that contribute to the managerial effectiveness in one situation may actually hinder the effectiveness in another situation.

2. *Can managers be too satisfied with their job? Can they be too committed to their organizations? Why or why not?*

(**Note to Instructors:** Student answers will vary.)

The text defines job satisfaction as the feelings and beliefs people have about their current jobs, and organizational commitment as the collection of feelings and beliefs people have about their organizations as a whole. Students may mention that managers who are too satisfied with their jobs may not look to improve the current state of affairs, preferring to let things go on as they are. This may harm the prospects of the team as a whole. On the personal level, managers who are too satisfied with their jobs or too committed to the organization may harm their own prospects of career improvement or advancement.

3. *Assume that you are a manager of a restaurant. Describe what it is like to work for you when you are in a negative mood.*

(**Note to Instructors:** Student answers will vary based on their personalities. The text identifies characteristics of a negative mood as feelings of distress, fearful, scornful, hostile, jittery or nervous.)

This question is very individualized. However, you might turn it into an interesting exercise. You could have the individual student answer the question and then have their classmates react to their self-description as to its accuracy from their perspective.

4. Why might managers be disadvantaged by low levels of emotional intelligence?

Social skills are increasingly important in organizations today. People work more and more in teams. Emotional intelligence enables managers to interact more effectively both internally with co-workers and externally with customers.

ACTION

5. *Interview a manager in a local organization. Ask the manger to describe situations in which he or she is especially likely to act in accordance with his or her values. Ask the manager to describe situations in which he or she is less likely to act in accordance with his or her values.*

(**Note to Instructor:** Student answers will vary based on the manager's value system and experiences.)

Posing this question to potential strangers is tricky. People are sometimes quite guarded about their values and are not eager to discuss them with others. It is suggested that the class or a team of students, as interviewers, should be more comfortable and aware when asking ethical questions and capturing a response. You may also want to suggest that students interview a manager who is someone they know.

6. Watch a popular television show and as you watch it, try to determine the emotional intelligence levels of the characters the actors in the show portray. Rank the characters from highest to lowest in terms of emotional intelligence. As you watched the show, what factors influenced your assessments of emotional intelligence levels?

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(**Note to Instructors:** Student answers will vary based upon the television show they view. You may want to request that the entire class watch the same episode of a popular television show.)

The ranking of characters by students will probably vary, thereby providing the basis for an interesting discussion. Factors influencing student assessment of emotional intelligence may include awareness of and ability to manage one's own emotions, the ability to perceive and understand the emotions of others, good listening skills, and the ability to effectively deal with interpersonal conflict.

7. Go to an upscale clothing store in your neighborhood and go to a clothing store that is definitely not upscale. Observe the behavior of employees in each store as well as the store's environment. In what ways are the organizational cultures in each store similar? In what ways are they different?

Often the environment of upscale clothing stores is rather quiet and formal, and salespersons are dressed rather conservatively. On the other hand, less upscale stores often have a much more casual environment in which music that appeals to the younger generation is played. Salespeople sometimes dress in trendy, casual clothing that reflects the store's product line and the taste of the target audience. Normative behavior for employees in the upscale store is reflected in the reserved and cautious manner required when interacting with customers. In a less upscale environment, however, interaction with customers is less formal and more casual. For example, slang language may be used. However, core values common to both stores would include high levels of customer responsiveness, honesty, and integrity, operational efficiency, and a strong work ethic.

AACSB: Analytic
AACSB: Reflective Thinking

BUILDING MANAGEMENT SKILLS

Diagnosing Culture

1. What values are emphasized in this culture?

Student answers will vary but they should give specific examples of behaviors or policies that reflect specific values such as a sense of accomplishment, self-control, dependability, independence, and honesty.

2. What norms do members of this organization follow?

Again, student answers will vary but they should give specific examples of behaviors or policies that reflect specific norms such as courtesy, informality, and a willingness to take risks.

3. Who seems to have played an important role in creating the culture?

Founders, managers, or even employees often establish or influence the culture.

4. In what ways is the organizational culture communicated to organizational members?

Often founders use their own values to determine and guide organizational culture. Culture can also be communicated to organizational members through formal or informal socialization programs, ceremonies, rites, stories, and language.

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AACSB: Analytic
AACSB: Reflective Thinking

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MANAGING ETHICALLY

Notes for Managing Ethically

1. Either individually or in a group, think about the ethical implications of using personality and interest inventories to screen potential employees. How might this practice be unfair to potential applicants? How might organizational members who are in charge of hiring misuse it?

It is important that companies make every effort to hire employees whose values, personality, and interests fit with their organizational culture. However, reliance upon personality and inventory tests is an ineffective means of evaluating such factors. Because of their measurement error and validity problems, these tests could mistakenly screen out those candidates who are well suited for the job. Managers in charge of hiring may think these tests are a quick and easy substitute for a thorough interviewing process, but will regret their decision later.

2. Because of measurement error and validity problems, some relatively trustworthy people may "fail" an honesty test given by an employer. What are the ethical implications of trustworthy people "failing" honesty tests, and what obligations do you think employers should have when relying on honesty tests for screening?

(**Note to Instructor:** Student answers will vary.)

When candidates apply for a job, they generally assume that they will be evaluated and compared to other applicants in a fair, nonbiased manner. The use of such tests violates that trust, thus representing an ethical breach.

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SMALL GROUP BREAKOUT EXERCISE

1. *Develop a list of options and potential courses of action to address the heightened competition and decline in profitability that your company has been experiencing.*

(**Note to instructors:** student answers will vary based on their experiences.)

Possible options include:

- Employ a consultant to help management determine additional ways to cut costs.
- Implement a hiring freeze and reduce workforce through attrition.
- Build employee motivation to increase performance levels by providing incentives linked to performance, issuing "star-performer" awards, and holding parties or arranging activities for employees.
- Increase marketing and advertising efforts to improve sales.
- Lay off employees.

2. *Choose your preferred course of action and justify why you will take this route.*

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(**Note to instructors:** Student answers will vary.)

3. *Describe how you will communicate your decision to employees.*

Since "rumors are rampant", it is important to communicate with everyone in a clear and timely manner. Top management needs to increase the employees' sense of security and confidence about the company's commitment to resolving the situation. Moreover, since the stakes are high and people's jobs are on the line, the decision should be communicated in a face-to-face meeting.

If layoffs are being announced, the meetings should be individualized, and terminated employees should be assured that the terminations were based on objective criteria. Specific information regarding severance pay etc. should be clearly communicated as well.

4. *If your preferred option involves a layoff, justify why. If it doesn't involve a layoff, explain why.*

Layoffs could be justified if the slowdown of work is so severe that the company cannot keep its workers occupied or is facing a financial crisis, such as bankruptcy. In this case, the only way to save the company and protect the majority of stakeholders could be through downsizing.

Because maintaining the company's no-layoff policy is an important aspect the company's culture, this action should still be considered only as a last resort, as it could be demoralizing to the remaining workers. Other companies, such as Southwest Airlines, have stood by their employees even in the toughest of times, which has resulted in a high level of employee loyalty and commitment.

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BE THE MANAGER

In this situation it is best to take a collaborative approach toward conflict resolution. A collaborative approach encourages the disputing parties to solve the problem together. The position of both parties should be treated as equally important (though not necessarily the case), and equal emphasis should be placed on the quality of the outcome and the fairness of the decision-making process. The intent is to find solutions that are satisfactory to both parties rather than find fault or assign blame. The first step of the vice president for human resources should be to bring the disputing parties together for the purpose of focusing upon a shared goal, such as improved work climate, improved quality of work, improved work relationships, etc. The establishment of common goals will provide a context for the continuance of discussions between disputants. As the collaborative effort to identify mutually acceptable resolutions continues, it is important that emphasis always rests upon issues, not personalities. In other words, people must remain separated from the problem and the focus must remain upon interests, not position. Doing so will depersonalize disagreement and allow all parties to feel less vulnerable about opening up to a different point of view.

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After the source of conflict has been identified and resolved, the attitudes and behavior of the disputants should change, gradually eliminating any lingering feelings distress, fear, or hostility in the office environment.

AACSB: Reflective Thinking
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BLOOMBERG BUSINESSWEEK CASE IN THE NEWS

Case Synopsis: **The $3.5 Million Buffett Lunch Special**

The article covers an auctioned one-on-one lunch with the famed Warren Buffett (the proceeds go to feed the hungry). One such donor and lunch guest in 2007 was Guy Spier, the chief executive officer of Aquamarine Capital Management.
After meeting his idol, Spier recalled, he never saw the world the same way again. "I had to see Warren Buffett in real life, one on one, to realize he was not making any compromises with his day-to-day personal happiness for the sake of making Berkshire a little bit bigger, making it grow a little bit faster," Spier recalled in that radio interview. "And in that instant I realized how many personal compromises I was making with my day-to-day personal happiness. And I asked myself, 'For what?'"

Questions:

1. Warren Buffett is known for his "hands off" management style when it comes to managing his own management team. Do you think this strategy has helped him become so successful? Explain your reasoning.

(**Note to the instructor**: Student answers will vary depending on their perceptions of what they have read.) The following are some examples:

Buffett is described as being self-deprecating and confident and well-known for not compromising his personal values for earnings. He is widely respected for his character as well as his financial and business acumen, which is not always the case with investors. This attitude of confidence enables him to trust his management team. Surrounding himself with talented people and then having the confidence to allow them the freedom to make their own decisions has clearly helped him become successful.

2. *Do you think Buffett is high or low on emotional intelligence? Why do you think this?*

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Warren Buffett's high level of emotional intelligence allowed him to make a remarkable amount of money, and then work on giving it all away. He is willing to use his business experience to tackle large-scale social problems.

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CONNECTL FEATURES

MANAGER'S HOT SEAT (MHS)

- **Whistle blowing: Code Red or Red Ink?**

SELF-ASSESSMENT(S)

- Assessing Your Emotional Intelligence
- Corporate Culture Preference Scale
- A Profile of Our Personality Based on the Five Factor Scale

IN-CLASS ACTIVITIES

Before class, review Lecture Enhancer 2.2, "Birth Order and Personality."

Ask students in class to group themselves by birth order as follows:

1. Only child
2. First born
3. Middle child
4. Baby of the family

Have the groups:

- discuss personality traits they have in common
- generate a list of 4 to 5 common traits
- divide traits into strengths and weaknesses (or explain how they fall into both categories)
- suggest strategies for managing weaknesses
- discuss whether or not they think birth order is a valid way to determine personality

Each group reports their top 4 or 5 common traits, an evaluation of their impact for a manager, and whether or not they believe birth order determines personality. As groups report out, list traits on board or easel. Wrap up with a review of each set of traits. Ask for class consensus on predictability of results. If time allows, share Lecture Enhancer 2.2 information with the class and compare with student results.

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POWER POINT SLIDES

Slide 1 Title Chapter 2
Slide 2 Learning Objectives
Slide 3 Enduring Characteristics: Personality Traits
Slide 4 Managers and Traits
Slide 5 Topics for Discussion
Slide 6 Big Five Personality Traits – Figure 2.1
Slide 7 Big Five Personality Traits – Extraversion
Slide 8 Big Five Personality Traits – Negative affectivity
Slide 9 Big Five Personality Traits – Agreeableness
Slide 10 Big Five Personality Traits – Conscientiousness
Slide 11 Big Five Personality Traits – Openness to Experience
Slide 12 Big Five Personality Traits – Figure 2.2
Slide 13 Other Personality Traits – Internal Locus of Control
Slide 14 Other Personality Traits – External Locus of Control
Slide 15 Other Personality Traits –Self Esteem
Slide 16 Other Personality Traits –Need for Achievement
Slide 17 Other Personality Traits –Need for Affiliation
Slide 18 Other Personality Traits –Need for Power
Slide 19 Values, Attitudes and Moods and Emotions
Slide 20 Values – Terminal and Instrumental Values
Slide 21 Values – Norms and Value System
Slide 22 Attitudes – Attitudes and Job Satisfaction
Slide 23 Two Measures of Job Satisfaction
Slide 24 Attitudes – Organizational Citizenship Behaviors
Slide 25 – Attitudes – Organizational Commitment
Slide 26 Topics for Discussion
Slide 27 Moods and Emotions
Slide 28 Emotional Intelligence
Slide 29 Topics for Discussion
Slide 30 A Measure of Positive and Negative
Slide 31 Organizational Culture
Slide 32 Organizational Culture – Attraction-Selection-Attrition Framework
Slide 33 Role of Values and Norms
Slide 34 Factors That Maintain and Transmit Organizational Culture Fig. 2.6
Slide 35 Roles of Values and Norms – Organizational Socialization
Slide 36 Roles of Values and Norms – Ceremonies and Rites
Slide 37 Ceremonies and Rites – Rites of Passage and Integration
Slide 38 Ceremonies and Rites – Rites of Enhancement
Slide 39 Ceremonies and Rites – Stories and Language
Slide 40 Culture and Managerial Action - Planning
Slide 41 Culture and Managerial Action - Organizing
Slide 42 Culture and Managerial Action – Leading
Slide 43 Culture and Managerial Action – Controlling

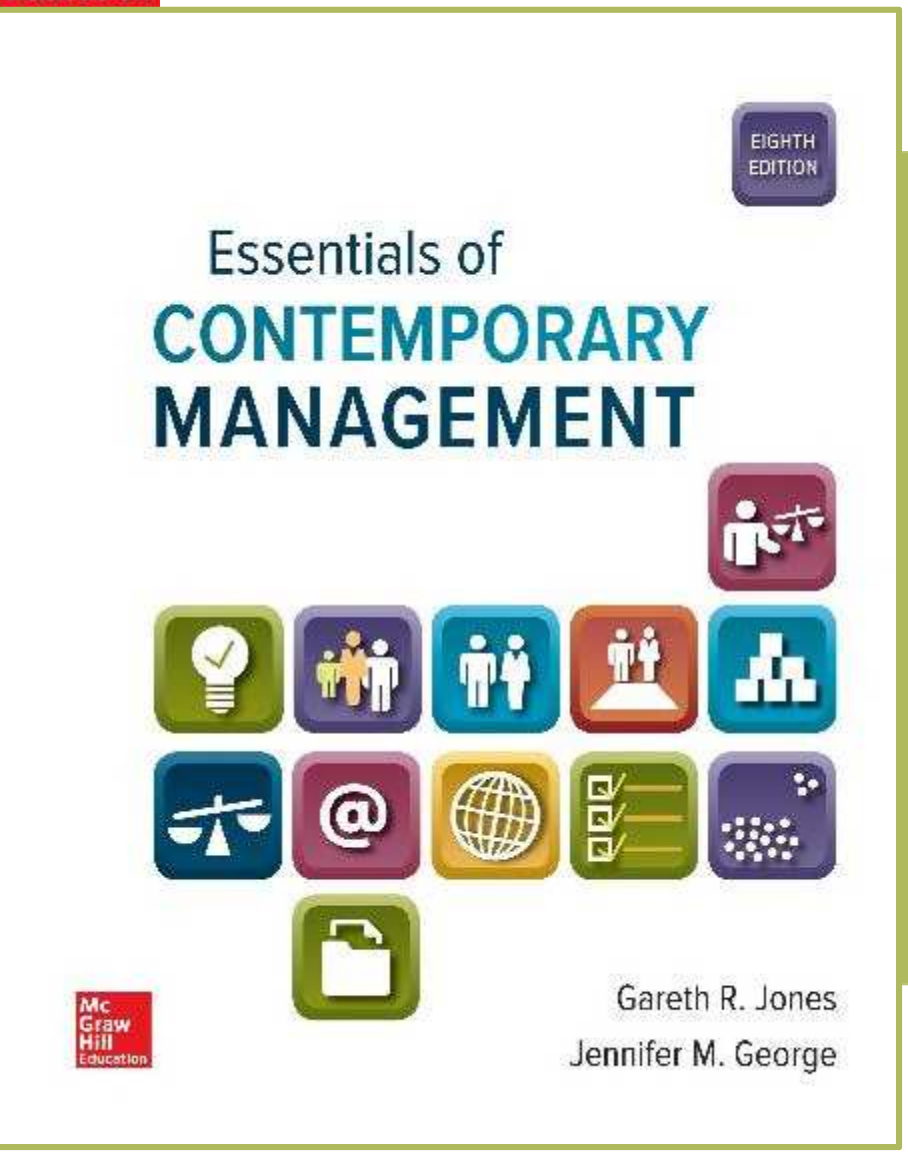
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Slide 44 Be the Manager
Slide 45 Appendix 1: Measure of Extraversion etc.
Slide 46 Appendix 2: Levels of Management
Slide 47 Appendix 3: A Measure of Positive and Negative Mood at Work

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CHAPTER 2

VALUES, ATTITUDES, EMOTIONS, AND CULTURE: THE MANAGER AS A PERSON

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Learning Objectives

2-1. Describe the various personality traits that affect how managers think, feel, and behave.

2-2. Explain what values and attitudes are, and describe their impact on managerial action.

2-3. Appreciate how moods and emotions influence all members of an organization.

2-4. Describe the nature of emotional intelligence and its role in management.

2-5. Define organizational culture, and explain how managers both create and are influenced by organizational culture.

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Enduring Characteristics: Personality Traits

Personality Traits

Enduring tendencies to feel, think, and act in certain ways

Managers' personalities influence their behavior and approach to managing people and resources.

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Managers and Traits

No single trait is right or wrong for being an effective manager.

Effectiveness is determined by a complex interaction between the characteristics of managers and the nature of the job and organization in which they are working.

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TOPICS FOR DISCUSSION (1 of 3)

Discuss why managers with different types of personalities can be equally effective and successful. [LO 2-1]

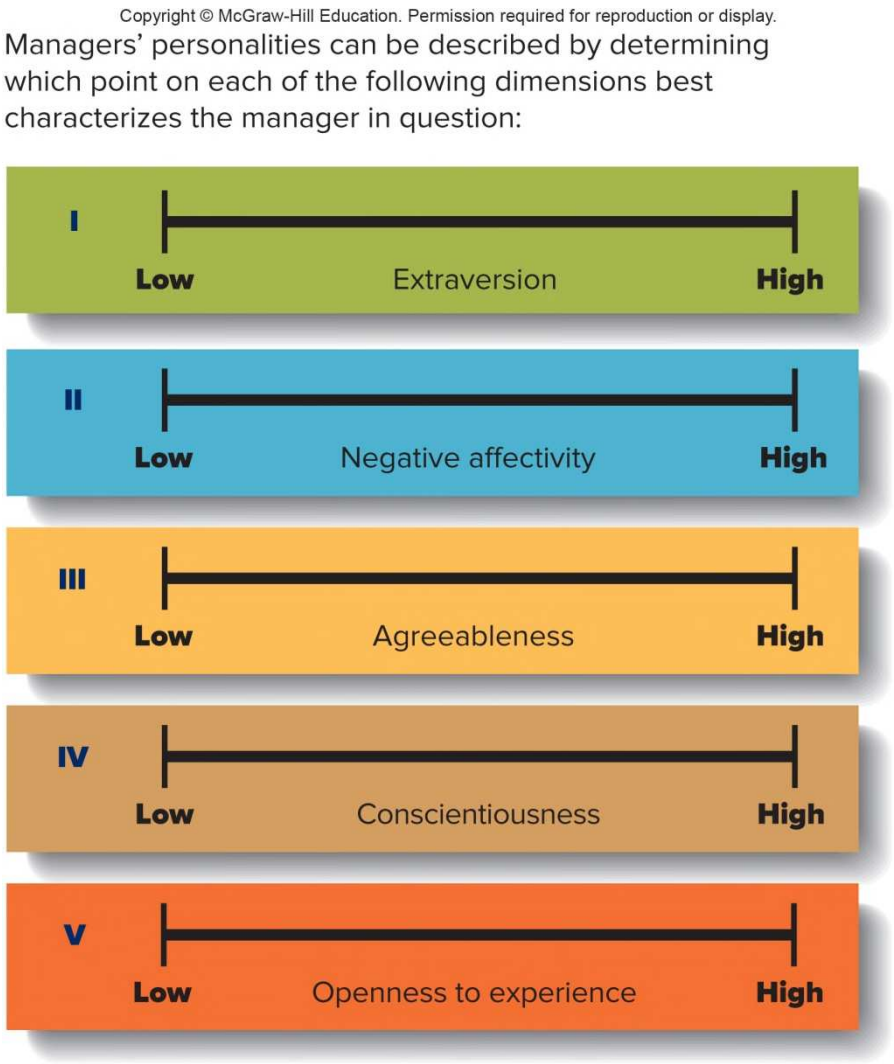
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Big Five Personality Traits (1 of 6)

Figure 2.1

Managers' personalities can be described by determining which point on each of these dimensions best characterizes the manager in question.

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Big Five Personality Traits (2 of 6)

Extraversion

Tendency to experience positive emotions and moods and feel good about oneself and the rest of the world

High

- Sociable
- Affectionate
- Outgoing
- friendly

Low

- Less inclined toward social interaction
- Less positive outlook

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Big Five Personality Traits (3 of 6)

Negative affectivity

Tendency to experience negative emotions and moods, feel distressed, and be critical of oneself and others

High

- Feel angry
- Dissatisfied

Low

- Less pessimistic and
- Less critical of themselves

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Big Five Personality Traits (4 of 6)

Agreeableness

Tendency to get along well with others

High

- Likable
- Affectionate
- Care about others

Low

- Distrustful
- Unsympathetic
- Uncooperative
- Antagonistic

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Big Five Personality Traits (5 of 6)

Conscientiousness

Tendency to be careful, scrupulous, and persevering

High

- Organized
- Self-disciplined

Low

- Lack of direction and self-discipline

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Big Five Personality Traits (6 of 6)

Openness to Experience

Tendency to be original, have broad interests, be open to a wide range of stimuli, be daring, and take risks

High

Innovative in decision making

Low

Less prone to take risks

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Agreeableness, Conscientiousness, and Openness to Experience

Figure 2.2

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Listed below are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes *you*. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are and roughly your same age.

1	2	3	4	5
Very inaccurate	Moderately inaccurate	Neither inaccurate nor accurate	Moderately accurate	Very accurate

____ **1.** Am interested in people.	____ **22.** Often forget to put things back in their proper place.*
____ **2.** Have a rich vocabulary.	____ **23.** Have little to say.*
____ **3.** Am always prepared.	____ **24.** Do not have a good imagination.*
____ **4.** Am not really interested in others.*	____ **25.** Take time out for others.
____ **5.** Leave my belongings around.*	____ **26.** Like order.
____ **6.** Am the life of the party.	____ **27.** Talk to a lot of different people at parties.
____ **7.** Have difficulty understanding abstract ideas.*	____ **28.** Am quick to understand things.
____ **8.** Sympathize with others' feelings.	____ **29.** Feel little concern for others.*
____ **9.** Don't talk a lot.*	____ **30.** Shirk my duties.*
____ **10.** Pay attention to details.	____ **31.** Don't like to draw attention to myself.*
____ **11.** Have a vivid imagination.	____ **32.** Use difficult words.
____ **12.** Insult people.*	____ **33.** Feel others' emotions.
____ **13.** Make a mess of things.*	____ **34.** Follow a schedule.
____ **14.** Feel comfortable around people.	____ **35.** Spend time reflecting on things.
____ **15.** Am not interested in abstract ideas.*	____ **36.** Don't mind being the center of attention.
____ **16.** Have a soft heart.	____ **37.** Make people feel at ease.
____ **17.** Get chores done right away.	____ **38.** Am exacting in my work.
____ **18.** Keep in the background.*	____ **39.** Am quiet around strangers.*
____ **19.** Have excellent ideas.	____ **40.** Am full of ideas.
____ **20.** Start conversations.	
____ **21.** Am not interested in other people's problems.*	

* Item is reverse-scored: 1 = 5, 2 = 4, 4 = 2, 5 = 1

Scoring: Sum responses to items for an overall scale.

Extraversion = sum of items 6, 9, 14, 18, 20, 23, 27, 31, 36, 39

Agreeableness = sum of items 1, 4, 8, 12, 16, 21, 25, 29, 33, 37

Conscientiousness = sum of items 3, 5, 10, 13, 17, 22, 26, 30, 34, 38

Openness to experience = sum of items 2, 7, 11, 15, 19, 24, 28, 32, 35, 40

Source: International Personality Item Pool, Oregon Research Institute, October 8, 2012

Jump to Appendix 1 for long description.

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Source: L. R. Goldberg, Oregon Research Institute, http://ipip.ori.org/ipip/. Reprinted with permission.

Other Personality Traits (1 of 6)

Internal Locus of Control

- Tendency to locate responsibility for one's fate within oneself
- Own actions and behaviors are major and decisive determinants of job outcomes

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Other Personality Traits (2 of 6)

External Locus of Control

Tendency to locate responsibility for one's own fate in outside forces and to believe that one's own behavior has little impact on outcomes

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Other Personality Traits (3 of 6)

Self-Esteem

The degree to which people feel good about themselves and their capabilities

High

Competent and capable

Low

Poor opinions of themselves and abilities

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Other Personality Traits (4 of 6)

Need for Achievement

The extent to which an individual has a strong desire to perform challenging tasks well and to meet personal standards for excellence

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Other Personality Traits (5 of 6)

Need for Affiliation

The extent to which an individual is concerned about establishing and maintaining good interpersonal relations, being liked, and having other people get along

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Other Personality Traits (6 of 6)

Need for Power

The extent to which an individual desires to control or influence others

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Values, Attitudes, and Moods and Emotions

Values

What managers try to achieve through work and how they think they should behave

Attitudes

Managers' thoughts and feelings about their specific jobs and organizations

Moods and Emotions

How managers actually feel when they are managing

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Values (1 of 2)

Terminal Values

A lifelong goal or objective that an individual seeks to achieve

Instrumental Values

A mode of conduct that an individual seeks to follow

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Values (2 of 2)

Norms

Unwritten, informal codes of conduct that prescribe how people should act in particular situations and are considered important by most members of a group or organization

Value System

The terminal and instrumental values that are guiding principles in an individual's life

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Attitudes (1 of 3)

Attitudes

Collection of feelings and beliefs

Job Satisfaction

Collection of feelings and beliefs that managers have about their current jobs

Managers high on job satisfaction like their jobs, feel that they are being fairly treated, and believe that their jobs have many desirable features.

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Two Measures of Job Satisfaction

From Figure 2.3

Sample items from the Minnesota Satisfaction Questionnaire: People respond to each of the items in the scale by checking whether they are:

- **very dissatisfied,**
- **dissatisfied,**
- **can't decide whether satisfied or not, satisfied**, or
- **very satisfied.**

Source: D. J. Weiss et al., *Manual for the Minnesota Satisfaction Questionnaire*. Copyrighted by the Vocational Psychology Research, University of Minnesota; copyright ©1975 by the American Psychological Association. Adapted by permission of R.B. Dunham and J.B. Brett.

On my present job, this is how I feel about . . .

1. Being able to do things that don't go against my conscience.
2. The way my job provides for steady employment.
3. The chance to do things for other people.
4. The chance to do something that makes use of my abilities.
5. The way company policies are put into practice.
6. My pay and the amount of work I do.
7. The chances for advancement on this job.
8. The freedom to use my own judgment.
9. The working conditions.
10. The way my coworkers get along with each other.
11. The praise I get for doing a good job.
12. The feeling of accomplishment I get from the job.

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Attitudes (2 of 3)

Organizational Citizenship Behaviors

Behaviors that are not required of organizational members but contribute to and are necessary for organizational efficiency, effectiveness, and competitive advantage

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Attitudes (3 of 3)

Organizational Commitment

The collection of feelings and beliefs that managers have about their organization as a whole

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TOPICS FOR DISCUSSION (2 of 3)

Can managers be satisfied with their job? Can they be too committed to their organizations? Why or why not? [LO 2-2]

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Moods and Emotions

Mood

A feeling or state of mind

Emotion

Intense, relatively short-lived feelings

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A Measure of Positive and Negative

Figure 2.4

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People respond to each item by indicating the extent to which the item describes how they felt at work during the past week on the following scale:

1 = Very slightly or not at all
2 = A little
3 = Moderately
4 = Quite a bit
5 = Very much

____ **1.** Active	____ **7.** Enthusiastic
____ **2.** Distressed	____ **8.** Fearful
____ **3.** Strong	____ **9.** Peppy
____ **4.** Excited	____ **10.** Nervous
____ **5.** Scornful	____ **11.** Elated
____ **6.** Hostile	____ **12.** Jittery

Scoring: Responses to items 1, 3, 4, 7, 9, and 11 are summed for a positive mood score; the higher the score, the more positive mood is experienced at work. Responses to items 2, 5, 6, 8, 10, and 12 are summed for a negative mood score; the higher the score, the more negative mood is experienced at work.

Sources: A. P. Brief, M. J. Burke, J. M. George, B. Robinson, and J. Webster, "Should Negative Affectivity Remain an Unmeasured Variable in the Study of Job Stress?" *Journal of Applied Psychology* 72 (1988), 193–98; M. J. Burke, A. P. Brief, J. M. George, L. Roberson, and J. Webster, "Measuring Affect at Work: Confirmatory Analyses of Competing Mood Structures with Conceptual Linkage in Cortical Regulatory Systems," *Journal of Personality and Social Psychology* 57 (1989), 1091–102.

Jump to Appendix 2 for long image description.

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TOPICS FOR DISCUSSION (3 of 3)

Assume that you are a manager of a restaurant. Describe what it is like to work for you when you are in a negative mood. [LO 1-3]

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Emotional Intelligence

Emotional Intelligence

- The ability to understand and manage one's own moods and emotions and the moods and emotions of other people
- Helps managers carry out their interpersonal roles of figurehead, leader, and liaison

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Organizational Culture (1 of 2)

Organizational Culture

Shared set of beliefs, expectations, values, norms, and work routines that influence how members of an organization relate to one another and cooperate to achieve organizational goals

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Organizational Culture (2 of 2)

Attraction-Selection-Attrition Framework

A model that explains how personality may influence organizational culture

Founders of firms tend to hire employees whose personalities are similar to their own.

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Role of Values and Norms (1 of 3)

Terminal Values

Signify what an organization and its employees are trying to accomplish

Instrumental Values

Guide how the organization and its members achieve organizational goals

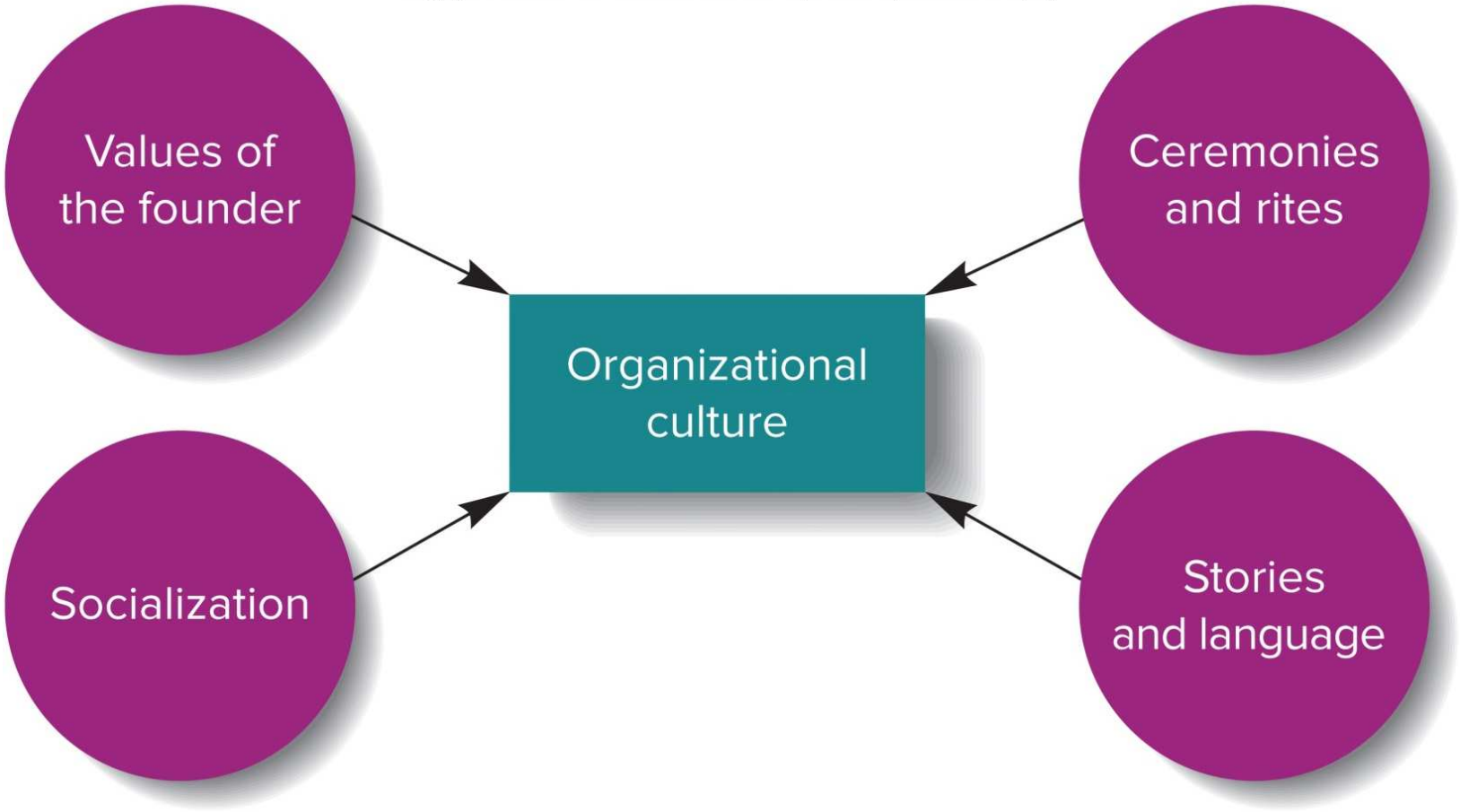
Managers determine and shape organizational culture through the kinds of values and norms they promote in an organization.

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Factors That Maintain and Transmit Organizational Culture

Figure 2.6

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Roles of Values and Norms (2 of 3)

Organizational Socialization

Process by which newcomers learn an organization's values and norms and acquire the work behaviors necessary to perform jobs effectively

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Roles of Values and Norms (3 of 3)

Ceremonies and Rites

Formal events that recognize incidents of importance to the organization as a whole and to specific employees

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Ceremonies and Rites (1 of 3)

Rites of Passage

Determine how individuals enter, advance within, or leave the organization

Rites of Integration

Build and reinforce common bonds among organizational members

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Ceremonies and Rites (2 of 3)

Rites of Enhancement

- Let organizations publicly recognize and reward employees' contributions and thus strengthen their commitment to organizational values
- Awards dinners, newspaper releases, employee promotions

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Ceremonies and Rites (3 of 3)

Stories and Language

- Communicate organizational culture
- Reveal behaviors that are valued by the organization
- Includes how people dress, the offices they occupy, the cars they drive, and the degree of formality they use when they address one another

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Culture and Managerial Action (1 of 4)

Planning

- Innovative organizational culture
  - Top managers take a flexible approach and encourage the participation of subordinates.
- Conservative organizational culture
  - Top-down management is emphasized.

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Culture and Managerial Action (2 of 4)

Organizing

- Innovative organizational culture
  - Managers create an organic structure that is flat and decentralized.
- Conservative organizational culture
  - Managers create a well-defined hierarchy of authority and establish clear reporting relationships.

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Culture and Managerial Action (3 of 4)

Leading

- Innovative organizational culture
  - Managers encourage employees to take risks and experiment and are supportive regardless of success or failure.
- Conservative organizational culture
  - Managers use objectives and constantly monitor progress toward goals.

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Culture and Managerial Action (4 of 4)

Controlling

- Innovative organizational culture
  - Managers recognize that there are multiple, potential paths to success and that failure must be accepted in order for creativity to thrive.
- Conservative organizational culture
  - Managers emphasize caution and maintenance of the status quo.

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BE THE MANAGER

What are you going to do to both retain valued employees and alleviate the excessive conflict and negative feelings in these departments? [LOs 2-1, 2-2, 2-3, 2-4, 2-5]

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APPENDICES

Long descriptions of images

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Appendix 1: Measures of Extraversion, Agreeableness, Conscientiousness, and Openness to Experience

Listed below are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know if the same sex as you are and roughly your same age.

1. Very inaccurate 2. Moderately inaccurate 3. Neither inaccurate nor accurate 4. Moderately accurate 5. Very accurate

For items 4, 5, 6, 9, 12, 13, 15, 18, 21, 22, 23, 24, 29, 30, 31, 39 reverse the scoring, wherein 1 is 5, and 5 is 1.

1. Am interested in people.
2. Have a rich vocabulary.
3. Am always prepared.
4. Am not really interested in others.
5. Leave my belongings around.
6. Am the life of the party.
7. Have difficulty understanding abstract ideas.
8. Sympathize with others' feelings.
9. Don't talk a lot.
10. Pay attention to details.
11. Have a vivid imagination.
12. Insult people.
13. Make a mess of things.
14. Feel comfortable around people.
15. Am not interested in abstract ideas.
16. Have a soft heart.
17. Get chores done right away.
18. Keep in the background.
19. Have excellent ideas.
20. Start conversations.
21. Am not interested in other people's problems.
22. Often forget to put things back in their proper place.
23. Have little to say.
24. Do not have a good imagination.
25. Take time out for others.
26. Like order.
27. Talk to a lot of different people at parties.
28. Am quick to understand things.
29. Feel little concern for others.
30. Shirk my duties.
31. Don't like to draw attention to myself.
32. Use difficult words.
33. Feel others' emotions.
34. Follow a schedule.
35. Spend time reflecting on things.
36. Don't mind being the center of attention.
37. Make people feel at ease.
38. Am exacting in my work.
39. Am quiet around strangers.
40. Am full of ideas.

Scoring: Sum responses to items for an overall scale.

Extraversion equals sum of items 6, 9, 14, 18, 20, 23, 27, 31, 36, 39.

Agreeableness equals sum of items 1, 4, 8, 12, 16, 21, 25, 29, 33, 37.

Conscientiousness equals sum of items 3, 5, 1, 13, 17, 22, 26, 30, 34, 38.

Openness to experience equals sum of items 2, 7, 11, 15, 19, 24, 28, 32, 35, 40.

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Source: International Personality Item Pool, Oregon Research Institute, October 8, 2012.

Return to slide.

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Appendix 2: A Measure of Positive and Negative Mood at Work

People respond to each item by indicating the extent to which the item describes how they felt at work during the past week on the following scale: 1 equals very slightly or not at all. 2 equals a little. 3 equals moderately. 4 equals quite a bit. And 5 equals very much.

There are 12 items:

1. Active
2. Distressed
3. Strong
4. Excited
5. Scornful
6. Hostile
7. Enthusiastic
8. Fearful
9. Peppy
10. Nervous
11. Elated
12. Jittery

Scoring: Responses to active, strong, excited, peppy, and elated are summed for a positive mood score; the higher the score, the more positive mood is experienced at work. Responses to distressed, scornful, hostile, fearful, nervous, and jittery are summed for a negative mood score; the higher the score, the more negative mood is experienced.

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Sources: A.P. Brief, M.J. Burke, J.M. George, B. Robinson, and J. Webster. "Should negative Affectivity Remain an Unmeasured Variable in the Study of Job Stress?" *Journal of Applied Psychology* 72 (1988), 193-98; M.J. Burke, A.P. Brief, J.M. George, L. Roberson, and J. Webster. "Measuring Affect at Work: Confirmatory Analyses of Competing Mood Structures with Conceptual Linkage in Cortical Regulatory Systems," *Journal of Personality and Social Psychology* 57. (1989), 1091-102.

Return to slide.

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