M Organizational Behavior 4th edition McShane Solutions Manual

SKU: 9781259927676-SOLUTIONS

Instructor's Manual to Accompany

M: Organizational Behavior, 4/e

by Steven L. McShane and Mary Ann Von Glinow

Chapter 2:

Individual Behavior, Personality, and Values

Prepared by Steven L. McShane,
Peter B. Gustavson School of Business,
University of Victoria (Canada)

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

2 Individual Behavior, Personality, and Values

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

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

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

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

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

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

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 behaviors (CWBs) — voluntary behaviors 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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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 behavior

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 behaviors (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 behaviors 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 behaviors 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 behavior and performance.

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

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

There are five main types of workplace behavior. Task performance refers to goal-directed behaviors under the individual's control that support organizational objectives. It includes proficiency, adaptivity, and proactivity. Organizational citizenship behaviors consist of various forms of cooperation and helpfulness to others that support the organization's social and psychological context. Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization. Joining and staying with the organization refers to agreeing to become an organizational member and remaining with the organization. Maintaining work

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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 behavior in organizations.

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

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 behavior.

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 behavior in three ways: (1) shaping the attractiveness of choices, (2) framing perceptions of reality, and (3) aligning behavior with self-concept and self-presentation. However, the effect of values on behavior also depends on whether the situation supports or prevents that behavior 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 behavior.

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 behavior 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 behavior.

2-6 Describe five values commonly studied across cultures.

Five values often studied across cultures are individualism (valuing independence and personal uniqueness); collectivism (valuing duty to in-groups and 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).

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

LECTURE OUTLINE

Slide 1: Individual Behavior, Personality, and Values

Slide 2: Learning Objectives

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

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

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

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

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

2-6 Describe five values commonly studied across cultures.

Slide 3: MARS Model of Individual Behavior

Individual voluntary behavior 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 behavior and performance

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

- Performance = person × situation — person includes individual characteristics and situation represents external influences on the individual's behavior
- 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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Slide 4: Employee Motivation

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

- 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 behaviors/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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Slide 7: Situational Factors

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

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

Slide 8: Types of Individual Behavior (1 of 2)

Task performance

Voluntary goal-directed behaviors 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 behavior 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 behaviors (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 organization

Slide 9: Types of Individual Behavior (2 of 2)

Counterproductive work behaviors

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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 behaviors that characterize a person, along with the psychological processes behind those characteristics

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

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

- For example, 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 behavioral tendencies and 30 percent of temperament preferences.

- For example, Minnesota studies found that some types of twins have similar personalities not due to similar environments.

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

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

- We form a clearer and more rigid self-concept as we get older.
- Executive function (part of the brain that manages goal-directed behavior) tries to keep our behavior consistent with self-concept.
- Some personality traits change throughout life — e.g., agreeableness, conscientiousness continue to increase in later years.

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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

Slide 13: Five-Factor Personality & Individual Behavior

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

All Big 5 dimensions predict individual behavior to some extent.

- Some specific traits (e.g. assertiveness) may be better predictors than overall dimension (e.g. extraversion).
- Personality effect on behavior 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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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 behaviors

- 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, feel less need to be liked

Other information about personality and individual behavior

- 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).

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

- 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 — e.g., good for career counseling and executive coaching
- Poor at predicting job performance, effective leadership, or team development

---

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

Judging (for example, 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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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 behavior

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

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Slide 18: Personal Values and Behavior

How personal values influence decisions and behavior:

1. Directly motivate behavior by affecting the relative attractiveness (valence) of the choices available — more positive feelings toward choices consistent with our values
2. Indirectly motivate behavior by framing perceptions — influence whether we notice something and how we interpret it
3. 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 behavior:

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

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. Also, "value" is easily confused with the economic concept of worth of something relative to price.

Slide 20: Ethical Values and Behavior

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

1. 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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

2. Individual rights principle
   - Everyone has same natural rights, not just legal rights — For example, freedom of speech
   - Problem: conflicting rights — e.g., shareholders' right to be informed conflicts with CEO's right to privacy
3. 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

---

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 behavior, 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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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

---

Slide 22: Supporting Ethical Behavior

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Slide 24: 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: United States, Germany, Japan

Slide 25: 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: United States, Japan
- Low: Denmark, Israel

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Slide 26: 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: United States, Norway
- Low: Denmark, Singapore

Slide 27: Achievement-Nurturing

Competitive versus cooperative view of relations with other people

High achievement orientation

- Value assertiveness, competitiveness, materialism
- Appreciate people who are tough, who favor 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: United States, Brazil
- Low: Sweden, Netherlands

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

STUDENT HANDOUT

CRITICAL THINKING QUESTIONS

1. A federal government department has high levels of absenteeism among the office staff. The head of office administration argues that employees are misusing the company'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 behavior, discuss some of the possible reasons for absenteeism here and how it might be reduced.

2. 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.

3. 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 behavior to explain why the unethical activity may have occurred.

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

CONFIDENTIAL INSTRUCTOR NOTES

SUGGESTED ANSWERS TO CRITICAL THINKING QUESTIONS

1. **A federal government department has high levels of absenteeism among the office staff. The head of office administration argues that employees are misusing the company'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 behavior, discuss some of the possible reasons for absenteeism here and how it might be reduced.**

   The MARS model of individual behavior states that behavior 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. **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 behavior and performance. All five personality dimensions predict employee performance and related behaviors 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 have higher levels of organizational citizenship and are less likely to engage in counterproductive work behaviors.

   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 behavior, 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 behaviors. Emotionally stable people also cope better with ambiguous situations, which applies to managers in more strategic roles.

3. **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**

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

your knowledge of personal and ethical values and behavior 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 favor 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 that these 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 behavior; the behavior was much more due to the executives' own motivation. This is evident from 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 behavior. 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.

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

4. "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.

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

STUDENT HANDOUT

CLASS EXERCISE: ETHICS DILEMMA VIGNETTES

Instructions

Read each of these ethics dilemmas and be prepared to discuss the extent to which the company's action in each case was ethical. In particular, consider the moral intensity and ethical principles relevant to each incident. In smaller classes, you may be assigned to a team where these incidents are discussed before debriefing to the entire class.

Case One

A large European bank requires all employees to open a bank account with that bank. The bank deposits employee paychecks 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 pay checks 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.

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, then had her escorted from the building. The owner explained that these comments put the company in a bad light, and her "display of disrespect and dissatisfaction undermined the relationship and made it untenable."

Case Three

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."

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

CONFIDENTIAL INSTRUCTOR NOTES

CLASS EXERCISE: ETHICS DILEMMA VIGNETTES

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

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

Case Two

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.)

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Case Three

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/)

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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.

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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 behavior 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 the United States) 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 the United States) than in others.

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

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

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual



MCGRAW-HILL CONNECT® FOR CHAPTER 2

Activity Title	Activity Type	Topics	Learning Objective(s)
Making Ethical Decisions	Decision generator	Ethics	2-5 Describe three ethical principles and discuss three factors that influence ethical behavior.
Five-Factor Model of Personality	Click and drag	Person-organization fit	2-3 Describe personality and discuss how the “Big Five” personality dimensions and four MBTI types relate to individual behavior in organizations.
Toying with Success	Video case	MARS Model of Individual Behavior and Performance	2-1 Describe the four factors that directly influence individual behavior and performance.
Manager's Hot Seat: Ethics: Let's Make a Fourth Quarter Deal	Manager's Hot Seat Video Case	Ethics	2-5 Describe three ethical principles and discuss three factors that influence ethical behavior.
Manager's Hot Seat: Whistleblowing: Code Red or Red Ink?	Manager's Hot Seat Video Case	Ethics	2-5 Describe three ethical principles and discuss three factors that influence ethical behavior.
Manager's Hot Seat: Bullying in the Workplace	Manager's Hot Seat Video Case	Individual behavior, personality, and values	2-2 Summarize the five types of individual behavior in organizations. 2-3 Describe personality and discuss how the “Big Five” personality dimensions and four MBTI types relate to individual behavior in organizations. 2-4 Summarize Schwartz’s model of individual values and discuss the conditions where values influence behavior.
iSeeIt! Animated Video: Ethical Decision Tree	Video case	Ethics	2-5 Describe three ethical principles and discuss three factors that influence ethical behavior.

Copyright © 2019 McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual



M: ORGANIZATIONAL BEHAVIOR

Fourth Edition

McShane Von Glinow

Chapter Two: Individual Behavior, Personality, and Values

Because learning changes everything.™

©PeopleImages/Digital Vision/Getty Images

©McGraw-Hill Education. All rights reserved. Authorized only for instructor use in the classroom. No reproduction or further distribution permitted without the prior written consent of McGraw-Hill Education.

M Organizational Behavior 4th edition McShane Solutions Manual

Learning Objectives

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

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

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

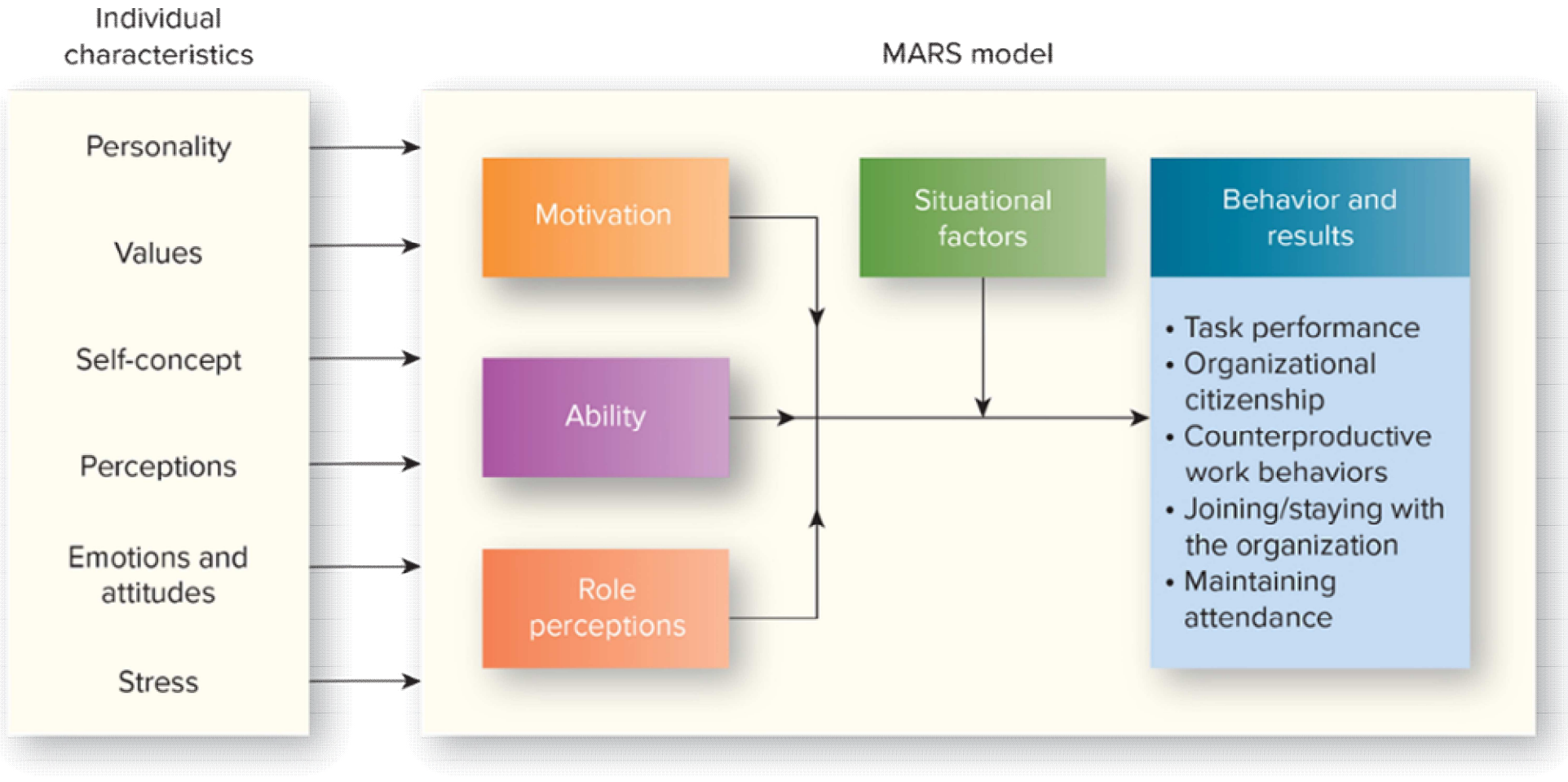
2-4 Summarize Schwartz’s model of individual values and discuss the conditions where values influence behavior.

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

2-6 Describe five values commonly studied across cultures.

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

MARS Model of Individual Behavior



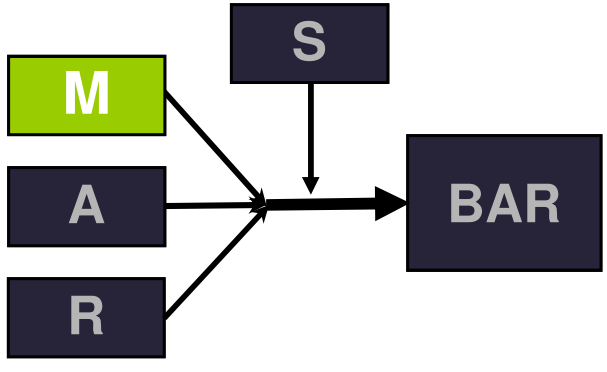
Jump to Appendix 1 long image description

©McGraw-Hill Education.

Employee Motivation

Internal forces that affect a person's voluntary choice of behavior

- Direction
- Intensity
- Persistence



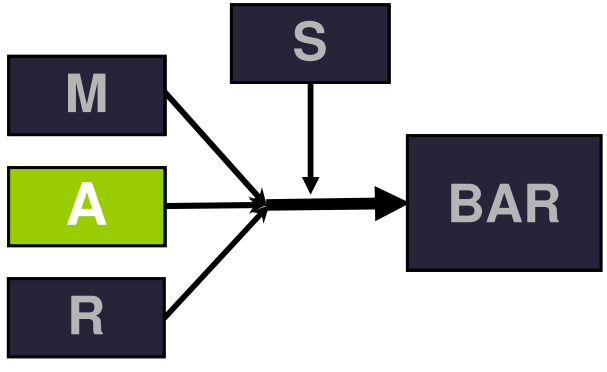
©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Employee Ability

Natural aptitudes and learned capabilities required to successfully complete a task

Person–job matching

- Selecting
- Developing
- Redesigning



©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Role Perceptions

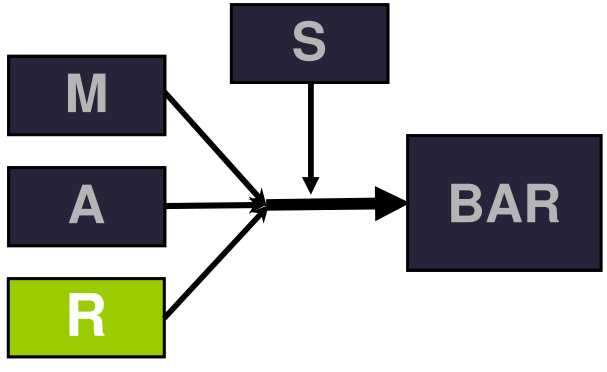
Understanding of the job duties

Role perceptions are clearer when we:

- Understand our tasks or accountable consequences
- Understand task/performance priorities
- Understand the preferred behaviors/procedures

Benefits of clear role perceptions:

- Higher proficient job performance
- Better coordination with others
- Higher motivation

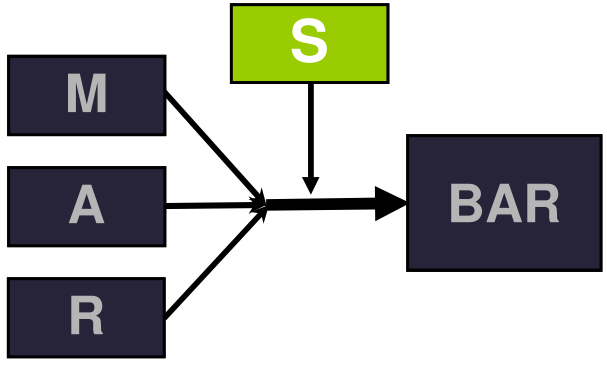


©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Situational Factors

Conditions beyond person's short-term control that constrain or facilitate behavior

- Constraints – time, budget, facilities, etc.
- Cues – e.g. signs warning of nearby hazards



©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Types of Individual Behavior (1 of 2)



1. Task performance

Voluntary goal-directed behaviors, support firm's objectives

Three types of performance

- Proficient
- Adaptive
- Proactive

2. Organizational citizenship

Cooperation/helpfulness, supporting work context

May be a job requirement

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual
©baranq/Shutterstock

Types of Individual Behavior (2 of 2)



3. Counterproductive work behaviors

Voluntary behaviors that may harm the organization

4. Joining/staying with the firm

5. Maintaining work attendance

Absences are mainly caused by situation and motivation

Presenteeism – attending scheduled work when capacity reduced (illness etc.)

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual
©baranq/Shutterstock

Personality in Organizations

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

Personality traits

- Clusters of internally caused behavior tendencies
- Situation suppresses behavior tendencies, but still evident

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Nature vs. Nurture of Personality

Influenced by nature

- Heredity explains about 50 percent of behavioral tendencies

Influenced by nurture

- Socialization, learning

Personality stabilizes in young adulthood

- Self-concept gets clearer, more stable with age
- Executive function regulates behavior
- But some traits change throughout life

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Five-Factor Personality Model (CANOE)

Conscientiousness

organized, dependable, thorough

Agreeableness

trusting, helpful, good-natured

Neuroticism

anxious, insecure, self-conscious

Openness to experience

imaginative, creative, curious

Extraversion

outgoing, talkative, energetic

©McGraw-Hill Education.

Five-Factor Personality and Individual Behavior

Type of Performance	Proficient task performance	Adaptive task performance	Proactive task performance
			
Relevant Personality Dimensions	• Conscientiousness • Extraversion	• Emotional stability • Extraversion (assertiveness) • Openness to experience	• Extraversion (assertiveness) • Openness to experience

Type of Performance	Organizational citizenship	Counterproductive work behaviours
		
Relevant Personality Dimensions	• Conscientiousness • Agreeableness	• Conscientiousness* • Agreeableness*

*Negative relationship.

Jump to Appendix 2 for long description.

©McGraw-Hill Education. ©Ildar Galeev/Shutterstock and ©Fred Ho Yeow Hui/Shutterstock and ©SmileSmile/Shutterstock and ©Aha-Soft/Shutterstock and ©Sign N Symbol Production/Shutterstock

Jungian Personality Theory

Swiss psychiatrist Carl Jung

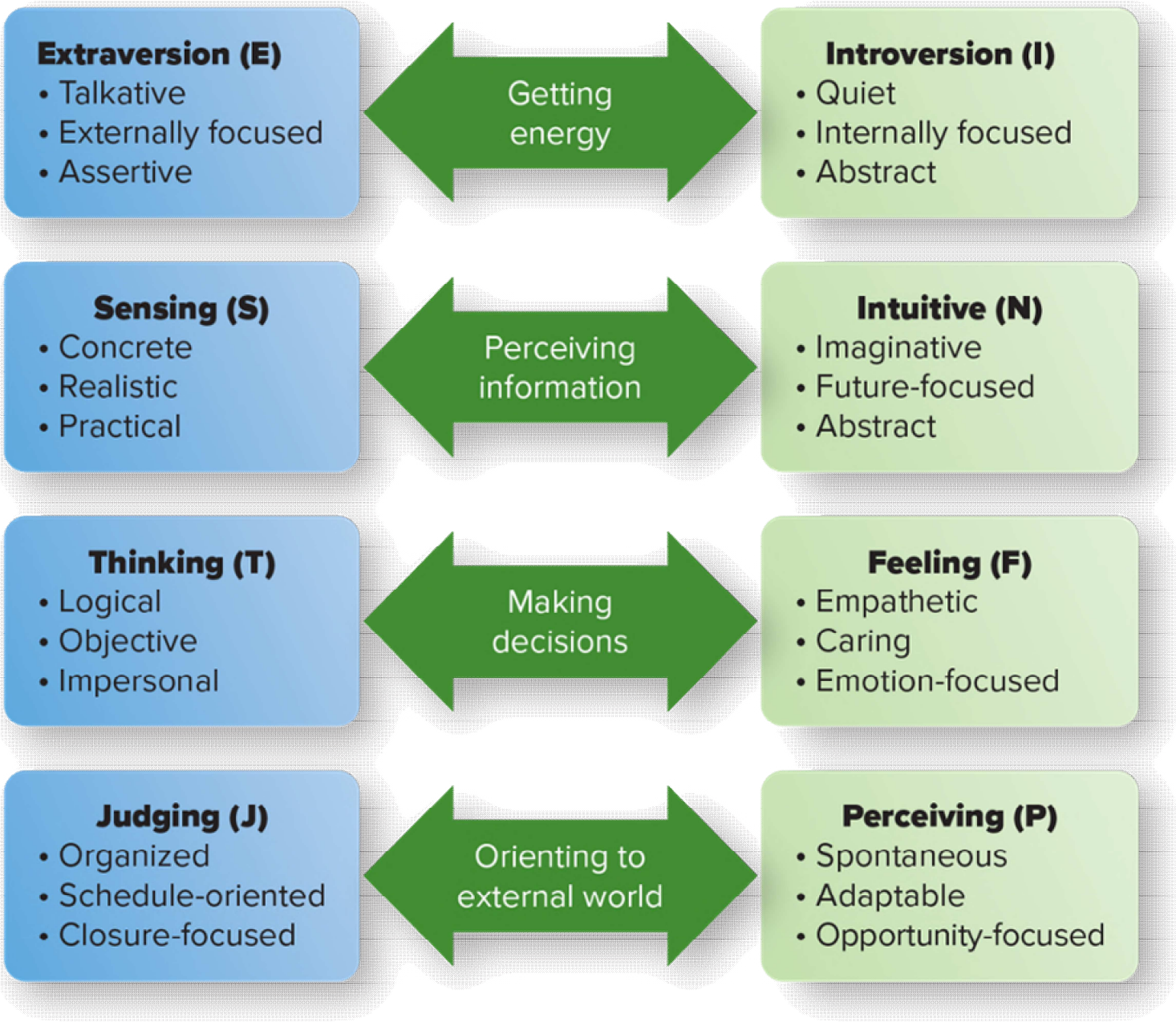
Preferences for perceiving the environment and obtaining/processing information

Myers-Briggs Type Indicator (MBTI)

- Measures Jungian types
- Most widely used personality test in business
- Useful for self and other awareness
- Higher scores are neither better or worse than lower scores
- Poor predictor of performance, leadership, team development

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Jungian & Myers-Briggs Types



Sources: Adapted from an exhibit found at http://www.16-personality-types.com. Based on data from CPP, Inc., Sunnyvale, CA 94086 from *Introduction to Type and Careers* by Allen L. Hammer.

Jump to Appendix 3 for long description.

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Values in the Workplace

Stable, evaluative beliefs that guide our preferences

- Define right/wrong, good/bad – what we "ought" to do
- Direct our motivation, potentially decisions/behavior

Value system – hierarchy of values

Compared with personality, values are:

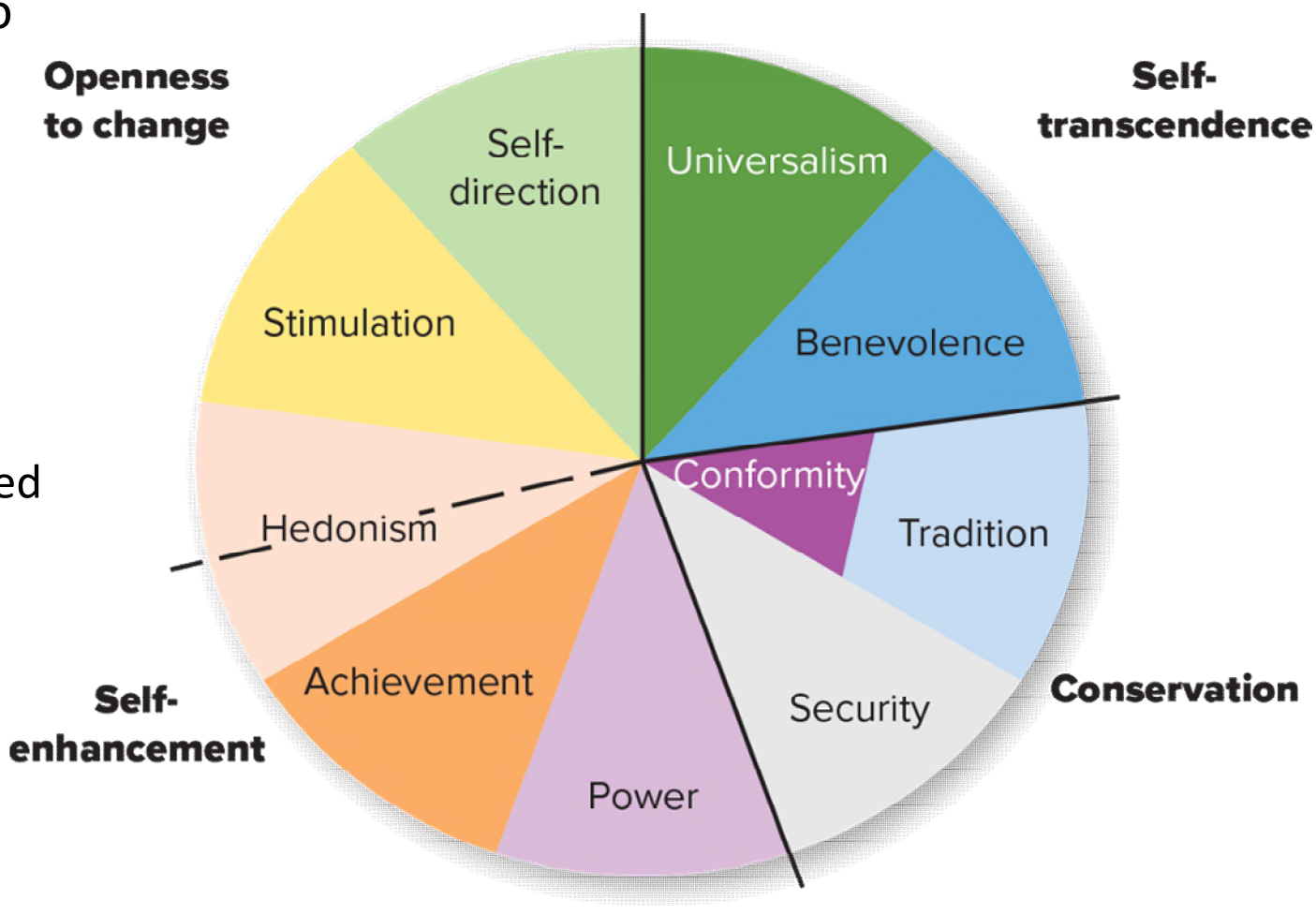
- Evaluative (not descriptive)
- May conflict strongly with each other
- Affected more by nurture than nature

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Schwartz's Values Model

57 values clustered into 10 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 welfare of others and nature



Sources: S. H. Schwartz, "Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries," *Advances in Experimental Social Psychology* 25 (1992): 1–65; S. H. Schwartz and K. Boehnke, "Evaluating the Structure of Human Values with Confirmatory Factor Analysis," *Journal of Research in Personality* 38, no. 3 (2004): 230–55.

Jump to Appendix 4 for long description.

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Personal Values and Behavior

How personal values influence decisions/behavior:

1. Affect the relative attractiveness of choices
2. Frame perceptions
3. Act consistently with self-concept and public image

Why personal values have limited influence:

- Situation: interferes with values-consistent behavior
- Counter-motivational forces: influences us to act contrary to our values
- Awareness (salience): relevance of values isn't obvious due to abstract values, non-evaluation of routine behavior

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Values Congruence

Similarity of a person's values hierarchy to another source

Importance of values congruence

- Team values congruence — higher team cohesion and performance
- Person-organization values congruence — higher job satisfaction, loyalty, and organizational citizenship, lower stress and turnover

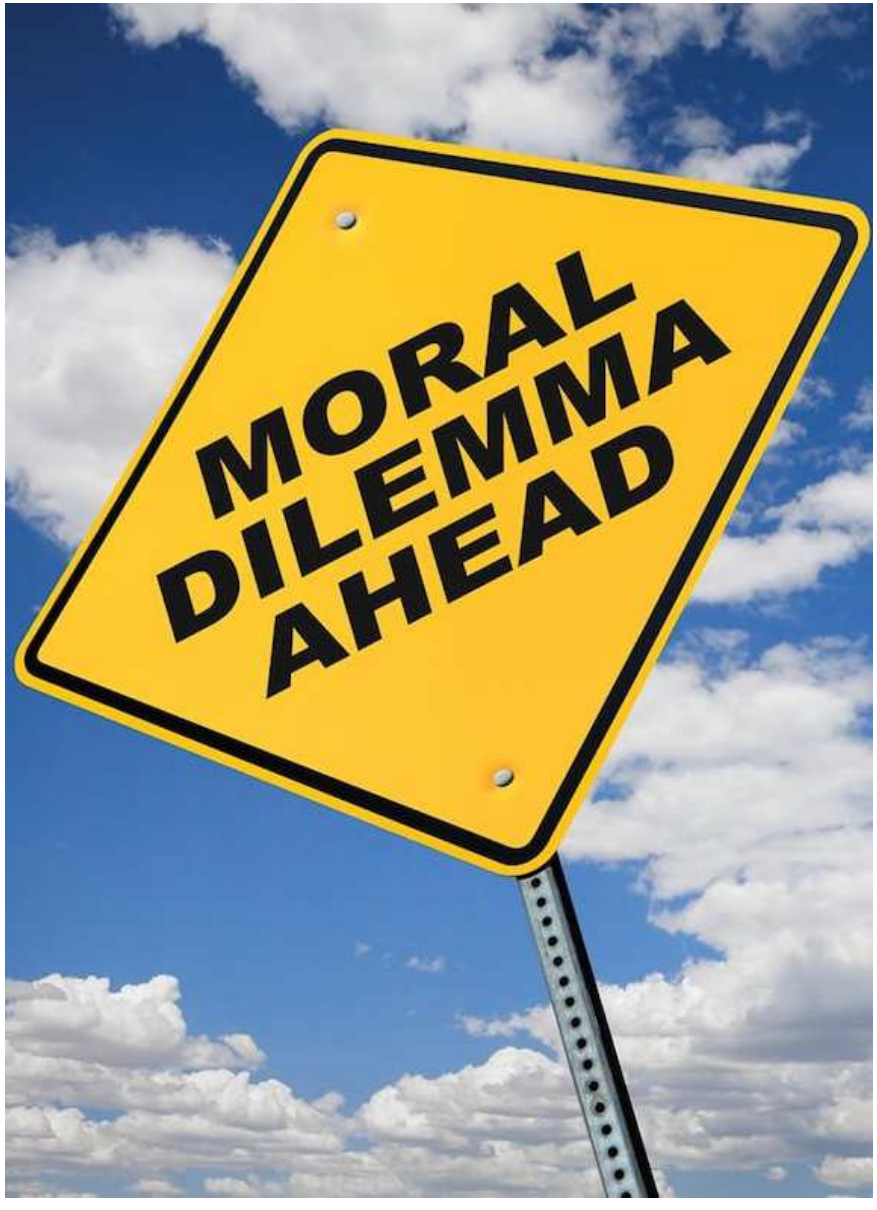
©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Ethical Values and Behavior

Ethics: study of moral principles/values –whether actions are right/wrong, outcomes are good/bad

Three ethical principles

- Utilitarianism – greatest good for the greatest number
- Individual rights – everyone has same natural rights
- Distributive justice – benefits/burdens should be proportional



©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual
©DNY59/Getty Images

Influences on Ethical Conduct

Moral intensity

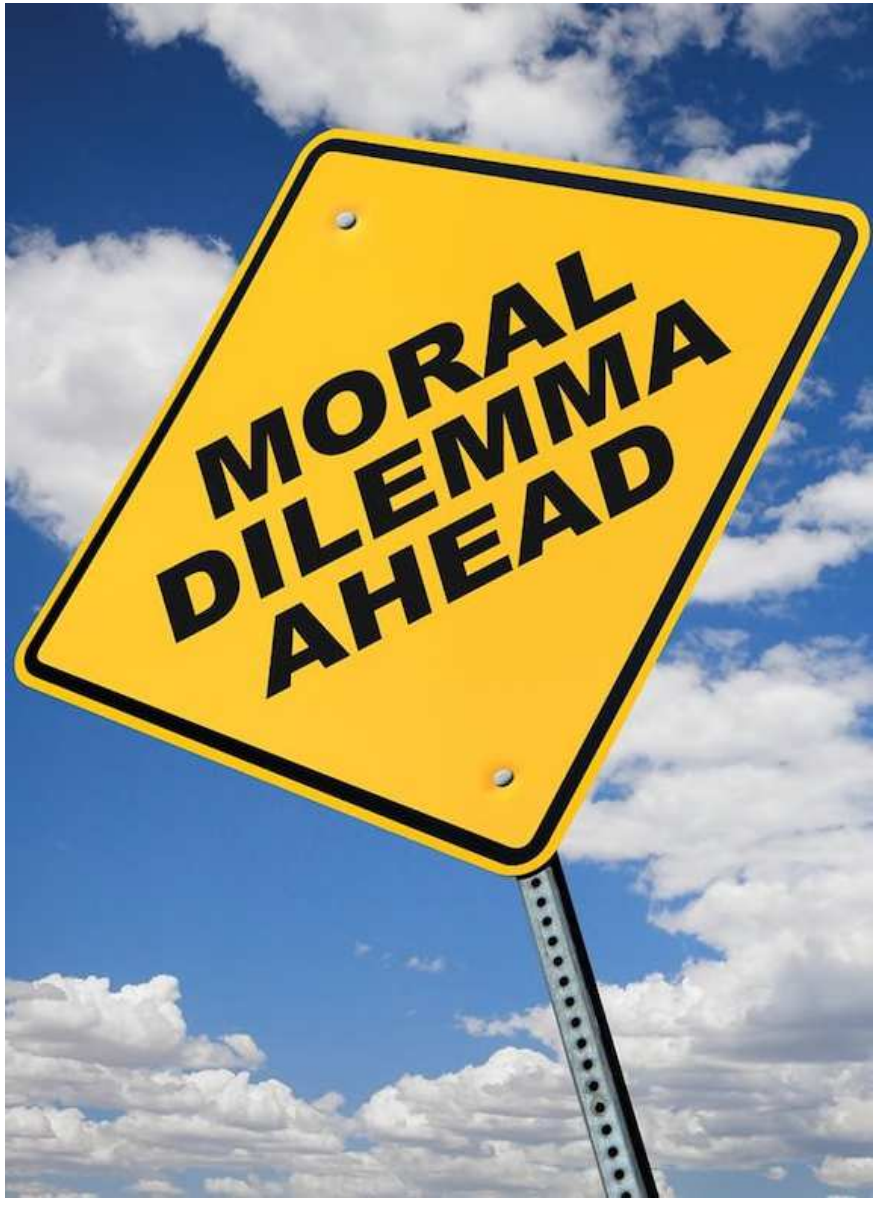
- Extent that an issue demands application of ethical principles

Moral sensitivity

- Person's ability to detect presence/importance of moral issue
- Moral sensitivity increases with expertise, experience, empathy, self-concept, mindfulness

Situational influences

- External forces to act contrary to moral principles and values



©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual
©DNY59/Getty Images

Supporting Ethical Behavior

Corporate code of ethics

Educate and test employee's ethical knowledge

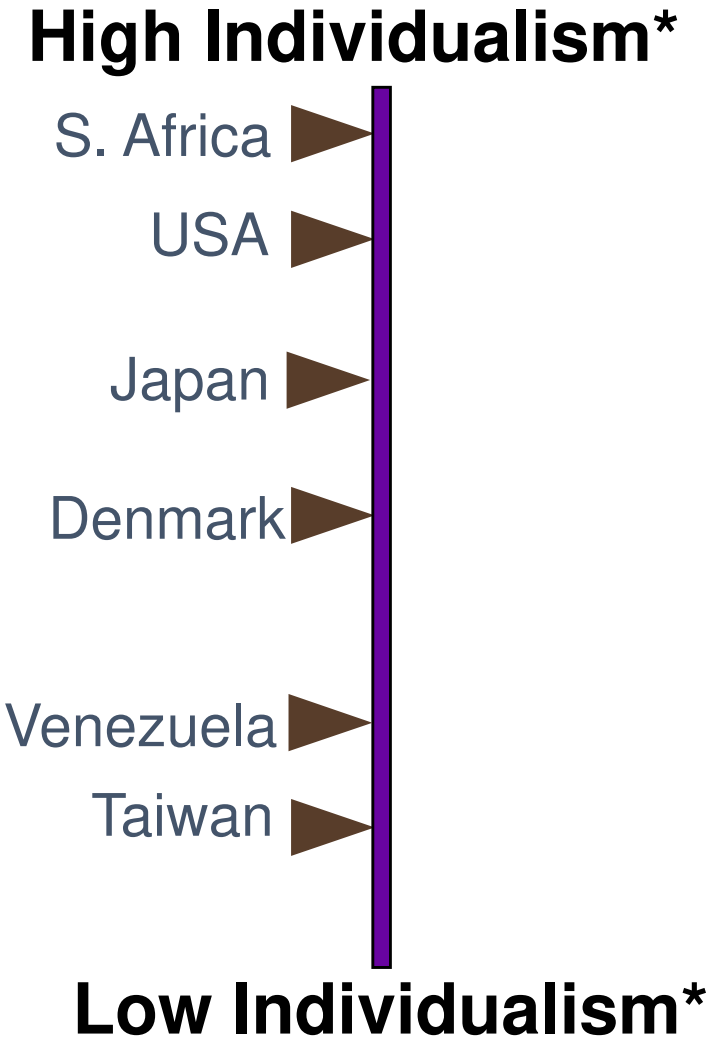
Systems for communicating/investigating wrongdoing

Ethical culture and ethical leadership

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Values Across Cultures: Individualism

The degree to which people value personal freedom, self-sufficiency, control over themselves, being appreciated for unique qualities

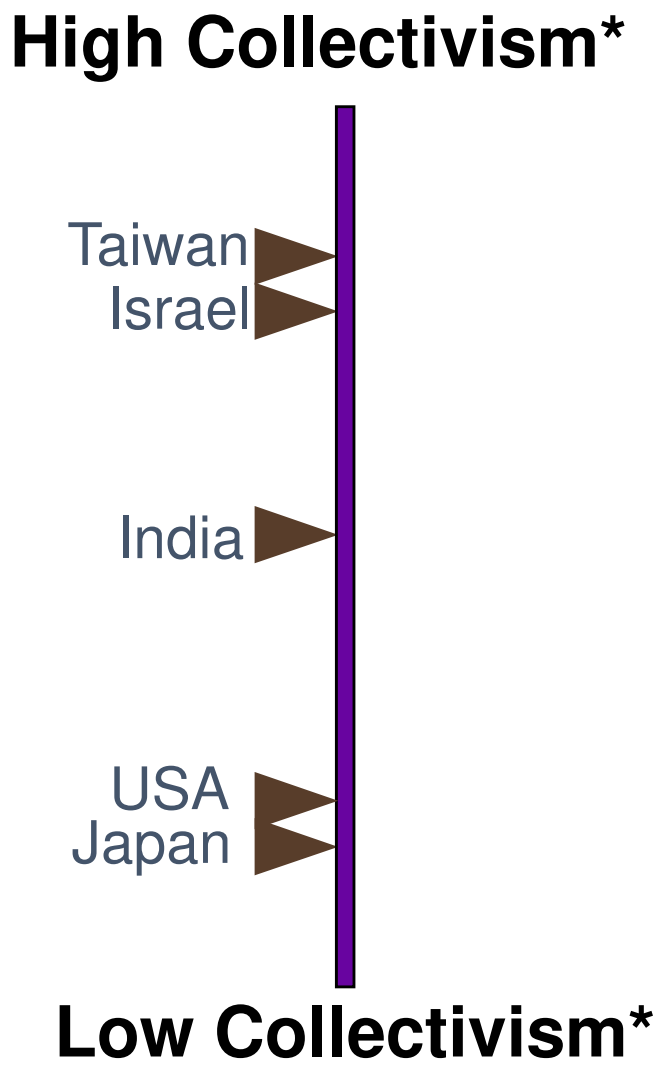


©McGraw-Hill Education.

*Derived from Oyserman et al (2002) meta-analysis

Collectivism

The degree to which people value their group membership and harmonious relationships within the group



*Derived from Oyserman et al (2002) meta-analysis.

©McGraw-Hill Education.

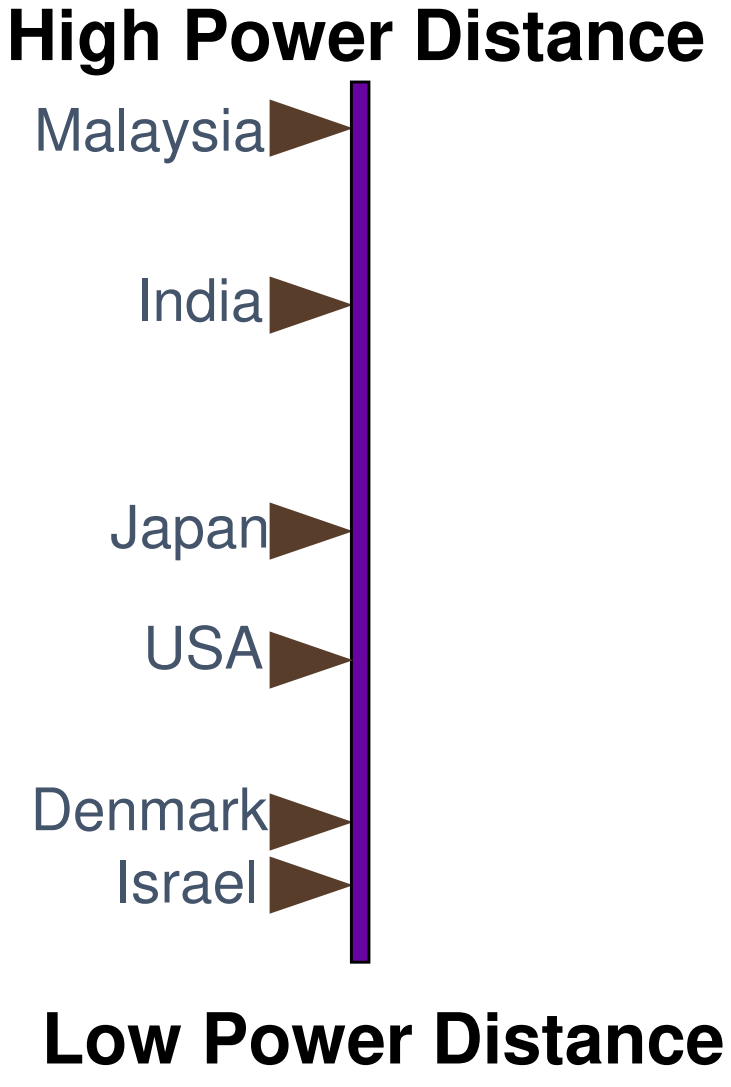
Power Distance

High power distance

- Value obedience to authority
- Comfortable receiving commands from superiors
- Prefer formal rules and authority to resolve conflicts

Low power distance

- Expect relatively equal power sharing
- View relationship with boss as interdependence, not dependence



©McGraw-Hill Education.

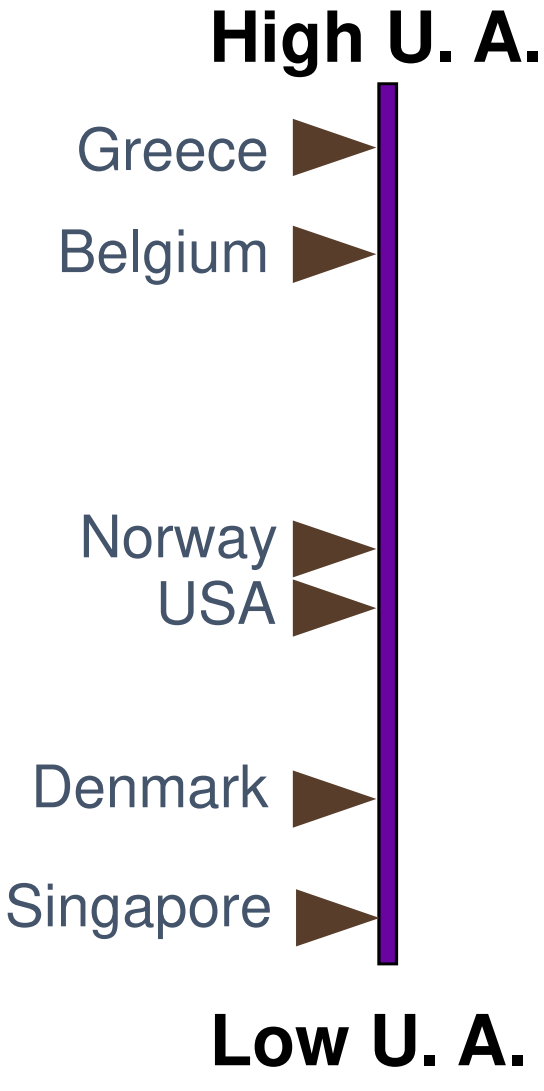
Uncertainty Avoidance

High uncertainty avoidance

- Feel threatened by ambiguity and uncertainty
- Value structured situations and direct communication

Low uncertainty avoidance

- Tolerate ambiguity and uncertainty



©McGraw-Hill Education.

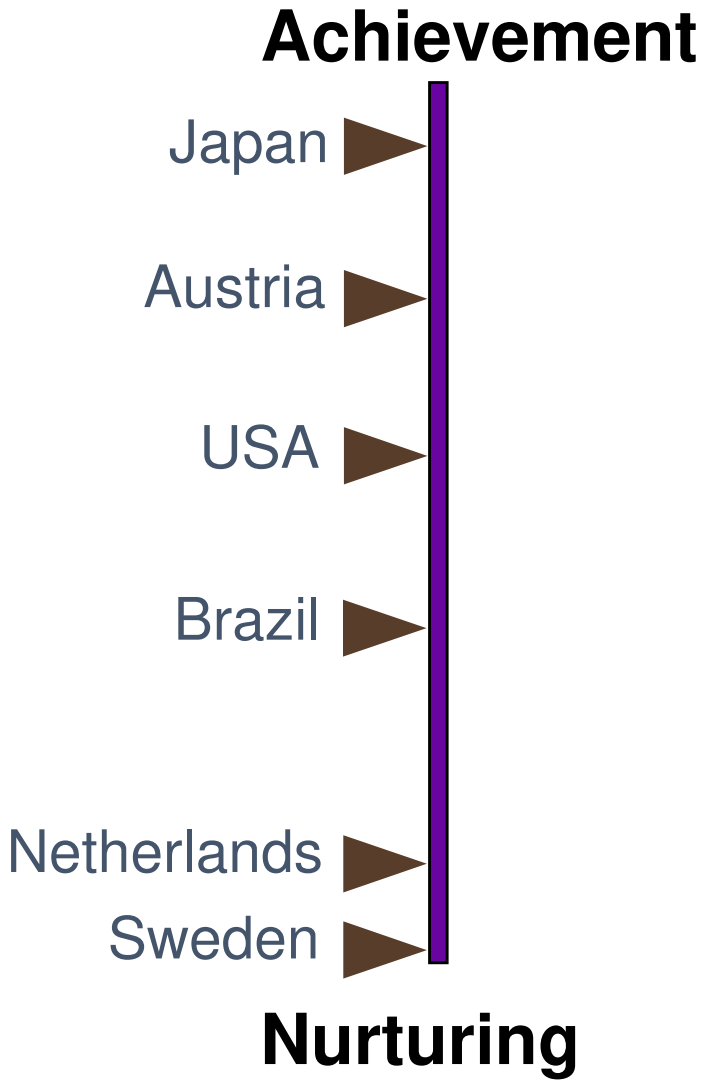
Achievement-Nurturing

High achievement orientation

- Assertiveness
- Competitiveness
- Materialism

High nurturing orientation

- Value relationships
- Focus on human interaction



©McGraw-Hill Education.

APPENDICES

Long Descriptions of Images

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Appendix 1 MARS Model of Individual Behavior

The graphic shows how personality, values, self-concept, perceptions, emotions and attitudes, and stress all affect an individual's motivation, ability and role perceptions. These, in addition to situational factors, affect individual behavior and results, including task performance, organizational citizenship, counterproductive work behaviors, joining and or saying with the organization, and maintaining attendance.

Return to slide.

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Appendix 2: Five-Factor Personality and Individual Behavior

Personality predictors of proficient task performance

- Conscientiousness is best personality predictor of proficient task performance
  - especially specific traits of 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 behaviors

- 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

Return to slide.

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Appendix 3 Jungian & Myers-Briggs Types

Extraversion (E) - talkative, externally-focused

Introversion (I) – quiet, internally-focused

These involve getting energy.

Sensing (S) - concrete, realistic, practical

Intuitive (N) – imaginative, future-focused, abstract

These involve perceiving information.

Thinking (T) - logical, objective, impersonal

Feeling (F) – empathetic, caring, emotion-focused

These involve making decisions

Judging (J) -organized, schedule-oriented

Perceiving (P) – spontaneous, adaptable, opportunity-focused

These involve orienting to the external world

Sources: Adapted from an exhibit found at http://www.16-personality-types.com. Based on data from CPP, Inc., Sunnyvale, CA 94086 from *Introduction to Type and Careers* by Allen L. Hammer.

Return to slide.

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual

Appendix 3

The pie chart is divided into 10 categories: Self-direction, universalism, benevolence, tradition and conformity, security, power, achievement, hedonism, and stimulation. It is then divided into four parts: Self-transcendence, conservation, self-enhancement, and openness to change.

Here is how the categories fall under those quadrants:

Self-transcendence: universalism and benevolence.

Conservation: conformity, tradition, and security.

Self-enhancement: power, achievement, and part of hedonism.

Openness to change: includes the other part of hedonism, as well as stimulation, and self-direction.

Sources: S. H. Schwartz, "Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries," *Advances in Experimental Social Psychology* 25 (1992): 1–65; S. H. Schwartz and K. Boehnke, "Evaluating the Structure of Human Values with Confirmatory Factor Analysis," *Journal of Research in Personality* 38, no. 3 (2004): 230–55.

Return to slide.

©McGraw-Hill Education.
M Organizational Behavior 4th edition McShane Solutions Manual