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SKU: 9781506314402-SOLUTIONS

Sample Answers to Questions in the Text

Chapter 2: Diversity and Individual Differences

Thinking Critically

Diversity in OB

1. Explain why a diverse work group might score higher on innovation, creativity, and productivity than a group made up of similar individuals.
Question Location: Page 40
Answer: A diverse work group provides different perspectives and opportunities for creative input above and beyond a non-diverse group. Any time you can approach a problem from multiple points of view; it gives a greater range of possibilities and a diverse mindset to assess and implement varying options.

2. Identify and list at least three surface- and three deep-level aspects of diversity that describe you. Then list three surface- and three deep-level aspects of diversity that describe one of your good friends. How do the similarities and differences between you and your friend affect your friendship?
Question Location: Page 40
Answers will vary. Surface-level – age, gender, and race. Deep level – attitudes, values, and personality. My friend is a 22-year-old woman from China. She is positive towards others, values friendship, and is quick to laugh. Similarities help us understand and identify with our friends which subsequently deepens the relationship.

3. Imagine that you work in an organization with a variety of people who differ from you in terms of age, race, ethnicity, gender, sexual orientation, and physical or mental ability. Which diversity category would you find it most difficult to understand and bridge? Which diversity category would you find it easiest to understand and bridge? Explain your answer.
Question Location: Page 40
Answers will vary. For me, I would struggle with someone of a different mental ability. Sometimes, it is difficult to identify these differences and people are hesitant to discuss how it affects themselves and others. I think the easiest to understand and bridge is gender. There is a lot of common ground to build connections and enhance understanding.

4. What criteria would you use to determine the effectiveness of a workplace diversity training program? List at least three separate measurable variables that you could evaluate if you were conducting research in this area.
Question Location: Page 41
Answer: I would do a pre-test to assess the level of need for the training and then compare that to a post-test to determine quality of training. One could measure attitudes toward diversity, understanding of diversity issues, and compliance with diversity training to assess effectiveness in diversity training.

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The Importance of Individual Differences

1. Identify at least three types of individual differences related to each of the following categories: behavior, thought, and decision-making.
Question Location: Page 42
Answer: Three types of individual differences for behavior could be personality, attitudes, and ability. Three types of individual differences for thought could be education, IQ, and work experience. Three types of individual differences for decision-making could include risk seeking, self-awareness, and feedback seeking.

2. To illustrate your level of self-awareness and your awareness of others, imagine a scenario in which you are working under a tight deadline and a new co-worker stops by your office and asks for help understanding a key report she needs submit to her manager. How are you likely to respond given your stress level and overall personality? How would your response affect a new employee who didn't know you well?
Question Location: Page 42
Answers will vary. I would see if I could help with the question quickly, if not I would try to direct the co-worker to another resource to help with the report. I would try to always respond because my personality would want to acknowledge their need, but still finish my work. It is important to start a good understanding with new employees and effective communication is a good source for understanding.

3. Briefly discuss your levels of self-esteem and self-efficacy. What sort of an impact do these factors have on your ability to meet school and job expectations?
Question Location: Page 42
Answers will vary. My level of self-esteem has gone up consistently as I get older and get more experience. Also my self-efficacy has increased as well as I learn new and better ways to approach tasks. If I don't know how to do something, there are many sources of information to increase my self-efficacy. These factors are important to meet expectations in life, because confidence breeds performance.

Nature Vs. Nurture

1. Describe your personality by listing 7–10 adjectives that illustrate your behavior and approach to life. Now imagine your opposite personality type by listing 7–10 adjectives that are diametrically opposed to those you listed for yourself.
Question Location: Page 43
Answers will vary: My personality – introverted, logical, agreeable, conscientious, creative, affable, and calm. Opposite – extroverted, illogical, disagreeable, irresponsible, narrow-minded, grumpy, and anxious.

2. If you were a researcher who believed that individual differences were primarily determined by nature (i.e. inherited and hard-wired) what common-sense arguments could you use to support your belief?
Question Location: Page 43
Answers will vary: I would look at similarities between people and their parents and other family members. You can look at studies where twins are separated but have many of the same characteristics as their sibling.

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3. If you were a researcher who believed that individual differences were primarily determined by nurture (i.e. shaped by one's upbringing and environment) what common-sense arguments could you use to support your belief?
Question Location: Page 43
Answers will vary: I would look at similarities of how people are that spend a lot of time together. I would look at the how education and life experiences affects similarities with others. I would look at differences in family members based on differences in their environments.

4. Argue for a middle ground to the nature vs. nurture debate. How would you support the belief that BOTH genetic and environmental influence personality and differences?
Question Location: Page 43
Answers will vary: Obviously both nature and nurture play an important role for the source of individual differences. You can combine the best of both sides to show that people are similar to their family/ancestry and they also grow similar with exposure to new people and experiences. The influence of nature/nurture is different for everyone but we can get better knowledge of their distinctions by continuing to study them in isolation and together.

Myers-Briggs-type Indicator and the Four Temperaments

1. How might knowing a co-worker's Myers–Briggs type help you to more effectively work with her or him? How might knowing a co-worker's Myers–Briggs type might hinder your ability to work together?
Question Location: Page 46
Answers will vary: It can provide a baseline of understanding of how that person may interact with others. It can be a negative as it may falsely categorize someone into a particular type when our personalities are very complex.

2. What other preference categories in addition to energy, information, decisions, and lifestyle that you think could be helpful in typing personality? List at least two.
Question Location: Page 46
Answers will vary: I think humor and self-awareness are helpful in typing personality.

The Big Five Model

1. Rank each of the Big Five dimensions of personality (Openness to Experience, Conscientiousness, Neuroticism, Extraversion, and Agreeableness) in order of importance to workplace performance. Then rank them in order of importance to getting along well with others. Provide an explanation and defense for the two sets of rankings and discuss the similarities and differences between the two.
Question Location: Page 50
.Answers will vary: I would rank them for work as – Conscientiousness, Agreeableness, Openness to Experience, Neuroticism, and Extraversion. I would rank them for getting along well with others as – Agreeableness, Neuroticism, Openness to experience, and Conscientiousness. At work, being responsible is very important as is being agreeable with those at work. Being open to new experiences is valuable to enhancing job skills. Neuroticism is good in some situations but not good in others. Extraversion has the lowest input on job performance

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because you can still excel at any job despite being an introvert. The main difference between job performance and getting along well with others is that conscientiousness is not as important – but still good and being emotionally stable is very key as well. Other facets are useful but not as necessary in getting along with others.

2. Pick one of the Big Five dimensions of personality and describe a possible work scenario where an employee who rates high on the dimension you have chosen would be more effective at solving a conflict or problem than an employee who rates low on the dimension. Next, describe a different scenario where an employee rating low on the dimension would be more effective in solving a problem or conflict than an employee rating high on the dimension.
Question Location: Page 50
Answers will vary: I think a customer service job in which an employee has to interact directly with the customer; an agreeable employee would be much more effective than a disagreeable one. I think a disagreeable employee may be more effective in matters of the law and enforcing punishment than an agreeable one.

Other Personality Attributes

1. Imagine your ideal co-worker based on where you fall on each of the dimensions of personality. Identify the dimensions where similarity would be most beneficial to an effective working relationship. Identify the dimensions where difference would likely benefit the relationship. Defend your answers.
Question Location: Page 54
Answers will vary: My ideal coworker is risk-taking, Type A, proactive, high self-monitor, low Machiavellianism, and internal locus of control. Similarities in self-monitoring and Machiavellianism are important being misalignment can lead to bad situations. Differences in Type A/B and risk-taking are important to balance decision-making and provide multiple perspectives.

2. What sorts of industries or types of businesses would most value workers rating high on each of the six dimensions of personality. What sorts of industries or types of businesses would most value employees rating low on the six dimensions of personality. Are there any dimensions where a particularly low or particularly high rating would be an obstacle to satisfactory work performance regardless of the type of industry or business?
Question Location: Page 54
Answers will vary: I would think examples of businesses would include – race car driver (risk-taking), car salesman (Type A/B), customer service (proactive), model (self-monitoring), politician (Machiavellianism), and acting (locus of control). Being low in proactivity would generally be detrimental as would high in Machiavellianism.

OB in the Real World

1. What are some management behaviors that might result in treating everyone equally differently but that will still drive performance?
Question Location: Page 41
Answers will vary: I think great communication and good inclusion practices are behaviors that treat people equally differently but still drive performance.

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2. What action did Ben Hubbard take to get the best out of his employees?
Question Location: Page 41
Answers will vary: Ben treated each employee as they needed to be treated, but still in a fair manner.

Examining the Evidence

1. Why might it be important to consider the honesty–humility personality dimension in addition to the traditional Big Five dimensions?
Question Location: Page 51
Answers will vary: I would think someone low on this dimension would be more likely to engage in negative or unethical behaviors at work.

2. What are some possible implications of the research findings outlined above for managerial practice?
Question Location: Page 51
Answers will vary: Implications would be to try to hire honest/humble employees and have some screening mechanism for those that are low on this dimension.

Thinking Critically about the Case of Laura Piece

1. Observe: What cultural and background differences do you observe among the existing staff (Abigail, Tony, Cheryl, and Joey) based on the chapter's descriptions of these characters and Laura's first-day interactions with them? How does Laura's culture and background compare to the others? What individual differences do you observe among the existing staff and Laura? List at least three individual differences for each character.
Question Location: Page 56
Answers will vary: Laura is from Tennessee, 28, black, female, middle-income, spontaneous, smart, and enthusiastic. Abigail is from Oklahoma, 60s, white, female, wealthy, poor judgment and decision-making, and passionate about theater. Tony is from Oklahoma, 47, Hispanic, level-headed, and creative. Cheryl is from Louisiana, 45, white, mother, conscientious, intelligence, and longest tenured. Joey is from Texas, 23, attendance problem, poor work ethic. Laura is younger and more energetic than most everyone there. There is a diversity of ages, genders,and backgrounds.

2. Interpret: Based on the diversity and range of individual differences among the characters as well as the description of Laura's first day, what types of conflicts is Laura likely to encounter at WTRT? What conflicts is Laura likely to cause as she tries to do her job?
Question Location: Page 56
Answers will vary: I think she will conflict with Joey's attitude and Abigail's flamboyance. She may be unable to get a good understanding of Abigail and her needs for the job. She may conflict with Joey's negativity and bad attitude in a way that reduces her energy and passion.

3. Analyze: Laura seems to have managed to keep an optimistic perspective on the challenges her new job will bring, but provide your own analysis of ways she may be able to forge positive relationships with her new boss and co-workers despite her differences with them.

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Question Location: Page 56
Answers will vary: I think Laura needs to get to know each person at their own level and get a good understanding of why each individual behaves the way they do. Then use that understanding to guide future interactions with them. For Abigail, she can indulge her passion and personality and go to others in the office for important questions that Abigail seems to avoid. For Joey, she can try to find ways to get him excited about his work and put him in charge of something that would capitalize on his unique skills and perspective.

4. Evaluate: Evaluate which colleagues Laura should approach first as she begins her work at WTRT. What are three things she could do to learn more about her job and have a chance to interact with her colleagues? What potential problems could arise as Laura begins to reach out to her co-workers in order to learn more about the organization in which she is working?
Question Location: Page 56
Answers will vary: I think she should maintain a good relationship with Abigail initially and also seek out Tony for his creative ideas and Cheryl for a balanced perspective. She talk to Abigail about the big picture and overall direction of the theater. She can learn more about the theater and its productions and future from Tony. She can get a balanced perspective on the resources available to her from Cheryl. Potential problems include communication errors, ingrained attitudes, and misinformation.

5. Explain: Choose the first action you listed above and explain how you, as Laura, would approach accomplishing this task. If a problem arose, explain how you would attempt to handle it.
Question Location: Page 56
Answers will vary: I would start by getting off on the right foot with Abigail. Try to take her perspective on the situation and see what she believes the direction of the theater is. I would listen to her stories and indulge her in a way that endears her to me as an employee. Then I would at various times slip in some basic questions about strategy and vision to help align my efforts in the first few weeks. If a problem arose, I would try to get a better perspective from others about Abigail in order to have a diverse look at a unique character from multiple perspectives.

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Lecture Notes

Chapter 2: Diversity and Individual Differences

Slide 1
TITLE SLIDE

Diversity in OB

Slide 2: Diversity in OB
Diversity is the degree to which an organization represents different cultures, and involves recognizing, respecting, and valuing both individual and group differences.

NOTES: **Diversity** is the degree to which an organization represents different cultures, and involves recognizing, respecting, and valuing both individual and group differences by treating people as individuals in an effort to promote an inclusive culture.
One of the most effective ways organizations can encourage acceptance of differences and create a harmonious workforce is through the management of diversity. Today's workplace welcomes more people from different backgrounds and different experiences than ever before. Combined, these individuals create a powerful force – studies have shown diverse groups working well together perform better and are more innovative, creative, and productive; factors essential for organizations when it comes to gaining competitive advantage in the workplace. Similarly, a diverse workforce can increase market share by helping the organization more effectively communicate with customers from different backgrounds and cultures.

Slide 3: Surface-Level and Deep-Level Diversity
Figure 2.1: Surface-Level and Deep-Level Diversity
See page 36.

NOTES: There are two main types of diversity: surface-level diversity and deep-level diversity. Surface-level diversity describes the easily perceived differences between us, such as age/generation, race/ethnicity, gender, and ability. This type of diversity can lead to discrimination when managers or recruiters judge or stereotype others on the basis of superficial differences. Deep-level diversity describes verbal and nonverbal behaviors that are not as easily perceived because they lie below the surface, such as differences in attitudes, values, beliefs, and personality. People first identify surface-level differences in others, and then as they get to know each other, they notice deep-level differences and either accept or reject them.

Slide 4: Age/Generation Diversity
- Traditionalists (born before 1946)
- Baby Boomers (born 1946–1964)
- Generation Xers (born 1965–1981)
- Millennials (born 1982–2000)

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NOTES: With workforce demographics shifting and the number of mature people in the workplace rising, many organizations are trying to find ways to leverage **age diversity,** which includes people of all ages within the workplace. This is no easy task given that today's workforce spans four generations: Traditionalists (born before 1946); Baby Boomers (born 1946–1964); Generation Xers (born 1965–1981); and Millennials (Born 1982–2000). Managers need to treat this diverse workforce carefully, without falling prey to stereotypes often portrayed by the popular media. For example, Traditionalists and Baby Boomers are often described as "old school," conservative, and not up to date with the latest technology, while younger employees such as Gen Xers and Millennials are thought to be technology savvy, yet lazy and with a tendency to flit from one job to the next. These stereotypes can lead to a lot of conflict between generations in the workplace. This is why organizations dealing with a multigenerational workforce need to understand how to utilize the different skills and approaches of each generational group, how to transfer knowledge across groups, and how to bridge differences and build on commonalities in order to create a cohesive, dynamic workforce.

Slide 5: Race and Ethnicity

Race is related to factors such as skin, hair, or eye color.
Ethnicity is associated with sociological factors such as nationality, culture, language, and ancestry.

NOTES: Today's workplace is filled with people from different racial groups and ethnicities, yet prejudice still exists. Sometimes the terms "race" and "ethnicity" are used interchangeably, but **race** is related to factors such as skin, hair, or eye color; whereas **ethnicity** is associated with sociological factors such as nationality, culture, language, and ancestry. Nobody should ever feel to be made uncomfortable because of the way they look or because of their background. Much of the prejudice against people of different backgrounds stems from ignorance. Unfamiliarity with the correct pronunciation of names, lack of understanding of different cultural traditions, and intolerance of the religions of others can lead to hostility and suspicion between groups. Making an effort to develop a deeper sense of cultural awareness by becoming familiar with different languages and traditions goes a long way towards building group harmony in the workplace.

Slide 6: Gender Diversity

Gender diversity

- The equal representation of both men and women in the workplace.
- Women occupy many different positions and roles in most industries.
- Strong regulations have been established to counteract discrimination against women.

NOTES: **Gender diversity** is the equal representation of both men and women in the workplace.[8] The treatment of women in the workplace has come a long way over the last 50 years. In the past, women were often expected to take care of their families rather than work. Those who did work were often given low-paid, low-responsibility jobs because many considered women to be physically, emotionally, and mentally incapable of taking on bigger challenges.
But, today, women occupy many different positions and roles in most industries, and strong regulations have been established to counteract discrimination against them. However, while women have made great strides in achieving equality, there are still some differences in the way

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they are treated. For example, many women are still hampered by a **glass ceiling,** an invisible barrier that limits their ability to progress to more senior positions.[9] In addition, women are still being paid less than men for the same job and remain underrepresented in more senior roles.

Slide 7: Sexual Orientation

2014 Out and Equal Workplace Survey: In 32 U.S. states employees can legally be fired by their employers for being lesbian, gay, bisexual, and transgender (LGBT).
Figure 2.2 Where Are LGBT Employees Most Vulnerable?
See page 39.

NOTES: The organizational approach to sexual orientation in the United States has also come a long way over the last few decades, yet there is still a long way to go. According to the 2014 Out and Equal Workplace Survey conducted by The Harris Poll, while there is increasing support from organizations for workplace equality in the United States and around the world, in 32 U.S. states employees can legally be fired by their employers for being lesbian, gay, bisexual, and transgender (LGBT).

Slide 8: Diversity of Abilities

Ability diversity is the representation of people with different levels of mental and physical abilities within an organization.

NOTES: **Ability diversity** is the representation of people with different levels of mental and physical abilities within an organization. Over 50 million people in the United States have a disability and over 50% of those people are unemployed.
While people with physical and mental impairments may not be able to carry out certain tasks, there is still a huge range of tasks at which they can excel. Skills can be taught and they can be trained to improve their skills. Managing ability diversity begins with selecting employees with abilities that best fit the role, which leads to increased productivity and job satisfaction.

Slide 9: Diversity Training

Diversity training

- Reduces bias
- Breaks down any prejudices or psychological barriers

NOTES: **Diversity training** can help reduce bias and break down any prejudices or psychological barriers among those who struggle to accept co-workers they perceive as different. Many organizations institute mandatory diversity training programs with an emphasis on inclusion, in which each employee is asked whether she or he feels valued, respected, and welcomed in the organization. This provides a safe forum for employees to openly discuss diversity issues and consider the actions they would take when presented with different scenarios.

The Importance of Individual Differences

Slide 10: The Importance of Individual Differences

- **Self-awareness:** awareness of our own feelings, behaviors, personalities, and taste
- **Awareness of others**: consciousness of other people's feelings

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- **Self-concept**: the belief we have about who we are and how we feel about ourselves
- **Self-esteem**: the belief we have about our own worth
- **Self-efficacy**: belief in our ability to succeed

NOTES: **Diversity** is not the only thing that makes us feel different from each other. Have you ever been teamed up with someone for a school or work project who just seemed so different from you? What made that person unique? Maybe he or she had diverse opinions or beliefs, liked alternative music, or had unusual hobbies. How did you handle working together? Did you just focus on getting the job done, or did you make an effort to find some common ground?

Nature versus Nurture

Slide 11: The Nature vs. Nurture Debate

Is someone's personality "good" because we have something in common with them or "bad" because they ignore us?

NOTES: We often regard people as having "good personalities," or "bad personalities," but what does that really mean? Is someone's personality "good" because we have something in common with that person and get along with him or her? Or is someone's personality "bad" because he or she ignores or offends us? What is personality after all?

Slide 12: The Nature vs. Nurture Debate

Personality is a stable and unique pattern of traits, characteristics, and resulting behaviors that produce an individual's identity.

NOTES: We define **personality** as a stable and unique pattern of traits, characteristics, and resulting behaviors that produce an individual's identity.[21] When we understand different personalities, we can better understand the behaviors and motivations of others, rather than making snap judgments that are often inaccurate.

Slide 13: The Nature vs. Nurture Debate

Personality traits are the characteristics that describe our thoughts, feelings, and behaviors.

NOTES: Researchers have spent decades carrying out different studies of **personality traits**, the characteristics that describe our thoughts, feelings, and behaviors. But we are such complex creatures that no one theory has yet established a clear definition of personality.

Myers–Briggs Type Indicator and the Four Temperaments

Slide 14: Myers–Briggs Type Indicator and the Four Temperaments

Figure 2.3: Myers-Briggs Preferences
See page 44.

NOTES: The Myers–Briggs Type Indicator and the Four Temperaments is a psychometric questionnaire used to evaluate four psychological preferences that combine to describe 16

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personality types. It was originally created by Katharine Cook Briggs and her daughter Isabel Briggs Myers during World War II to test a theory of psychological types advanced by the noted psychologist Carl Jung. Initially drafted as a questionnaire, the test was developed into the official MBTI in 1962. It is the most widely used personality assessment instrument in the world.

Slide 15: Myers–Briggs Preferences

The four pairs of preferences:

- **Extraversion (E) vs. Introversion (I)**
- **Sensing (S) vs. Intuitive (N)**
- **Thinking (T) vs. Feeling (F)**
- **Judging (J) vs. Perceiving (P)**

NOTES: **Extraversion (E) vs. Introversion (I)**: This pair of traits looks at how energy is directed by extraverts and introverts. Extraverts are energized and stimulated by external events and other people. They tend to be talkative and expressive, and they work well in teams. Introverts draw their energy from being alone.

Sensing (S) vs. Intuitive (N): The sensing–intuitive continuum explores the way we understand and interpret information. Sensing people interpret information by using their five physical senses (sight, hearing, touch, taste, and smell). Intuitive people tend to use their instincts and prefer to look for alternatives rather than work with facts.

Thinking (T) vs. Feeling (F): The comparison of thinking and feeling studies the way we make decisions. Thinking people use reason and logic to make decisions. Feeling people draw from their own values when making decisions.

Judging (J) vs. Perceiving (P): Our tendency to judge or perceive describes the way we cope with the world around us. Judging people are focused, determined, and decisive. They prefer order, structure, plans and rules. Perceiving people take a relaxed approach. They are flexible and adaptable and like to keep their options open.

Slide 16: The Sixteen Myers–Briggs Types

Table 2.1: Sixteen Myers-Briggs Types
See page 45.

NOTES: If you think you are an introvert rather than an extravert, a sensing person rather than an intuitive one, a thinking person rather than a feeling person, and a judging person rather than a perceiving person, then you would be known as an ISTJ. Each type is associated with a list of personal characteristics. For instance, ISTJ people tend to be thorough, practical, determined, and calm in a crisis. However, they can be impatient and sometimes make impulsive decisions. The MBTI can be beneficial in understanding yourself and increasing your self-awareness. It is also useful for identifying individual differences between us, which can be a source of conflict and misunderstanding. The MBTI theory holds that by broadening our perspectives of others, knowing what motivates them, and why they behave and communicate in the way they do, we will build better relationships.

The Big Five Model

Slide 17: The Big Five Model

Table 2.2: The Big Five Model
See page 47.

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NOTES: One important area of personality is **emotional stability**, the extent to which we can remain calm and composed. At the opposite end of the spectrum for this trait is **neuroticism**, a tendency to be tense, moody, irritable, and temperamental. The more emotionally stable you are, the lower your level of neuroticism. The MBTI tells us very little about these traits. However, researchers have created another, broader personality test by condensing personality traits into one list. This model is widely accepted in academia and used more frequently in academic research. The **Big Five model**, outlined in Figure 2.4, describes five basic dimensions of personality, including neuroticism, and is frequently used to evaluate and assess people in the workplace.

Slide 18: Applying "The Big Five"

- **Laura**: rates highly on openness, extraversion, and agreeableness, and low on neuroticism.
- **Abigail** and **Cheryl**: rate highly on neuroticism.
- **Joey**: rates low on conscientiousness.
- **Tony**: rates highly on extraversion and openness.

NOTES: Drawing from the above scenario and going on first impressions, we may deduce that Laura rates highly on openness, extraversion, and agreeableness, and low on neuroticism. For example, she is looking forward to her new experience at the theatre, introduces herself confidently to her co-workers, is tolerant of Abigail's temperamental behavior, and remains composed throughout the first few couple of hours on her new job.
In contrast, we might say that Abigail and Cheryl score highly on neuroticism. Abigail seems to be prone to mood swings, and Cheryl comes across as being tense and irritable. Joey would score low in conscientiousness; it seems that he is not the most organized worker. Finally, like Laura, Tony would score highly on extraversion and openness. He is friendly, outgoing, and willing to create and implement new ideas. Of course, these conclusions are based on initial impressions, which are not always accurate. In the next section, we will explore additional personality attributes exemplified by the characters in the story.

Other Personality Attributes

Slide 19: Other Personality Attributes

Figure 2.4: Dimensions of Personality
See page 52.

NOTES: **Personal conception** is the degree to which individuals relate to and think about their social and physical environment, and their personal beliefs regarding a range of issues. A person's conception of himself or herself is dependent on these personality dimensions.

Slide 20: Locus of Control

Locus of control is the extent to which people feel they have influence over events.

NOTES: **Locus of control** is the extent to which people feel they have influence over events. There are two types: **internal locus of control**, which makes people feel they are responsible for influencing events; and **external locus of control**, which allows people to believe outside

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influences are responsible for their fate. Abigail's blaming "fate" for the theatre's current situation is an example of external locus of control.

Slide 21: Machiavellianism

Machiavellianism is a term used to describe people who manipulate others and use unethical practices for personal gain.

NOTES: Some psychologists and sociologists use the term **Machiavellianism** to describe the behavior of people who manipulate others and use unethical practices for personal gain. The term owes its origins to the 16th century author Niccolo Machiavelli, whose book *The Prince* describes the true nature of power and its acquisition through cunning and ruthless means. People with high levels of Machiavellianism tend be pragmatic, may be prone to lying to achieve goals, are good at influencing others, and have the ability to distance themselves from conventional morality. Conversely, people with low levels of Machiavellianism are more likely to maintain moral standards and use ethical practices to achieve objectives.

Slide 22: Self-Monitoring

The degree to which people adjust their behavior to accommodate different situations.

NOTES: **Self-monitoring** is the degree to which people adjust their behavior to accommodate different situations. High self-monitors might hold back on expressing their true feelings and behaviors if they feel the situation does not call for it, or that others might not approve. In short, they match their behavior to the requirements of the situation. In contrast, low self-monitors do not disguise their behaviors, have little regard for how others perceive them, and refuse to change any aspect of themselves to accommodate any given situation. Their attitude is "what you see is what you get."

Slide 23: Proactive Personality

The extent to which individuals take the initiative to change their circumstances.

NOTES: **Proactive personality** is the extent to which individuals take the initiative to change their circumstances. Those who are high in proactive personality look for opportunities to change events and take action to ensure the desired change takes place. People who are low in proactive personality are generally passive and take very little action to change the circumstances surrounding them. It is little wonder that today's organizations actively seek out proactive people who are more likely to react positively to and adapt to an ever-changing work environment.

Slide 24: Type A–Type B Orientation

Type A orientation

- competitive, impatient, aggressive, and achievement-oriented.

Type B orientation

- relaxed, easy-going, more patient, and less competitive.

NOTES: The way employees react to stressful situations is of particular interest to OB managers. For example, some people thrive under pressure and perceive tight deadlines as a

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challenge, whereas others may struggle and react negatively. Researchers have defined two main personality types to gauge how workers cope under pressure: Type A and Type B orientation. People with a **Type A orientation** are characterized as competitive, impatient, aggressive, and achievement-oriented. Conversely, those with a **Type B orientation** are characterized as relaxed, easy-going, more patient, and less competitive. Most of the characters in our story display a Type A orientation.

Slide 25: Risk-taking Propensity

Risk-taking propensity is the tendency to engage in behaviors that might have positive or negative outcomes.

NOTES: **Risk-taking propensity** is the tendency to engage in behaviors that might have positive or negative outcomes. High risk-takers make faster decisions based on less information, but they risk making mistakes if they do not adequately assess the consequences of their decisions. For example, excessive risk-taking was one of the main causes of the housing market crisis between 2007 and 2008, because lenders granted high-risk mortgages loans to subprime (poorly qualified) borrowers who could not afford to pay back the loans. When the housing market bubble burst, prices dropped resulting in high volumes of defaults leaving the banks with foreclosed houses which were worth less than the amount of the original loan. This had a devastating effect on the lenders, banks, and investment institutions that were involved in selling or trading mortgage loans, many of which collapsed.

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Case Notes

Chapter 2: Diversity and Individual Differences

Thinking Critically

Summary

This case looks at the unique organizational structure and management style implemented at W. L. Gore and Associates. While counterintuitive to traditional management styles, Bill Gore's approach to matching his organization's operations to his personality and values has led to a successful company on both the profit front as well as in the satisfaction and commitment of employees. Providing structure via an unstructured environment and using personal interactions among employees to better understand unique differences, Gore has established a culture that is as exciting for his employees as it is a family feel for his people.

Analysis

This case depicts many of the concepts covered in the chapter on individual differences. Bill Gore demonstrates the benefits of developing a culture that is true to his personality and sense of self-direction along with personal fulfillment. His approach validates the notion that instilling one's core beliefs into the structure (or lack thereof) and fabric of a company can reap great financial and attitudinal benefits for those that are genuine in their leadership direction. The relationship focus at W.L. Gore and Associates, rather than rigid hierarchical approach, engenders a sense of camaraderie and esprit de corps that leads to profit and personal satisfaction for Gore and his employees.

Case Questions

1. How did Bill Gore structure management within his company and why is this relevant to personality and individual differences?

W. L. Gore did not believe in thick layers of formal management. He believed individual creativity was smothered by the formal management styles that other companies the same size used. Although many individuals referred to his management style as "unmanagement," Gore found positive feedback in his workforce as well positive results for the company as a whole. By using this more laid-back form of management, Gore was able to cater to individual differences and learn how to better understand the decision-making and behaviors of his employees.

2. Explain why the diversity leadership program developed by W. L. Gore and Associates is a positive way to better understand and foster individual differences.

The diversity leadership program was created around the sentiment that "understanding those who are different from us" is a very important element within a company. When developing this program W. L. Gore and Associates realized that employee relationships were a major factor in the success and productivity of a company. Through this program they strove to improve relationships in order to "decrease reactivity; increase professional capacity; and [help associates] learn about self while helping to make a more cohesive, diverse, and cross-discipline system." By cultivating a feeling of intimacy and appreciation despite individual differences the company was able to increase employee satisfaction.

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3. Describe how the sponsor program developed higher levels of employee satisfaction as well as maintained the "unmanagement" culture.

This program allowed for current employees to take on the mentorship role to help newer employees work through conflicts, achieve professional goals, and evaluate personal contributions. This program also made the sponsor/mentor employees responsible to advocate for the newer employees in terms of fair pay and treatment as well as track the progress of the new employees. This program was set in place instead of more formal management to make a more cohesive and mutually beneficial workplace.

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Chapter 2: Diversity and Individual Differences

Self-Monitoring Exercise

Individuals who are high self-monitors can adjust their behavior upon recognizing social cues which prompt an awareness that a specific behavior is the expectation. How would you explain this concept to a five-year-old child? If you were writing a children's book about this topic, what would be the title of your book?

Identifying the Type A–Type B Orientation Type

Complete a survey or questionnaire which can identify your Type A or Type B orientation. Can you think of five other people, either that you know or fictional characters, and assume which type they are. List five personality strengths for each person that you identified.

The Personalities Among Us

Fun with Research: What is the current human population on Earth? Does each human have a unique personality? In conclusion, how many personalities are living on the planet Earth today?

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ORGANIZATIONAL BEHAVIOR

Differences

CHRISTOPHER P. NEC
JEFFERY D. HOUGHTO
EMMA L. MURRAY

A CRITICAL-THINKING APPROACH



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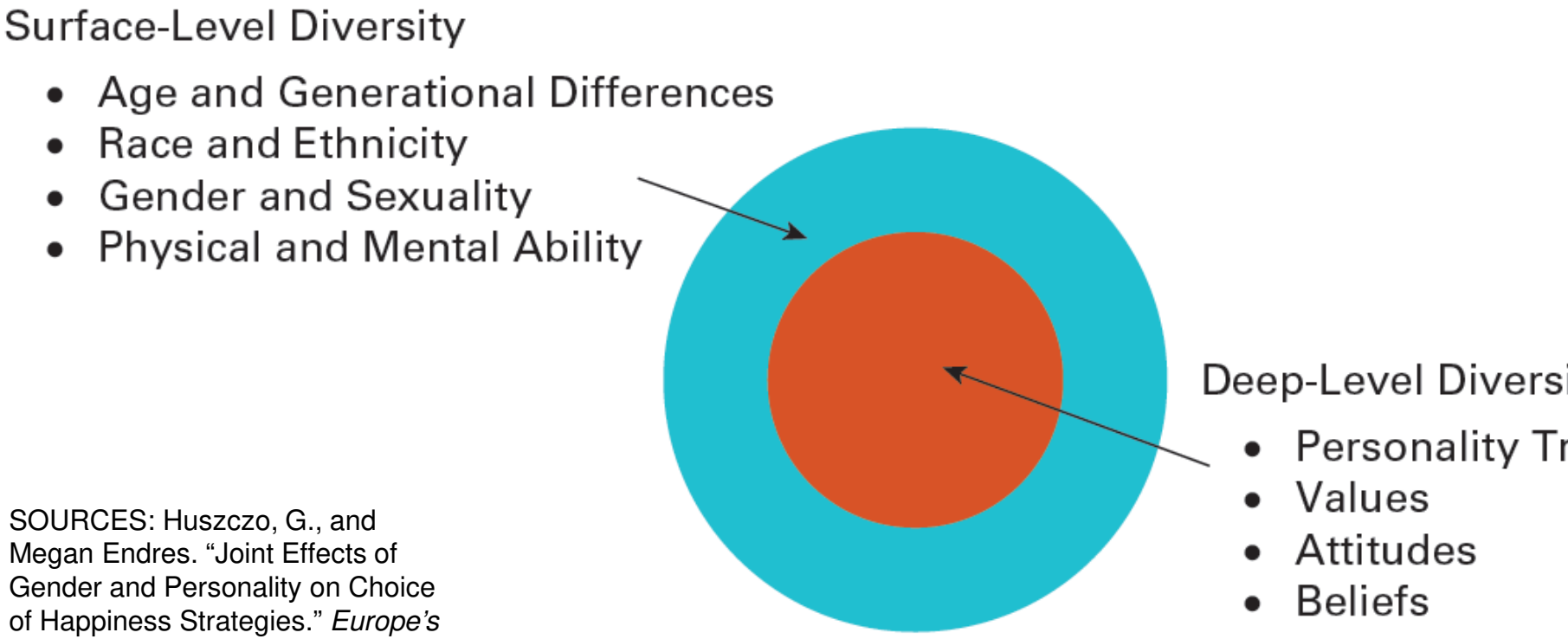
Diversity in OB

- Workplace diversity is the degree to which an organization includes people from different cultures and backgrounds.
- It involves recognizing, respecting, and valuing both individual and group differences to create an inclusive culture.

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Figure 2.1: Surface-Level and Deep-Level Diversi



SOURCES: Huszczo, G., and Megan Endres. "Joint Effects of Gender and Personality on Choice of Happiness Strategies." *Europe's Journal of Psychology* 9, no 1 (February 2013).

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Age/Generation Diversity

- Traditionalists (born before 1946)
- Baby Boomers (born 1946-1964)
- Generation Xers (born 1965-1981)
- Millennials (born 1982-2000)

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Race and Ethnicity

- Race is related to factors such as skin, hair, or eye color.
- Ethnicity is associated with sociological factors such as nationality, culture, language, and ancestry.

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Gender Diversity

- The equal representation of both men and women in the workplace.
- Women occupy many different positions and roles in most industries.
- Strong regulations have been established to counteract discrimination against women.

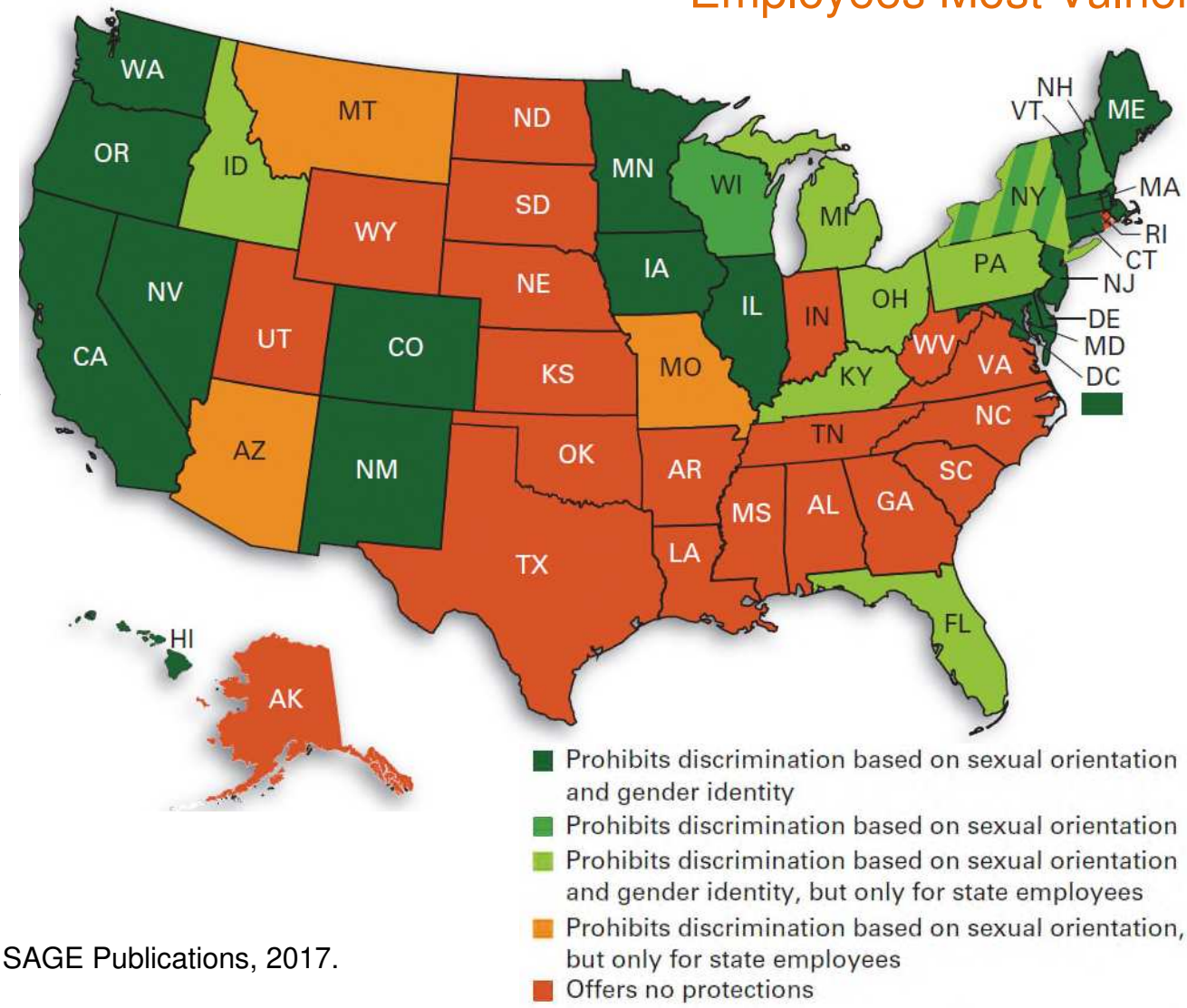
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Sexual Orientation

Figure 2.2 Where Are Employees Most Vulner

2014 Out and Equal Workplace Survey:

In 32 U.S. states employees can legally be fired by their employers for being lesbian, gay, bisexual, and transgender (LGBT).



SOURCE:
www.vocativ.com/culture/lgbt/lgbt-rights-kansas/.

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Diversity of Abilities

- Ability diversity is the representation of people with different levels of mental and physical abilities within an organization.

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Diversity Training

- Reduces bias
- Breaks down any prejudices or psychological barriers

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The Importance of Individual Differences

- **Self-awareness**: awareness of our own feelings, behaviors, personalities, and taste
- **Awareness of others**: consciousness of other people's feelings
- **Self-concept**: the belief we have about who we are and how we feel about ourselves
- **Self-esteem**: the belief we have about our own worth
- **Self-efficacy**: belief in our ability to succeed

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Nature Versus Nurture

- Is someone's personality "good" because we have something in common with them or "bad" because they ignore us?

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The Nature vs. Nurture Debate

Personality is a stable and unique pattern of traits, characteristics, and resulting behaviors that produce an individual's identity.

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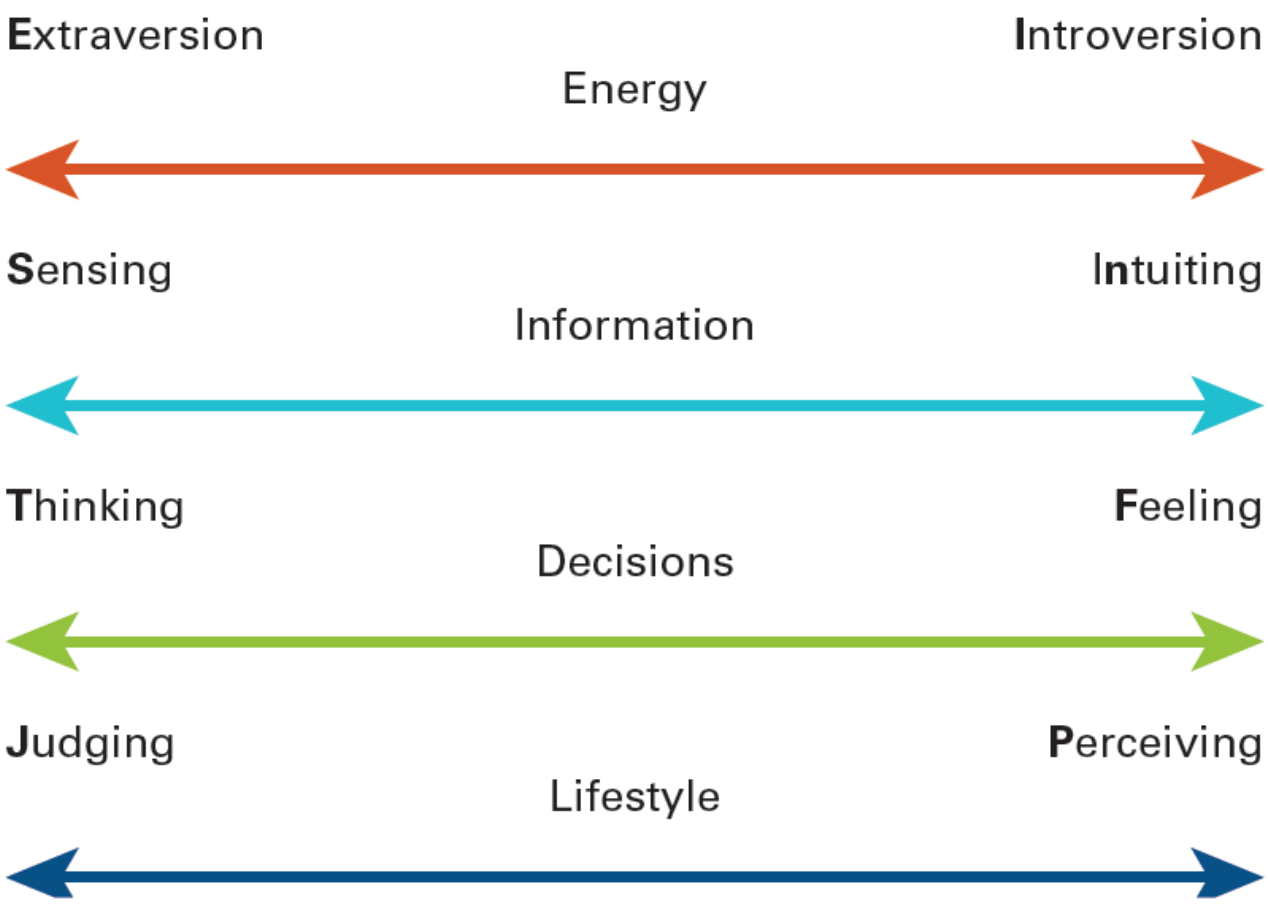
The Nature vs. Nurture Debate

Personality traits are the characteristics that describe our thoughts, feelings, and behaviors.

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Myers–Briggs Type Indicator and the Four Temperaments

Figure 2.3
Myers-Briggs Preferences



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Myers–Briggs Preferences

The four pairs of preferences:

- **Extraversion (E) vs. Introversion (I)**
- **Sensing (S) vs. Intuitive (N)**
- **Thinking (T) vs. Feeling (F)**
- **Judging (J) vs. Perceiving (P)**

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The Sixteen Myers–Briggs Types

Table 2.1: Sixteen Myers-Briggs Types

ISTJ 11–14%	ISFJ 9–14%	INFJ 1–3%	INTJ 2–4%
ISTP 4–6%	ISFP 5–9%	INFP 4–5%	INTP 3–5%
ESTP 4–5%	ESFP 4–9%	ENFP 6–8%	ENTP 2–5%
ESTJ 8–12%	ESFJ 9–13%	ENFJ 2–5%	ENTJ 2–5%
Estimated percentages of the 16 types in the US population, 2010			

SOURCE: www.capt.org/mbti-assessment/estimated-frequencies.htm.

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The Big Five Model

Table 2.2: The Big Five Model

Openness to Experience	The dimension of being curious, creative, and receptive new ideas
Conscientiousness	The dimension of being thoughtful, organized, responsib and achievement oriented
Neuroticism	The dimension of being tense, moody, irritable, and temperamental
Extraversion	The dimension of being outgoing, sociable, assertive, an talkative
Agreeableness	The dimension of being trusting, good natured, tolerant, forgiving, and cooperative

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Applying "The Big Five"

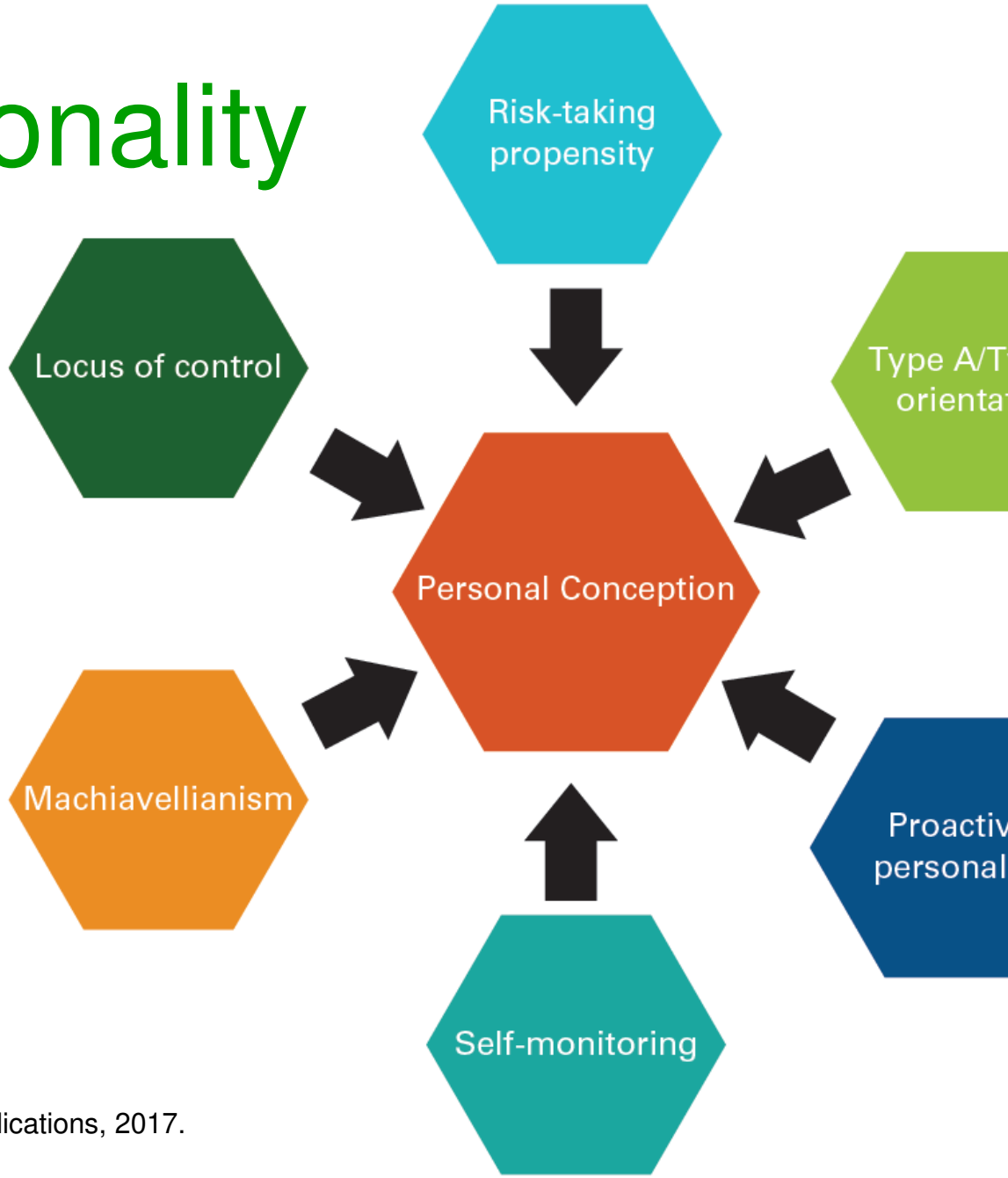
- **Laura**: rates highly on openness, extraversion, and agreeableness, and low on neuroticism.
- **Abigail** and **Cheryl**: rate highly on neuroticism.
- **Joey**: rates low on conscientiousness.
- **Tony**: rates highly on extraversion and openness.

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Other Personality Attributes

Figure 2.4
Dimensions of Personality



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Locus of Control

- The extent to which people feel they have influence over events.

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Machiavellianism

- **Machiavellianism** is a term used to describe people who manipulate others and use unethical practices for personal gain.

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Self-Monitoring

The degree to which people adjust their behavior to accommodate different situations.

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Proactive Personality

The extent to which individuals take the initiative to change their circumstances.

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Type A–Type B Orientation

Type A orientation

- competitive, impatient, aggressive, and achievement-oriented.

Type B orientation

- relaxed, easy-going, more patient, and less competitive.

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Risk-taking Propensity

- **Risk-taking propensity** is the tendency t engage in behaviors that might have positive or negative outcomes.

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