

Fundamentals of Management

Managing Individual Differences & Behavior

Personality

Thoughts



Feelings



Behaviors



Personality

- How would you describe yourself?
- Are you outgoing? aggressive? sociable? tense?
passive? lazy? quiet?
- **Personality** consists of the stable psychological traits and behavioral attributes that give a person his or her identity.

The Big Five Personality

- **Extroversion**. How outgoing, talkative, sociable, and assertive a person is.
- **Agreeableness**. How trusting, good-natured, cooperative, and soft-hearted one is.
- **Conscientiousness**. How dependable, responsible, achievement-oriented, and persistent one is.
- **Emotional stability**. How relaxed, secure, and unworried one is.
- **Openness to experience**. How intellectual, imaginative, curious, and broad-minded one is.

- Taking the test:
- <https://openpsychometrics.org/tests/IPIP-BFFM/1.php>
- When you finish, it will ask you the following questions:
 - Were your answers accurate and can they be used in our research?
 - It doesn't matter if you select "Yes" or "No"
 - Would you be willing to answer a few more questions for our research (3-6 minutes) before you view your results?
 - Please select "No"
- When you finish, please return your results as a screenshot/picture, or type in the message box "I have completed the test".

- Two findings between personality and job performance:
- Extroversion—the outgoing personality.
 - It appears that being courteous, trusting, straightforward, and soft-hearted [that is, agreeableness] has a smaller impact on job performance” than being talkative, active, and assertive [that is, extroversion].
- Conscientiousness—the dependable personality.
 - Those individuals who exhibit traits associated with a strong sense of purpose, obligation, and persistence generally perform better than those who do not.

- A person who scores well on the Big Five dimension of *conscientiousness* is probably a good worker.
- He or she may also be a **proactive personality**:
 - someone who is more apt to take initiative and persevere to influence the environment.

Core Self-Evaluations

A core self-evaluation represents a broad personality trait comprising four positive individual traits:

- (1) self-efficacy,
- (2) self-esteem,
- (3) locus of control,
- (4) emotional stability.

1. Self-Efficacy: “I Can/Can’t Do This Task”

- Self-efficacy is the belief in one’s personal ability to do a task.
- High self-efficacy have been linked with all kinds of positives: success in varied physical and mental tasks, reduced anxiety, and increased tolerance for pain.
- Low self-efficacy is associated with **learned helplessness**:
 - The debilitating lack of faith in one’s ability to control one’s environment.

Implications for managers:

■ Assign jobs accordingly.

- Complex, challenging, and autonomous jobs tend to enhance people's perceptions of their self-efficacy.
- Boring, tedious jobs generally do the opposite.

■ Develop self-efficacy.

- Self-efficacy is a quality that can be nurtured.
- Employees with low self-efficacy need lots of constructive pointers and positive feedback.
- Goal difficulty needs to match individuals' perceived self-efficacy, but goals can be made more challenging as performance improves.
- Small successes need to be rewarded.
- Employees' expectations can be improved through guided experiences, mentoring, and role modeling.

2. Self-Esteem: “I Like/Dislike Myself”

- Self-esteem is the extent to which people like or dislike themselves, their overall self-evaluation.
- People with high self-esteem.
 - They are more apt to handle failure better, to emphasize the positive, to take more risks, and to choose more unconventional jobs.
 - However, when faced with pressure situations, they have been found to become egotistical and boastful; Some have even been associated with aggressive and violent behavior.
- People with low self-esteem.
 - They have been found to have focused on their weaknesses and to have had primarily negative thoughts.
 - They are more dependent on others and are more apt to be influenced by them and to be less likely to take independent positions.

Boost Employee Self-Esteem

- Reinforce employees' positive attributes and skills.
- Provide positive feedback whenever possible.
- Break larger projects into smaller tasks and projects.
- Express confidence in employees' abilities to complete their tasks.
- Provide coaching whenever employees are seen to be struggling to complete tasks.

3. Locus of Control: “I Am/Am Not the Captain of My Fate”

- Locus of control indicates how much people believe they control their fate through their own efforts.
- If you have an **internal** locus of control, you believe you control your own destiny.
- If you have an **external** locus of control, you believe external forces control you.
 - Internals exhibit less anxiety, greater work motivation, and stronger expectations that effort leads to performance.
 - They also obtain higher salaries.

Implications for managers:

■ Expect different degrees of structure and compliance for each type.

- Employees with internal locus of control will probably resist close managerial supervision. Hence, they should probably be placed in jobs requiring high initiative and lower compliance.
- By contrast, employees with external locus of control might do better in highly structured jobs requiring greater compliance.

■ Employ different reward systems for each type.

- Internals likely would prefer and respond more productively to incentives such as merit pay or sales commissions

4. Emotional Stability: “I’m Fairly Secure/Insecure When Working Under Pressure”

- Emotional stability is the extent to which people feel secure and unworried and how likely they are to experience negative emotions under pressure.
 - People with low levels of emotional stability are prone to anxiety and tend to view the world negatively,
 - whereas people with high levels tend to show better job performance.

Emotional Intelligence

- Emotional intelligence is the ability to monitor your and others' feelings and to use this information to guide your thinking and actions.
- To test your EI:
- <https://globalleadershipfoundation.com/geit/eitest.html>

- EI is composed of four key components: self-awareness, self-management, social awareness, and relationship management.

1. *Self-awareness.* The most essential trait. This is the ability to read your own emotions and gauge your moods accurately, so you know how you're affecting others.
2. *Self-management.* This is the ability to control your emotions and act with honesty and integrity in reliable and adaptable ways. You can leave occasional bad moods outside the office.
3. *Social awareness.* This includes empathy, allowing you to show others that you care, and organizational intuition, so you keenly understand how your emotions and actions affect others.
4. *Relationship management.* This is the ability to communicate clearly and convincingly, disarm conflicts, and build strong personal bonds.

- Higher EI was associated with
 - (1) better social relations for children and adults,
 - (2) better family and intimate relationships,
 - (3) being perceived more positively by others,
 - (4) better academic achievement,
 - (5) better psychological well-being.
- Parts of EI represent stable traits that are not readily changed; other aspects, such as using empathy, can be developed.

Organizational Behavior

- Organizational behavior (OB) is dedicated to better understanding and management of people at work.
- OB helps managers not only explain workplace behavior but also to predict it.
- OB looks at two areas:
 - Individual behavior, such as values, attitudes, personality, perception, and learning.
 - Group behavior, such as norms, roles, and teams.

Attitude

- **Values** are abstract ideals—global beliefs and feelings—that are directed toward all objects, people, or events.
 - Values tend to be consistent both over time and over related situations.
- By contrast, **attitudes** are beliefs and feelings that are directed toward specific objects, people, or events.
- An attitude is defined as a learned predisposition toward a given object.
- Attitudes directly influence our behavior.
- Behavior—people’s judgments and actions.

Components of Attitudes

- **The affective component**—“I feel”: the feelings or emotions one has about a situation.
 - e.g., How do you feel about people who talk loudly on cell-phones in restaurants?
- **The cognitive component**—“I believe”: the beliefs and knowledge one has about a situation.
 - e.g., What do you think about people in restaurants talking on cell-phones? Is what they’re doing inconsiderate, acceptable, even admirable?
- **The behavioral component**—“I intend”: how one intends or expects to behave toward a situation.
 - e.g., What would you intend to do if a person talked loudly on a cell-phone at the table next to you?

All three components are often manifested at any given time.

- For example, if you call a corporation and get one of those telephone-tree menus (“For customer service, press 1 . . .”) that never seems to connect you to a human being, you might be so irritated that you would say:
 - *“I hate being given the runaround.” [affective component—your feelings]*
 - *“That company doesn’t know how to take care of customers.” [cognitive component—your perceptions]*
 - *“I’ll never call them again.” [behavioral component—your intentions]*

Cognitive Dissonance: When Attitudes & Reality Collide

- People no doubt want to maintain consistency between your attitudes and your behavior.
- What if a strongly held attitude bumps up against a harsh reality that contradicts it?
 - e.g., a student who firmly believes cheating in an exam is severe misconduct, but did it in order to pass the exam.
- **Cognitive dissonance** to describe the psychological discomfort a person experiences between his or her cognitive attitude and incompatible behavior.
- People are uncomfortable with inconsistency, and will seek to reduce the “dissonance” or tension of the inconsistency.

Ways to Reduce Cognitive Dissonance

TECHNIQUE	EXAMPLES
Change attitude and/or behavior	Gregory Withow once belonged to the White Aryan Resistance and other racist groups. He preached hatred and bashed Japanese tourists in San Francisco. Then he met Sylvia, who rejected his white-supremacist ideas. As he grew to love her, he found himself caught between his ideas and her disapproval. To decrease this cognitive dissonance, he renounced his old racist beliefs and changed his behavior, even becoming a spokesperson for the antiracist Anti-Defamation League.
Belittle importance of the inconsistent behavior	All cigarette smokers are repeatedly exposed to information that smoking is hazardous to health. But many belittle the habit as not being as risky as the antismoking messages suggest. ("My grandmother smokes, and she's in her 80s.")
Find consonant elements that outweigh dissonant ones	Ethics professor Sissela Bok says students may justify cheating on an exam by saying "I don't usually do this, but here I really have to do it." As one MIT graduate student said, students see cheating take place and "feel they have to. People get used to it, even though they know it's not right."

Important workplace attitudes

- **Employee engagement**, defined as an individual's involvement, satisfaction, and enthusiasm for work.
 - Engaged employees are expected to have feelings of urgency, intensity, enthusiasm, and focus, which make them more committed to their employer and to put more effort into their jobs.
- **Job satisfaction** is the extent to which you feel positive or negative about various aspects of your work.
 - Among the key correlates of job satisfaction are stronger motivation, job involvement, organizational commitment, and life satisfaction and less absenteeism, tardiness, turnover, and perceived stress.
- **Organizational commitment** reflects the extent to which an employee identifies with an organization and is committed to its goals.
 - For instance, some managers question whether mothers with children can be fully committed to their jobs.

Important workplace behavior

(1) performance and productivity

(2) absenteeism and turnover

- Absenteeism—when an employee doesn't show up for work.
- Turnover—when employees leave their jobs.

(3) organizational citizenship behaviors: employee behaviors that are not directly part of employees' job descriptions—that exceed their work-role requirements.

- e.g., constructive statements about the department, expression of personal interest in the work of others, suggestions for improvement, training new people

(4) counterproductive work behaviors: behavior that harm employees and the organization as a whole.

- e.g., absenteeism and tardiness, drug and alcohol abuse, and disciplinary problems
- more serious acts such as accidents, sabotage, sexual harassment, violence, theft, and white-collar crime

Perception

- Perception is the process of interpreting and understanding one's environment.
- The process of perception is complex, but it can be boiled down to four steps.

1. Selective attention
“Did I notice something?”



2. Interpretation & evaluation
“What was it I noticed & what does it mean?”



3. Storing in memory
“Remember it as an event, concept, person, or all three?”



4. Retrieving from memory to make judgments & decisions
“What do I recall about that?”

Distortions in Perception

1. **Stereotyping**: “Those Sorts of People Are Pretty Much the Same”

- Stereotyping is the tendency to attribute to an individual the characteristics one believes are typical of the group to which that individual belongs.
 - (1) sex-role stereotypes,
 - (2) age stereotypes,
 - (3) race/ethnicity stereotypes.

2. The Halo Effect: “One Trait Tells Me All I Need to Know”

- Halo effect occurs when we form an impression of an individual based on a single trait.
- Not only can a single positive trait be generalized into an array of positive traits, but the reverse is also true.

- Reading: The Halo Effect: Do Good Looks Make People Richer & Happier?

3. The Recency Effect: “The Most Recent Impressions Are the Ones That Count”

- The recency effect is the tendency to remember recent information better than earlier information

4. Causal Attributions

- Causal attribution is the activity of inferring causes for observed behavior.
 - Joe drinks too much because he has no willpower; but I need a few drinks after work because I'm under a lot of pressure.
- **Fundamental attribution bias**: people attribute another person's behavior to his or her personal characteristics rather than to situational factors.
 - Top managers attributed the cause of industrial failure to individuals, whereas workers attributed it to the environment.
- **Self-serving bias**: people tend to take more personal responsibility for success than for failure.
 - "A" students are likely to attribute their grade to high ability or hard work and "D" students blame factors such as bad luck, unclear lectures, and unfair testing.

Self-Fulfilling Prophecy

- The **self-fulfilling prophecy**, or the **Pygmalion effect**, describes the phenomenon in which people's expectations of themselves or others lead them to behave in ways that make those expectations come true.
 - An example is a waiter who expects some poorly dressed customers to be stingy tippers, who therefore gives them poor service and so gets the result he or she expected—a much lower tip than usual.
- Raising managers' expectations for individuals performing a wide variety of tasks, higher levels of achievement and productivity can be achieved.
- When you expect employees to perform badly, they probably will! When you expect them to perform well, they probably will!

How Can Managers Harness the Pygmalion Effect to Lead Employees?

Luke Iorio, president of The Institute for Professional Excellence in Coaching, says that employees want to use their knowledge and experience to contribute to the value of the organization. “Employees have many answers [managers] haven’t thought of,” he says. “The main thing is to see people as they can be, and to expect great things of them.”⁷³ And more often than not, they’ll deliver.

Research in a variety of industries and occupations shows that the effect of the self-fulfilling prophecy can be quite strong.⁷⁴ That is, managerial expectations powerfully influence employee behavior and performance. Managers can harness this effect by building a hierarchical framework that reinforces positive performance expectations throughout the organization. The foundation of this framework is employee self-expectations. In turn, positive self-expectations improve interpersonal expectations by encouraging people to work toward common goals. This cooperation enhances group-level productivity and promotes positive performance expectations within the work group.

How to Create a Pygmalion Effect

Because positive self-expectations are the foundation for creating an organizationwide Pygmalion effect, let us consider how managers can create positive performance expectations.

This task may be accomplished using various combinations of the following:

1. Recognize that everyone has the potential to increase his or her performance.
2. Instill confidence in your staff.
3. Set high performance goals.
4. Positively reinforce employees for a job well done.
5. Provide constructive feedback when necessary.
6. Help employees advance through the organization.
7. Introduce new employees as if they have outstanding potential.
8. Become aware of your personal prejudices and nonverbal messages that may discourage others.
9. Encourage employees to visualize the successful execution of tasks.
10. Help employees master key skills and tasks.⁷⁵

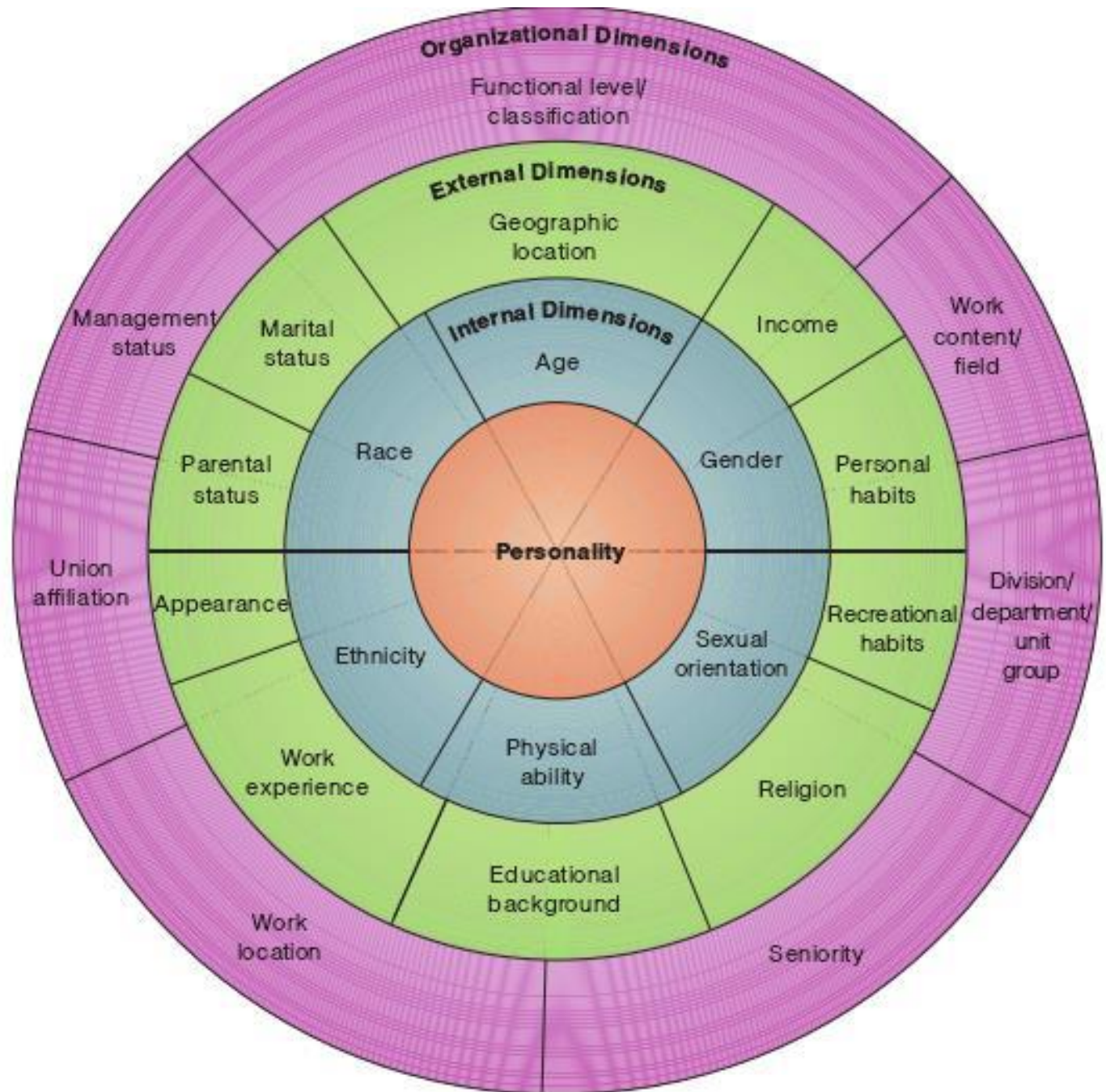
YOUR CALL

How can you put the Pygmalion effect to use in college organizational life?

Diversity

Diversity represents all the ways people are unlike and alike—the differences and similarities in age, gender, race, religion, ethnicity, sexual orientation, capabilities, and socioeconomic background.

The diversity wheel



Trends in International Workforce Diversity

- Age: More Older People in the Workforce
- Gender: More Women Working
- Race & Ethnicity: More People of Color in the Workforce
- Sexual Orientation: LGBT People Become More Visible
- People with Differing Physical & Mental Abilities
- Educational Levels: Mismatches between Education & Workforce Needs
 - College graduates may be in jobs for which they are overqualified (underemployed).
 - High-school dropouts and others may not have the literacy skills needed for many jobs.

Understanding Stress

- **Stress** is the tension people feel when they are facing or enduring **extraordinary demands**, constraints, or opportunities and are uncertain about their ability to handle them effectively.
- Stress is the feeling of tension and pressure;
- The source of stress is called a stressor.
- Two-thirds of American adults cite work as a significant source of stress.
 - Commonly cited causes of work stress include low salaries (54%), lack of opportunities for growth or advancement (53%), lack of recognition (53%), and dissatisfaction with their employer's work-life balance practices (43%).

How Does Stress Work?

- Stress has both physical and emotional components.
- Physically, stress is “the nonspecific response of the body to any demand made upon it.”
- Emotionally, stress has been defined as the feeling of being overwhelmed, “the perception that events or circumstances have challenged, or exceeded, a person’s ability to cope.

Stressors can be

- hassles, or simple irritants, such as misplacing or losing things, concerns about one's physical appearance, and having too many things to do.
- or crises, such as sudden occasions of overwhelming terror—a horrible auto accident, an incident of childhood abuse.
- or strong stressors, which can dramatically strain a person's ability to adapt—extreme physical discomfort, such as chronic severe back pain.

- Stressors can be both negative and positive.
- Being fired or being divorced can be a great source of stress, but so can being promoted or getting married.
- It is immaterial whether the agent or the situation we face is pleasant or unpleasant; all that counts is the **intensity of the demand** for adjustment and adaptation.
- Bad stress, or “distress”, in which the result of the stressor can be anxiety and illness
- Good stress, or “eustress,” which can stimulate a person to better coping and adaptation

- Positive stress is constructive and can energize you, increasing your effort, creativity, and performance.
- Negative stress is destructive, resulting in poorer-quality work, dissatisfaction, errors, absenteeism, and turnover.

Sources of Job-Related Stress

There are six sources of stress on the job: (1) demands created by individual differences, (2) individual task demands, (3) individual role demands, (4) group demands, (5) organizational demands, and (6) nonwork demands.

- Type A behavior pattern, meaning individuals are involved in a chronic, determined struggle to accomplish more in less time.
- Roles are sets of behaviors that people expect of occupants of a position.
 - Role overload. Role overload occurs when others' expectations exceed one's ability.
 - Role conflict. Role conflict occurs when one feels torn by the different expectations of important people in one's life.
 - Role ambiguity. Role ambiguity occurs when others' expectations are unknown.

Reducing Stressors in the Organization

- Managers can make buffers (administrative changes) to reduce the stressors.
 - Extra staff or equipment at peak periods.
 - Increased freedom to make decisions.
 - Recognition for accomplishments.
 - Time off for rest or personal development.
 - Assignment to a new position.
 - Relaxation and team-building activities.
 - Sabbatical leave.

Organizational strategies for reducing stressors

- Roll out employee assistance programs:
 - A host of programs aimed at helping employees to cope with stress, burnout, substance abuse, health-related problems, family and marital issues, and any general problem that negatively influences job performance.
- Recommend a holistic wellness approach.
 - A holistic wellness program focuses on self-responsibility, nutritional awareness, relaxation techniques, physical fitness, and environmental awareness.
- Create a supportive environment.
- Make jobs interesting.
- Make career counseling available.

Review case - Steve Jobs's Personality & Attitudes Drove His Success

Read the case and complete the following question **individually**:

1. How would you evaluate Jobs in terms of the Big Five personality dimensions?
2. How would you evaluate Jobs in terms of the five traits important to organizational behavior? Explain.
3. What were Jobs's attitudes about effective leadership? Use the three components of attitudes to explain.
4. Do you believe that Jobs's personality and attitudes affected the workplace attitudes and behaviors of Apple employees? Explain.
5. What factors were causing stress for Jobs? Explain.