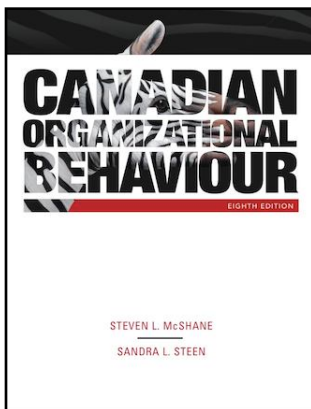


# Instructor's Manual to Accompany **Canadian Organizational Behaviour 8/e**

by **Steven L. McShane and Sandra L. Steen**



## Chapter 2: Individual Behaviour, Personality, and Values

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# 2

## Individual Behaviour, Personality, and Values

### LEARNING OBJECTIVES

*After reading this chapter, students should be able to:*

1. Describe the four factors that directly influence individual behaviour and performance.
2. Summarize the five types of individual behaviour in organizations.
3. Describe personality and discuss how the “Big Five” personality dimensions and four MBTI types relate to individual behaviour in organizations.
4. Summarize Schwartz’s model of individual values and discuss the conditions under which values influence behaviour.
5. Describe three ethical principles and discuss four factors that influence ethical behaviour.
6. Review five values commonly studied across cultures and discuss the diverse cultures within Canada.



### 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.

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

competencies -- skills, knowledge, aptitudes, and other personal characteristics that lead to superior performance

conscientiousness – a personality dimension describing people who are careful, dependable, and self-disciplined.

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

ethical sensitivity -- a personal characteristic that enables people to recognize the presence of an ethical issue and determine the relative importance

extroversion – a personality dimension describing people who are outgoing, talkative, sociable, and assertive.

five-factor model (FFM) -- The five abstract dimensions representing most personality traits: conscientiousness, emotional stability, openness to experience, agreeableness and extroversion.

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

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

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

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 with high levels of anxiety, hostility, depression, and self-consciousness

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

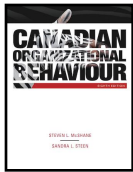
personality -- the relatively enduring pattern of thoughts, emotions, and behaviours that characterize a person, along with the psychological processes behind those characteristics

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

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

role perceptions -- the extent to which people understand the job duties (roles) assigned to or are expected of them.

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

### **LO1: Describe the four factors that directly influence individual behaviour and performance.**

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

### **LO2: Summarize the five types of individual behaviour in organizations.**

There are five main types of workplace behaviour. Task performance refers to goal-directed behaviours under the individual's control that support organizational objectives. Organizational citizenship behaviours consist of various forms of cooperation and helpfulness to others that support the organization's social and psychological context. Counter-productive work behaviours are voluntary behaviours 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 attendance includes minimizing absenteeism when capable of working and avoiding scheduled work when not fit (i.e., low presenteeism).

**LO3: Describe personality and discuss how the “Big Five” personality dimensions and four MBTI types relate to individual behaviour in organizations.**

Personality is the relatively enduring pattern of thoughts, emotions, and behaviours that characterize a person, along with the psychological processes behind those characteristics. Personality traits are broad concepts about people that allow us to label and understand individual differences. Personality is developed through hereditary origins (nature) as well as socialization (nurture). The “Big Five” personality dimensions include conscientiousness, agreeableness, neuroticism, openness to experience, and extroversion. Conscientiousness and emotional stability (low neuroticism) predict individual performance in most job groups. Extroversion is associated with performance in sales and management jobs, whereas agreeableness is associated with performance in jobs requiring cooperation and openness to experience is associated with performance in creative jobs. Based on Jungian personality theory, the Myers-Briggs Type Indicator (MBTI) identifies competing orientations for getting energy (extroversion vs. intro- version), perceiving information (sensing vs. intuiting), processing information and making decisions (thinking vs. feeling), and orienting to the external world (judging vs. perceiving). The MBTI improves self-awareness for career development and mutual understanding but is more popular than valid. Overall, it is useful to understand an individual’s personality, but testing for personality in organizations raises a few concerns.

**LO4: Summarize Schwartz’s model of individual values and discuss the conditions under which values influence behaviour.**

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. Compared to personality traits, values are evaluative (rather than descriptive), more likely to conflict with each other, and are formed more from socialization than heredity. Schwartz’s model organizes 57 values into a circumplex of 10 dimensions along two bipolar dimensions: openness to change to conservation and self-enhancement to self-transcendence. Values influence behaviour under three conditions: (1) we can think of specific reasons for doing so, (2) when the situation supports those values, and (3) when we actively think about them. Values congruence refers to how similar a person’s values hierarchy is to the values hierarchy of another source (organization, person, etc.).

**LO5: Describe three ethical principles and discuss four factors that influence ethical behaviour.**

Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad. Three ethical principles are utilitarianism, individual rights, and distributive justice. Ethical behaviour is influenced by the degree to which an issue demands the application of ethical principles (moral intensity), the individual’s ability to recognize the presence and relative importance of an ethical issue (ethical sensitivity), situational forces, and the extent to which people actively evaluate their decisions and actions against ethical and personal values (i.e., mindfulness). Ethical conduct at work is supported by codes of ethical conduct, ethics training, mechanisms for communicating ethical violations, the organization’s culture, and the leader’s behaviour.

**LO6: Review five values commonly studied across cultures and discuss the diverse cultures within Canada.**

Five values that are often studied across cultures are individualism (valuing independence and personal uniqueness); collectivism (valuing duty to in-groups and to group harmony); power distance (valuing unequal distribution of power); uncertainty avoidance (tolerating or feeling threatened by ambiguity and uncertainty); and achievement-nurturing orientation (valuing competition vs. cooperation). Although cross-cultural knowledge is valuable, we need to be concerned that some of this knowledge is based on non-representative samples, old information, and lack of sensitivity to cultural differences within countries. Canada consists of several cultures in addition to those brought by new Canadians. Anglophones and Francophones differ in their values, although these values have almost reversed over the past several decades. Aboriginal values also differ from others in Canada. Canadians and Americans also have noticeably different values, although North America might be divided into four clusters that cross national boundaries.



## POWERPOINT® SLIDES

*Canadian Organizational Behaviour* Eighth Edition includes a complete set of Microsoft PowerPoint® files for each chapter. (Please contact your McGraw-Hill Ryerson representative to find out how instructors can receive these files.) In the lecture outline that follows, a thumbnail illustration of each PowerPoint slide for this chapter is placed beside the corresponding lecture material. The slide number helps you to see your location in the slide show sequence and to skip slides that you don't want to show to the class. (To jump ahead or back to a particular slide, just type the slide number and hit the Enter or Return key.)



## LECTURE OUTLINE (WITH POWERPOINT® SLIDES)



Individual Behaviour,  
Personality, and Values  
Slide 1

### Individual Behaviour, Personality, and Values

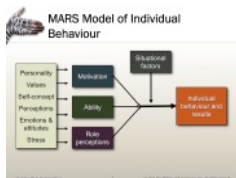


Individual Behaviour at  
Corus  
Slide 2

### Opening Vignette: Individual Behaviour at Corus

Corus Entertainment is a national media company that recently moved its headquarters to Toronto's Waterfront. However, high levels of motivation are sustained through much more than direct access to a beach.

- According to John Cassaday, president and CEO: "We firmly believe our success is based on the strong corporate culture we have created. Our people are engaged, empowered and have taken ownership of their jobs and their contributions to the corporation."

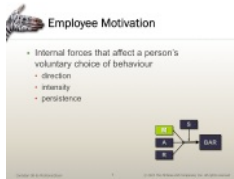


MARS Model of  
Individual Behaviour  
Slide 3

### MARS Model of Individual Behaviour

An individual's voluntary behaviour and performance is influenced by motivation, ability, role perceptions, and situational factors represented by the acronym MARS

- Need to understand all four factors to diagnose and influence individual behaviour and performance

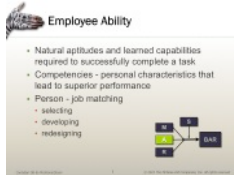


Employee Motivation  
Slide 4

## Employee Motivation

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

- Direction – motivation is goal-directed, not random
- Intensity – amount of effort allocated to the goal
- Persistence – continuing the effort for a certain amount of time



Employee Ability  
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 – skills and knowledge
- Competencies – skills, knowledge, aptitudes, and other personal characteristics that lead to superior performance
- Person-job matching – produces higher performance and tends to increase the employee's well-being
  - Select applicants who demonstrate the required competencies
  - Provide training to enhance individual performance and results
  - Redesign the job so employees perform only tasks they are currently able to perform

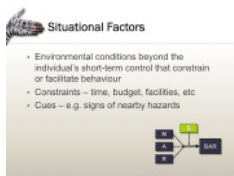


Role Perceptions  
Slide 6

## Role Perceptions

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

- Understand the specific tasks assigned to them
- Understand the priority of their various tasks and performance expectations
- Understand the preferred behaviours for accomplishing tasks

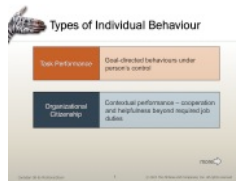


Situational Factors  
Slide 7

## Situational Factors

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

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



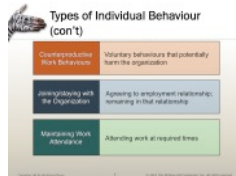
Types of Individual Behaviour

Slide 8

## Types of Individual Behaviour

### 5 Categories of Individual Behaviour

- Task performance – goal-directed behaviours under the individual's control that support organizational objectives
- Organizational citizenship – various forms of cooperation and helpfulness to others that support the organization's social and psychological context i.e. go the "extra mile"



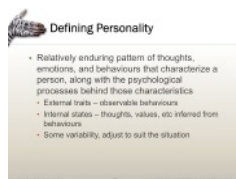
Types of Individual Behaviour (cont'd)

Slide 9

## Types of Individual Behaviour (cont'd)

### 5 Categories of Individual Behaviour (cont'd)

- Counterproductive work behaviours – voluntary behaviours that have the potential to directly or indirectly harm the organization (i.e. the "dark side") e.g. harassing co-workers, creating unnecessary conflict, avoiding work obligations etc.
- Joining & staying with the organization – agreeing to employment relationship and staying with the organization e.g. career opportunities, extensive training, fun culture and high involvement help reduce turnover and retain talent
- Maintaining work attendance – attending work at required times. Statistics Canada reports that absenteeism levels are increasing  
Presenteeism – attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors--may be more serious than being absent when capable of working e.g. increase health risk of co-workers



Defining Personality

Slide 10

## Personality in Organizations

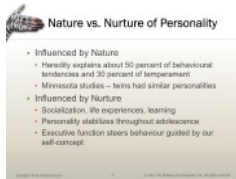
### Defining Personality

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

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

Some variability, adjust to suit the situation e.g. talkative people may talk less in a library where "no talking" rules are explicit and enforced





Nature vs Nurture of Personality  
Slide 11

## Nature vs Nurture of Personality

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

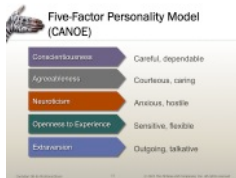
Studies of twins, including those raised apart have demonstrated surreal similarities

But nurture also counts

- Socialization, life experiences, and other interactions with the environment

Personality becomes more stable over time

- We form a clearer and more rigid self-concept as we age
- Executive function (part of the brain that manages goal-directed behaviour) tries to keep our behaviour consistent with self-concept



Five-Factor Personality Model (CANOE)  
Slide 12

## Five-Factor Model of Personality (CANOE)

Conscientiousness

- Careful, industrious, reliable, goal-focused, achievement striving, dependable, organized, thorough, and self-disciplined

Agreeableness (vs. hostile noncompliance)

- Courteous, good-natured, empathic, caring

Neuroticism (vs. high emotional stability) –

- High levels of anxiety, hostility, depression, self-conscious

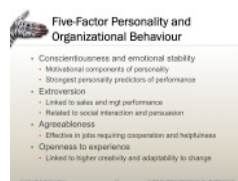
Openness to experience (vs. resistant to change)

- Imaginative, creative, curious, and aesthetically sensitive

Extroversion (vs. introversion)

- Outgoing, talkative, sociable and assertive

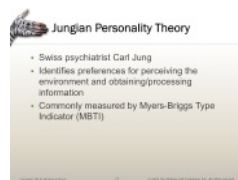




Five-Factor Personality  
& Organizational  
Behaviour  
Slide 13

## Five Factor Personality & Organizational Behaviour

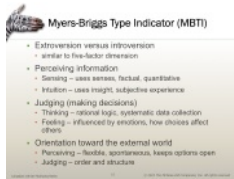
- Conscientiousness and emotional stability (low neuroticism)
  - Motivational components of personality
  - Best predictors of individual performance in almost all jobs
- Extroversion
  - Higher performance in sales and management jobs where employees must interact with and influence people
- Agreeableness
  - Higher performance in jobs where employees are expected to be helpful and cooperative e.g. teams, customer relations
- Openness to experience
  - More creative and adaptable to change
- Personality influences a person's general emotional reactions to the job, how well the person copes with stress, and what type of career path will be most enjoyable



Jungian Personality  
Theory  
Slide 14

## Jungian Personality Theory and the Myers-Briggs Type Indicator

- Swiss psychiatrist Carl Jung proposed that personality is primarily represented by the individual's preferences regarding perceiving and judging information
- Measured through the Myers-Briggs Type Indicator (MBTI) which is one of the most widely used personality tests in work settings, career counselling and executive coaching



Myers-Briggs Type Indicator (MBTI)  
Slide 15

## Myers-Briggs Type Indicator (MBTI)

### Extroversion versus introversion (E – I)

- Similar to five-factor dimension

### Perceiving information (S – N)

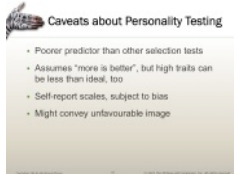
- Sensing – perceiving information directly through the five senses to acquire factual and quantitative details
- Intuition – relies on insight and subjective experience

### Judging i.e. making decisions (T – F)

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

### Orientation toward the outside world (P – J)

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



Caveats about Personality Testing  
Slide 16

## Caveats about Personality Testing

- Personality is a relatively remote indicator of behaviour compared with other employment tests – could reject job applicants that have performed well
- Assumption that "more is better" for each trait – ideal range is closer to the middle e.g. extremely high conscientiousness may become perfectionism
- Most are self-report scales – applicants may "fake" answers
- Might convey an unfavourable image of the company – may alienate some applicants

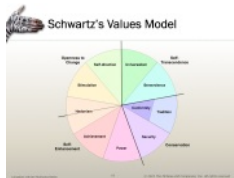


Values in the Workplace  
Slide 17

## Values in the Workplace

- Stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations
- Tell us what we “ought” to do
- Serve as a moral compass that directs our motivation and, potentially our decisions and actions

Value system -- hierarchy of preferences which is relatively stable and long-lasting

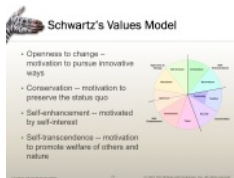


Schwartz's Values Model  
Slide 18

## Schwartz's Values Model

Dominant model of personal values was developed and tested by social psychologist Shalom Schwartz and his colleagues

Clusters 57 specific values into 10 broad value categories which are further clustered into four quadrants



Schwartz's Values Model  
Slide 19

## Schwartz's Values Model – 4 Quadrants

### Openness to change

- Extent to which a person is motivated to pursue innovative ways

### Conservation

- Extent to which a person is motivated to preserve the status quo

### Self-enhancement

- How much a person is motivated by self-interest

### Self-transcendence

- Motivation to promote the welfare of others and nature

### Values and Behaviour

- Habitual behaviour usually consistent with values, but conscious behaviour less so because values are abstract constructs
- Decisions and behaviour are linked to values when:
  - Have logical reasons to apply values in that situation
  - Situation does not interfere
  - Mindful of our values

Values and Behaviour  
Slide 20

## Values and Behaviour

Habitual behaviour tends to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently

- Disconnect between personal values and behaviour because values are abstract concepts – relevance to specific situations is not always obvious

Decisions and behaviours linked to values when:

- We have logical reasons for applying a specific value in a specific situation
- The situation allows or encourages us to do so
- We are mindful of our values

### In Search of Congruent Values



In Search of Congruent Values  
Slide 21

## In Search of Congruent Values

For Chad Hunt, choosing between two potential employers came down to making a choice based on values congruence. According to Chad, he chose the offer from Husky Injection Molding Systems Ltd. because, "I need to work for a company that shares my values, and that includes caring about our impact on the environment."

### In Search of Congruent Values



In Search of Congruent Values  
Slide 22

## 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 of comparison

Person-organization value congruence

- Person's values are similar to the organization's dominant values

Espoused-enacted value congruence

- Consistency between the values apparent in our actions – enacted values and what we say we believe in (espoused values)
- Especially important for people in leadership positions because any gap undermines their perceived integrity

Organization-community values congruence

- Similarity of an organization's dominant values with the values of the community or society in which it conducts business



Three Ethical Principles

Slide 23

## Ethical Values and Behaviour

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

### Three Ethical Principles

#### Utilitarianism

- Seek the greatest good for the greatest number of people
- Focuses on the consequences of our actions, not on how we achieve those consequences

#### Individual rights principle

- Reflects the belief that everyone has entitlements that let her or him act in a certain way e.g. freedom of speech, fair trial
- Problem of conflicting rights e.g. right to privacy conflicts with another's right to know

#### Distributive justice principle

- People who are similar should receive similar benefits and burdens e.g. two employees who contribute equally in their work
- Inequalities are acceptable when they benefit the least well off



Influences on Ethical Conduct

Slide 24

## Influences on Ethical Conduct

### Moral intensity

- The degree to which an issue demands the application of ethical principles

### Ethical sensitivity

- A personal characteristic that enables people to recognize the presence of an ethical issue and determine its relative importance

### Situational influences

- According to a global survey of managers and HR managers – pressure from top management is the leading cause of unethical corporate behaviour

### Employees engage in mindless behaviour

- Don't consciously think about whether their actions are ethical



Supporting Ethical Behaviour

Slide 25

## Supporting Ethical Behaviour

### Corporate code of ethics

- Statement about codes of practice, rules of conduct, and philosophy about the organization's relationship to stakeholders and the environment e.g. professional conduct, corporate social responsibility
- Problem: Does little to reduce unethical conduct

### Ethics training

- Awareness and clarification of ethics code
- Practise resolving ethical dilemmas

### Ethics hotlines

- Ways to communicate wrongdoings

### Ethical leadership and culture

- Ethical conduct and vigilance of corporate leaders – role model ethical standards that employees are more likely to follow



Individualism

Slide 26

## Individualism

A cross-cultural value describing the degree to which people in a culture emphasize independence and person uniqueness

- Highly individualist people value personal freedom, self-sufficiency, control over their own lives, and appreciation of their unique qualities



Collectivism

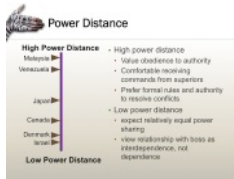
Slide 27

## Collectivism

Extent to which we value our duty to groups to which we belong and to group harmony

- Highly collectivist people define themselves by their group memberships, emphasize their personal connection to others in their in-groups, and value the 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



Power Distance

Slide 28

## Power Distance

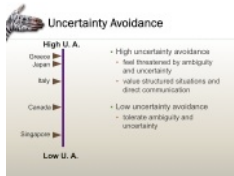
Extent to which people accept unequal distribution of power in a society

### 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 before decisions affecting them are made



Uncertainty Avoidance

Slide 29

## Uncertainty Avoidance

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

### Low uncertainty avoidance

- Tolerate ambiguity and uncertainty

### High uncertainty avoidance

- Feel threatened by ambiguity and uncertainty
- Value structured situations, clear documentation, and direct rather than indirect or ambiguous communications



Achievement-Nurturing

Slide 30

## Achievement-Nurturing

Reflects a competitive versus cooperative view of relations with other people

### High achievement orientation

- Value assertiveness, competitiveness, materialism
- Appreciate people who are tough and favour acquisition of money and material goods

### Nurturing orientation

- Emphasize relationships and the well-being of others
- Focus on human interaction and caring rather than competition and personal success





Diversity of Canadian Values  
Slide 31

## Diversity of Canadian Values

Francophone and Anglophone cultural clusters are still easily identifiable as a form of deep-level diversity

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

## First Nations Values

- Organizations with aboriginal leaders and founders tend to have:
  - Strong collectivist value
  - Low power distance
  - Low uncertainty avoidance
  - Relatively nurturing orientation rather than achievement orientation



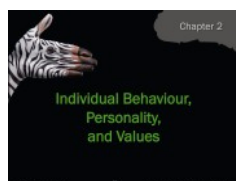
Canadian vs. American Values  
Slide 32

## Canadian vs. American Values

Values held by people in Canada and the U.S. are more divergent today than a few decades ago

Canadians:

- Significantly higher tolerance or moral permissiveness
- More willing to allow collective rights over individual rights
- Less accepting of large wealth difference within society
- Question authority and value autonomy
- Less likely to be associated with a religious institution
- More likely to believe that organizations work better without a single leader
- Less value placed on patriarchal authority i.e. believe that the father should be the master of the home



Individual Behaviour, Personality, and Values  
Slide 33

## Individual Behaviour, Personality, and Values



## SOLUTIONS TO CRITICAL THINKING QUESTIONS

1. **An insurance company 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 behaviour, discuss some of the possible reasons for absenteeism here and how it might be reduced.**

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

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

2. **You notice that the sales representative for Eastern Ontario made 20 percent fewer sales to new clients over the past quarter than salespeople located elsewhere in Canada. Use the MARS model of individual behaviour to explain why his or her performance was lower than the performance of other salespeople.**

**Motivation.** One explanation is that the Eastern Ontario employee is not as motivated to perform her job and, specifically, not as motivated to call on new clients as are the sales representatives in the other parts of Canada.

**Ability.** The Eastern Ontario sales representative might lack the necessary skills to market the company's product to new clients. She might lack persuasive communication or other interpersonal skills.

**Role Perceptions.** The Eastern Ontario sales representative might not be aware that the company wants more effort placed in securing sales from new customers. For example, she might be putting more effort into increasing sales from existing clients whereas other sales representatives are spending more time finding new clients.

**Situational Contingencies.** Several factors beyond the employee's control might affect this performance outcome. She might have been ill for a large part of the past quarter. The general economy or specific demand for the company's product might be unusually low in Eastern Ontario. Perhaps this market is already saturated, meaning that most of the potential clients are already using the product.

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

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

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

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

The textbook provides some information to help students answer this question. First, conscientiousness and emotional stability (low neuroticism) are important because they best predict individual performance in almost every job group. Both are motivational components of personality because they energize a willingness to fulfil work obligations within established rules (conscientiousness) and to allocate resources to accomplish those tasks (emotional stability). 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 work better in organizations that give employees more freedom than in traditional “command and control” workplaces.

The other important personality dimension is extroversion, because it is associated with performance in sales and management jobs, where employees must interact with and influence people. One or more other personality dimensions might also be relevant to management trainees, but these three stand out.

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

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

The second part of this question asks student to identify specific Schwartz’s values categories with personality dimensions. This is possible because personality and values are associated with each other. Several studies have reported correlations between Schwartz’s list of values and the Big Five personality dimensions.

A meta-analysis of these studies produced the results in the table on the next page. This table indicates the following:

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

Agreeableness -- seems to have the 2nd highest link to specific values. these values include higher benevolence, tradition, and universalism, as well as lower power and security.

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

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

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

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

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

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

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

6. **This chapter discussed the concept of values congruence in the context of an employee's personal values with the organization's values. But values congruence also relates to the juxtaposition of other pairs of value systems. Explain how values congruence is relevant with respect to organizational versus professional values (i.e. the values of professional occupations, such as medical practitioners, accountants and pharmacists).**

This is a difficult question which needs to be clarified for students. It may be useful to remind them to think in terms of professional occupations instead of individuals. Professions in the context of this question could include accountants, lawyers, engineers, teachers etc. For example, an engineer working for an auto manufacturer may be asked to design a gas tank that incorporates the bottom of the trunk to save on material. While such a request might be motivated by a need for cost savings in order to maximize organizational profits, it is likely to clash with an engineer whose profession dictates that public safety be paramount in all design considerations. The need for values congruence between the organization and that of the professional engineer would be evident in such a case.

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

Ethical 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 ethically 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 ethical 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 ethical sensitivity). Thus, both concepts are important factors in the extent to which we apply ethical principles to issues.

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

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

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



## CASE STUDY 2-1: SOUTH KOREA'S SK TELECOM GOES EGALITARIAN

### Case Synopsis

This case study describes how SK Telecom, Korea's largest telecommunications company, is moving toward a more egalitarian culture. The company is removing managerial titles that reflect each level in the hierarchy. It is encouraging staff to speak up when they disagree with their boss. The company is also assigning more responsibility to younger employees. The case study describes the challenges with this transition as well as the reasons why SK Telecom is implementing this change.

### Suggested Answers to Case Questions

1. **SK Telecom is attempting to distance itself from which South Korean cultural value? What indicators of this value are identified in this case study? What other artifacts of this cultural value would you notice while visiting a South Korean company that upheld this national culture?**

The cross-cultural value apparent in this case is power distance. The main indicators of power distance in this culture are as follows:

- Official titles representing hierarchy in management
- Subordinates not allowed to question the boss's decisions
- Subordinates aren't allowed to initiate conversations with people in higher positions.
- Higher level positions are held by people with more seniority (not strictly power distance, but reflects historical notion of respect for elders)
- Subordinates, visitors, etc look for subtle evidence of a person's status, and act accordingly toward them

The second part of this answer calls for some creative thinking, particular if most students in the class have not lived in a high power distance culture. Here are some indicators (artifacts) of high power distance:

- Junior staff stand when a senior person enters the room
- Employees expect the boss to provide direction, rather than expected to be part of the decision
- Junior staff never name senior people by their personal names, even when senior people encourage the use of their personal name
- Junior staff are reluctant to speak up when senior people are present.
- Junior staff might avoid eye contact with senior people

**2. In your opinion, why is this hierarchical value so strong in South Korea? What are the advantages and disadvantages of this value in societies?**

Historical religious and philosophical foundations of a culture account for the strength of many cultural values. Korea has been heavily influenced by a variation of Confucianism. This philosophy emphasizes the duties one has to others, as well as the respect one must show towards elders. Confucianism encourages rituals to distinguish people based on their status, thereby reinforcing power distance.

Students can engage in an interesting debate about the value of higher versus low power distance. Most will likely find it easy to applaud the benefits of low power distance and, indeed, companies such as SK Telecom, Korean Air, and other firms have moved toward a more egalitarian culture. However, high power distance has existed for more than two thousand years in Korea and other cultures, so it would certainly be functional for society. Students might suggest that high power distance reflects the need to show respect to those with more knowledge or experience. It might be part of a larger dynamic in which people work effectively when they know their roles and relationships to each other. Some might point out that military organizations (although much more egalitarian today) emphasize higher power distance values (respect for authority, right of leader to make final decisions) because of the need to make quick decisions and for followers to act quickly without dispute.

**3. Do you think SK Telecom will be successful in integrating a more egalitarian culture, even though it contrasts with South Korea's culture? What are some of the issues that may complicate or support this transition?**

When answering this question, students should note that it is difficult for an organization to emphasize values that are at odds with the culture of the prevailing society. This is rather like the challenges of someone living in two contrasting roles, one of which is more inconsistent with the natural role. People who are heavily socialized to respect one set of values find it difficult to accept and enact opposing or different values.

A few issues can complicate or, alternatively, facilitate this transition. One opposing force, aside from the national culture, is the established ways of senior managers. They have their expectations, routines, and preferences when dealing with subordinates. The case study provides such an illustration; the manager says he felt like going back to the old way when an employee questioned him. Another opposing force would be the incentives that managers have to maintain high power distance. It is much easier to give commands than to debate issues logically and thoroughly with employees. Lower power distance potentially also reduces the "zone of indifference", that is how much the boss can request of employees (such as working late or fetching a pot of coffee). One facilitating influence would be the motivation of younger employees, many of whom are less patient with waiting years to experience the power of involvement. Another factor is globalization. Many people in Korea increasingly experience people from lower power distance cultures, so they have some role models and personal practice interacting with power distance people.



## CASE STUDY 2-2: PUSHING PAPERS CAN BE FUN

### Case Synopsis

The chief of police in a large city government describes the problem of getting his officers to do paperwork. The officers enjoy working with the public and apprehending criminals, not sitting at a desk. The paperwork is boring, but can make the difference in convictions. The Chief has no financial rewards (budget crunch) and promotions are determined by seniority, not the quality of paperwork. Officers were trained to perform street work, not fill out forms. Arrests, not paperwork, get noticed. Conviction success is due to too many factors to be a performance criterion.

### Suggested Answers to Case Questions

**1. What performance problems is the captain trying to correct?**

The main problem in this case is poor police reporting of incidents, as well as the resulting lost cases in court.

**2. Use the MARS model of individual behaviour and performance to diagnose the possible causes of the unacceptable behaviour.**

**Motivation.** There are several facts that suggest that the poor paperwork is due to lack of motivation. First, officers come into this profession because they want to work with the public and catch criminals, not sit in an office filling out reports. Thus, the paperwork task does not fulfill their needs for personal growth. Second, social rewards (praise, recognition) result from the outside activities, not paperwork. Third, financial rewards do not encourage people to do paperwork. Promotions are based on seniority, so they motivate officers to stay with the force, not to complete paperwork. Competitions did not work, either.

**Ability.** It isn't certain that officers are able to complete the paperwork task well enough. They don't seem to receive any training in this area. However, the captain's discussion of the report competition suggests that at least some officers are able to perform this task well enough.

**Role Perceptions.** The captain seems to have emphasized the importance of paperwork to the officers, and they probably have learned that some cases have been lost due to poor reports. Thus, it is reasonable to conclude that many officers know that the quality of reports is an important of their job. At the same time, it may be possible that the captain has not emphasized the importance of report writing to the officers. Moreover, there is no evidence that rookies have clear role perceptions about this task when they first enter the department.

**Situational Factors.** There is no information about factors beyond the officers' control that might hinder or facilitate their job performance in report writing. It may be possible that more time and other resources are needed to complete the reports better, but this information is not given in the case.

**3. Has the captain considered all possible solutions to the problems? If not, what else might he do?**

The captain has looked a variety of incentives to motivate officers to complete the paperwork, but other strategies might be considered. For example, the Crown counsel might meet occasionally with officers to describe examples where good or bad paperwork influenced the success of their cases. The captain might try to publicly recognize officers who have contributed to a successful case mainly due to their thorough reports.

The police chief might also consider the possibility that some officers lack the competencies to perform the report writing task. A needs assessment might determine who should receive formal training in report writing. A "train the trainer" approach might be considered where officers who are most effective at report writing receive special training to teach other officers. This might add further social esteem to performance in report writing.





## TEAM EXERCISE 2-3: TEST YOUR KNOWLEDGE OF PERSONALITY

### Purpose

This exercise is designed to help students think about and understand the effects of the Big Five personality dimensions on individual preferences and outcomes.

### Instructions (Large Class)

Below are several questions relating to the Big Five personality dimensions and various preferences or outcomes. Answer each of these questions relying on your personal experience or best guess. Later, the instructor will show you the answers based on scholarly results. You will not be graded on this exercise, but it may help you to better understand the effect of personality on human behaviour and preferences.

### Instructions (Small Class)

1. The instructor will organize students into teams. Members of each team work together to answer each of the questions below relating to the Big Five personality dimensions and various preferences or outcomes.
2. The instructor will reveal the answers based on scholarly results. (Note: The instructor might create a competition to see which team has the most answers correct.)

### Exercise Answers

1. **You have been asked to select job applicants for a nine-month over-winter assignment working in an Antarctic research station with a dozen other people. Assuming that all candidates have equal skills, experience, and health, identify the level of each personality dimension that would be best for people working in these remote, confined, and isolated conditions.**

Answer:

Conscientiousness -- average (but possibly below average relating to : high tolerance to lack of achievement and low need for order)

Agreeableness -- above average

Neuroticism -- Low (relatively high emotional stability) (this seems to be the most significant factor)

Openness to experience -- above average, but ambiguous findings because also high tolerance of lack of stimulation and does not become bored easily

Extroversion -- below average (i.e., moderately introverted and low need for social interaction, "but socially adept")

Sources: Musson, D. M., Sandal, G. M., Harper, M., & Helmreich, R. L. (2002). Personality testing in antarctic expeditioners; cross cultural comparisons and evidence for generalizability, *53rd International Astronautical Congress, The World Space Congress*. Houston: International Astronautical Federation; Sarris, A. (2006). Personality, Culture Fit, and Job Outcomes on Australian Antarctic Stations. *Environment and Behaviour*, 38(3), 356-372; Palinkas, L. A., & Suedfeld, P. (2008). Psychological effects of polar expeditions. *The Lancet*, 371(9607), 153-163.

2. **Listed below are several jobs. Please check no more than two personality dimensions that you believe are positively associated with preferences for each occupation.**

Answer:

Budget analyst: Conscientiousness

Corporate executive: Extroversion  
Engineer: Openness to experience  
Journalist: Openness to experience  
Life insurance agent: Extroversion  
Nurse: Extroversion and agreeableness  
Physician: Extroversion and agreeableness  
Production supervisor: Conscientiousness  
Public relations director: Openness to experience  
Research analyst: openness to experience  
School teacher: extroversion and agreeableness  
Sculptor: openness to experience

Sources: Furnham, A., (2001) "Vocational preference and P-O fit: Reflections on Holland's Theory of Vocational Choice," *Applied Psychology: An International Review*, 50 (1), pp. 5-29; Tett, Robert P., and Dawn D. Burnett. "A personality trait-based interactionist model of job performance." *Journal of Applied Psychology* 88, no. 3 (2003): 500-517; Barrick, M. R. Murray R., M. K. Michael K. Mount, and R. Rashmi Gupta. "Meta-analysis of the relationship between the five-factor model of personality and Holland's occupational types." *Personnel psychology* 56, no. 1 (2003): 45.

NOTE: There is ongoing debate regarding the association between vocational preference and personality. Sullivan & Hanson (2004) report that subdimensions of the Big 5 are better predictors of vocational interest than are the overall dimensions (e.g. subdimensions of extroversion -- such as enthusiasm and sociability).

Assignment of some of these personality dimensions to specific occupations may be based on limited data. Also, although these are identified as the most significant personality predictors, other five-factor dimensions also likely have a significant influence on occupational preferences.

**3. On which two personality dimensions should team members have the highest scores, on average, to produce the best team performance?**

**Answer:** agreeableness and conscientiousness

Source: Peeters, Miranda A. G., Harrie F. J. M. van Tuijl, Christel G. Rutte, and Isabelle M. M. J. Reymen. "Personality and team performance: a meta-analysis." *European Journal of Personality* 20, no. 5 (2006): 377-396

**4. Rank-order (1=highest, 5 =lowest) the Big Five personality dimensions in terms of how much you think they predict a person's degree of life satisfaction. (Note: Personality dimensions are ranked by their absolute effect, so ignore the negative or positive direction of association.)**

RANK	PERSONALITY DIMENSION
1	Neuroticism (negative association)
2	Conscientiousness
3/4	Extroversion & agreeableness
5	Openness to experience

Source: DeNeve, K. M., and H. Cooper. "The Happy Personality: A Meta-Analysis of 137 Personality Traits and Subjective Well-Being." *Psychological Bulletin* 124 (1998): 197-229.

**5. Which two Big Five personality dimensions are positively associated with enjoyment of workplace humour?**

Answer: Extroversion and agreeableness have the highest correlation with attitudes toward having fun at work.

Source: Karl et al, "Is fun for everyone? Personality differences in healthcare providers' attitudes toward fun," *Journal of Health and Human Services Administration*, Spring 2007, pp. 409-447



## TEAM EXERCISE 2-4: COMPARING CULTURAL VALUES

### Purpose

This exercise is designed to help students to determine the extent that they hold similar assumptions about the values that dominate in other countries.

### Instructions (Small Class)

The names in the left column represent labels that a major consulting project identified with business people in a particular country, based on its national culture and values. These names appear in alphabetical order. In the right column are the names of countries, also in alphabetical order, corresponding to the labels in the left column.

Step 1: Working alone, students will connect the labels with the countries by relying on your perceptions of these countries. Each label is associated with only one country, so each label will be connected to only one country, and vice versa. Draw a line to connect the pairs, or put the label number beside the country name.

Step 2: The instructor will form teams of 4 or 5 members. Members of each team will compare their results and try to reach consensus on a common set of connecting pairs.

Step 3: Teams or the instructor will post the results for all to see the extent that students hold common opinions about business people in other cultures. Class discussion can then consider the reasons why the results are so similar or different, as well as the implications of these results for working in a global work environment.

### Instructions (Large Class)

Step 1: Working alone, students will connect the labels with the countries by relying on your perceptions of these countries. Each label is associated with only one country, so each label will be connected to only one country, and vice versa. Draw a line to connect the pairs, or put the label number beside the country name.

Step 2: Asking for a show of hands, the instructor will find out which country is identified by most students with each label. The instructor will then post the correct answer.

### Comments for Instructors

The exhibit on the next page of this instructor's guide shows the correct answers; that is, the country that the consulting group assigned to each of the labels. The page after shows the results of this exercise in two of MBA classes (40 students in each class). Students enjoy sharing each other's perceptions about the values held by people in other countries, even when people from those countries are in the class. (Our class included students and instructors from more than a dozen countries, including seven countries on the list.)

Keep in mind that the answers on the next page do not necessarily reflect the cultural values held by most people. Instead, they were labelled by the researchers based on surveys of many business people in several countries. Thus, some labels might not fit the actual cultural values.

One of the most interesting features of this exercise is the degree to which the entire class agrees on a cultural value, as well as the extent to which people agree on the same value for a particular country. In our classes (in Singapore and Australia), Germany, the United States, India, Taiwan, and China were assigned to the correct

label by at least 30 percent of the class. In contrast, Brazil, Canada, and New Zealand had fairly low agreement from students against the study's list (see class results two pages forward).

This exercise evoked lively debates among students in teams, as well as in class when the correct scores were presented. The message here is quite clear by the end of the exercise: that people hold common opinions (stereotypes or brand images) about the values held by people in some (but not all) countries. The interesting question is why some countries DON'T have a well-known cultural values? Students are usually quick to offer several explanations, but the correct answer remains elusive.

### Answer to “Comparing Cultural Values” Exercise

#	Country (Values) Label	Country Assigned that Label
1	Affable Humanists	Brazil
2	Ancient Modernizers	China
3	Commercial Catalysts	Singapore
4	Conceptual Strategists	France
5	Efficient Manufacturers	Taiwan
6	Ethical Statesmen	Canada
7	Informal Egalitarians	New Zealand
8	Modernizing Traditionalists	United Kingdom
9	Optimistic Entrepreneurs	United States
10	Quality Perfectionists	Germany
11	Rugged Individualists	Australia
12	Serving Merchants	India
13	Tolerant Traders	Netherlands

## Results of “Comparing Cultural Stereotypes” Exercise in two MBA Classes

#	Country (Values) Label	Correct Answer	Approx. Percent with Correct Answer (N=80)	Other Country that Students Most Identified with that Label
1	Affable Humanists	Brazil	2%	New Zealand (25%)
2	Ancient Modernizers	China	30	Brazil (18%)
3	Commercial Catalysts	Singapore	15	Taiwan (14%)
4	Conceptual Strategists	France	20	United States (23%)
5	Efficient Manufacturers	Taiwan	40	China (15%)
6	Ethical Statesmen	Canada	10	United Kingdom (23%)
7	Informal Egalitarians	New Zealand	14	Netherlands (25%)
8	Modernizing Traditionalists	United Kingdom	25	China (25%)
9	Optimistic Entrepreneurs	United States	35	Taiwan (20%)
10	Quality Perfectionists	Germany	45	Singapore (25%)
11	Rugged Individualists	Australia	38	New Zealand (15%)
12	Serving Merchants	India	35	Brazil (15%)
13	Tolerant Traders	Netherlands	20	New Zealand (12%)



## TEAM EXERCISE 2-5: ETHICS DILEMMA VIGNETTES

### Purpose

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

### Instructions (Small Class)

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

### Instructions (Large Class)

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

### Comments for Instructors

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

### Case One

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

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

## 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 page. 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 page 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 argues that these comments put the company in a bad light, and her “display of disrespect and dissatisfaction undermined the relationship and made it untenable.”

**Comments to instructors:** This case occurred at a small industrial services business in the United Kingdom (see: A. Levy, “Teenage office worker sacked for moaning on Facebook about her 'totally boring' job,” *Daily Mail*, 26 February 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.

## Case Three

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

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



## Case Four

Judy Price is a popular talk show radio personality and opinionated commentator on the morning phone-in show of a Toronto radio station. Ms. Price is married to John Tremble, a lawyer who was recently elected for the first time to the parliament of Ontario. He also became Minister of the Environment and Conservation in the newly formed government that defeated the previous government. The radio station's board of directors is very concerned that the station's perceived objectivity will be compromised if Ms. Price remains on air as a commentator and talk show host while her husband holds such a public position in the province. For example, the radio station manager believes that Ms. Price gave minimal attention to the Environment Ministry's slow response to a leakage of toxic chemicals a week ago at a large manufacturing company. Ms. Price denied that her views are biased and that the incident didn't merit as much attention as other issues that particular day. To ease the board's concerns, the station manager has transferred Ms. Price from a talk show host and commentator to the hourly news reporting position, where most script is edited by others. Although technically a lower position, Ms. Price's total salary package remains the same. Ms. Price is now seeking professional advice to determine whether the radio station's action represents a form of discrimination on the basis of marital status.

**Comments to instructors:** This case is based on a discrimination case in Canada. At issue is the station's right to operate a business that maintains its integrity to the listeners, and the individual's right to perform her job without consideration of marital status. The law in this case tends to side with the employee: employers cannot use broad categorizations (such as marital status) to make decisions about individual employees. Rather, they must rely on information specific to that person. At the same time, the other point of view is that the station did rely on information specific to this person; marital status was simply one piece of information in their determination of risk. At some point, the individual's right must be limited by the employer's right to minimize potential damage to the goodwill of its business.

## Case Five

For the past few years, the design department of a small (40-employee) company has been using a particular software program, but the three employees who use the software have been complaining for more than a year that the software is out of date and is slowing down their performance. The department agreed to switch to a competing software program, costing several thousand dollars. However, the next version won't be released for six months and buying the current version will not allow much discount on the next version. The company has put in advance orders for the next version. Meanwhile, one employee was able to get a copy of the current version of the software from a friend in the industry. The company has allowed the three employees to use this current version of the software even though they did not pay for it.

**Comments to instructors:** This case is adapted from a real situation in another industry. It is undoubtedly common enough, and there are several variations of software piracy. The case refers to a practice that software companies would easily conclude is software piracy and therefore obviously unethical. Perhaps most students would concur, although many would support the company's action on the grounds that the software firm would receive an unfair windfall (having one purchase just before the new version is released). Moral intensity figures strongly here. The company is small and only intends to purchase a few copies. The period of illegal use is also only six months.



## SELF-ASSESSMENT 2-6: ARE YOU INTROVERTED OR EXTROVERTED?

### Purpose

This self-assessment is designed to help students to estimate the extent to which you are introverted or extroverted.

### Overview and Instructions

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. Students can use the scoring key in Appendix B to calculate their results, or complete the scale on the student CD for self-scoring. This exercise is completed alone so students assess themselves honestly without concerns of social comparison. Class discussion will focus on the meaning and implications of extroversion and introversion in organizations.

### Feedback for the IPIP Introversion-Extroversion 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