

CHAPTER 2

Foundations of Individual Behavior

Learning Objectives

After studying this chapter, students should be able to:

1. Contrast the two types of ability: intellectual and physical.
2. Identify the key biographical characteristics and describe how they are relevant to OB.
3. Define *learning* and outline the principles of the three major theories of learning.
4. Define *shaping* and show how it can be used in OB.
5. Define *personality*, describe how it is measured, and explain the factors that determine an individual's personality.
6. Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses.
7. Identify the key traits in the Big Five personality model and demonstrate how the Big Five traits predict behavior at work.
8. Identify other personality traits relevant to OB.
9. Define *values*, demonstrate the importance of values, and contrast terminal and instrumental values.
10. Show the relationship between individual personality and the workplace.
11. Identify Hofstede's five value dimensions of national culture.

The chapter opens with the story of Nabela from Jordan. After struggling for several years without employment, Nabela trained to become a hairdresser. She then took out a loan and set up her own hair salon. She says "I now feel productive. I have an identity, a place of my own, a future." She works hard to pay back the loan, and plans eventually to expand her salon and employ other people.

Instructor Resources

Instructors may wish to use the following resources when presenting this chapter:

Text Exercises

- What Do You Think? (p.39, 42, 43, 57, 58)
- OB in the News *Whatever Men Can Do, Women Can Do Also* (p. 44)
- International OB *Cultural Intelligence Is Necessary* (p. 40)

- Point/Counterpoint *All Human Behavior Is Learned* (p. 65)
- Questions for Review (p. 65)
- Discussion Exercise (p. 66)
- Ethical Considerations (p. 66)
- Critical Analysis *Qatar: A Country With A Vision* (p. 66)
- Research Exercise (p. 67)

Instructor's Choice - Companies Dealing with OB Issues

- This section presents an exercise that is NOT found in the student's textbook. *Instructor's Choice* reinforces the text's emphasis through various activities. Some *Instructor's Choice* activities are centred around debates, group exercises, internet research, and student experiences. Some can be used in-class in their entirety, while others require some additional work on the student's part. The course instructor may choose to use these at anytime throughout the class—some may be more effective as icebreakers, while some may be used to pull together various concepts covered in the chapter.

Web Exercise – Exploring OB Topics on the World Wide Web

- At the end of each chapter of this instructor's manual, you will find suggested exercises and ideas for researching the internet on OB topics. The exercises "Exploring OB Topics on the Web" are set up so that you can simply photocopy the pages, distribute them to your class, and make assignments accordingly. You may want to assign the exercises as an out-of-class activity or as lab activities with your class.

Summary and Implications for Managers

This chapter looked at ability, biographical characteristics, learning, personality, and values and the relationship between all these variables and their contribution to the workplace. Let's now try to summarize what we found and consider their importance for a manager who is trying to understand organizational behavior.

Ability Ability directly influences an employee's level of performance. Given management's desire to get high-performing employees, what can be done? First, an effective selection process will improve the fit. Applicants can then be tested, interviewed, and evaluated on the degree to which they possess the necessary abilities. Second, promotion and transfer decisions affecting individuals already in the organization's employ should reflect the abilities of candidates. Third, the fit can be improved by fine-tuning the job to better match an incumbent's abilities. Examples would be changing some of the equipment used or reorganizing tasks within a group of employees.

Biographical Characteristics Biographical characteristics are readily observable to managers. However, just because they're observable doesn't mean they should be openly used in management decisions. We also need to be aware of other biases we or other managers may have.

Learning Any observable change in behavior is *prima facie* evidence that learning has taken place. Positive reinforcement is a powerful tool for modifying behavior. By identifying and rewarding performance-enhancing behaviors, management increases the likelihood that those behaviors will be repeated. Our knowledge about learning further suggests that reinforcement is a more effective tool than punishment. Although punishment eliminates undesired behavior more quickly than negative reinforcement does, punished behavior tends to be only temporarily suppressed rather than permanently changed. Managers, therefore, are advised to use reinforcement rather than punishment.

Personality What value, if any, does the Big Five model provide to managers? "The outcome of those 80-plus years of research was that personality and job performance were not meaningfully related across

traits or situations.” However, the past 20 years have been more promising, largely due to the findings surrounding the Big Five. Each of the Big Five traits has numerous implications for important OB criteria. Of course, managers still need to take situational factors into consideration. Factors such as job demands, the degree of required interaction with others, and the organization’s culture are examples of situational variables that moderate the personality–job performance relationship. You need to evaluate the job, the work group, and the organization to determine the optimal personality fit. Other traits, such as core self-evaluation or narcissism, may be relevant in certain situations, too.

Values Why is it important to know an individual’s values? Values often underlie and explain attitudes, behaviors, and perceptions. So knowledge of an individual’s value system can provide insight into what ‘makes the person tick.’ Employees’ performance and satisfaction are likely to be higher if their values fit well with the organization. Managers are more likely to appreciate, evaluate positively, and allocate rewards to employees who ‘fit in,’ and employees are more likely to be satisfied if they perceive that they do fit in. This argues for management to strive during the selection of new employees to find job candidates who have not only the ability, experience, and motivation to perform, but also a value system that is compatible with the organization’s value system.

Brief Chapter Outline

NB: References in brackets beside each heading indicate the relevant Instructor PowerPoint slide numbers.

ABILITY (PPT 2-4 TO 2-8)

- **Ability** refers to an individual's capacity to perform the various tasks in a job.
- I. Intellectual Abilities
 - **Intellectual abilities** are needed to perform mental activities—thinking, reasoning, problem solving.
 - Table 2-1: Dimensions of Intellectual Ability
- II. Physical Abilities
 - **Physical abilities** refer to the capacity to do tasks that demand stamina, dexterity, strength, and similar characteristics.
 - Nine basic abilities are involved in the performance of physical tasks (Table 2–2).

BIOGRAPHICAL CHARACTERISTICS (PPT 2-9 TO 2-10)

- **Biographical characteristics** are personal characteristics that are readily available in an employee's personnel file.
- III. Age
 - Older employees are inaccurately associated with declining job performance. In fact they bring experience, judgment, strong work ethic and commitment to quality to their work.
 - Lower turnover with older employees.
 - Some increase in health-related absenteeism.
 - There is a widespread belief that productivity declines with age and that individual skills decay over time.
 - The relationship between age and job satisfaction is mixed.
- IV. Gender
 - There are few, if any, important differences between men and women that will affect their job performance.
 - There is no significant difference in job productivity between men and women.
 - Women are more willing to conform to authority.
 - There is a difference between men and women in terms of preference for work schedules.
 - Absence and turnover rates.
 - Women's quit rates are similar to men's.
 - The research on absence consistently indicates that women have higher rates of absenteeism.
- V. Race
 - Race is considered biological heritage.
 - Workers generally favor peers of their own race.
 - Essential to ensure all people are treated equally in accordance with their competencies.
- VI. Tenure
 - There is a positive relationship between tenure and job productivity.
 - There is a negative relationship between tenure to absence.
 - The evidence indicates that tenure and satisfaction are positively related.

LEARNING (PPT 2-11 TO 2-21)

VII. A Definition of Learning

- **Learning** is any relatively permanent change in behavior that occurs as a result of experience.

VIII. Theories of Learning

- **Classical Conditioning**
 - It is passive—something happens, and we react in a specific way. It is elicited in response to a specific, identifiable event.
 - It is voluntary rather than reflexive.
- **Operant Conditioning**
 - Operant conditioning argues that behavior is a function of its consequences. People learn to behave to get something they want or to avoid something they do not want.
- **Social Learning**
 - Individuals can also learn by observing what happens to other people, by being told about something, as well as by direct experiences.
 - Four processes determine the influence that a model will have on an individual:
 - Attentional processes
 - Retention processes
 - Motor reproduction processes
 - Reinforcement processes

IX. Shaping: A Managerial Tool

- **Shaping behavior** involves systematically reinforcing each successive step that moves an individual closer to the desired behavior.
- **Methods of Shaping Behavior**
 - Positive reinforcement
 - Negative reinforcement
 - Punishment
 - Extinction
- Both positive and negative reinforcement result in learning.
- **Schedules of Reinforcement**
- Two major types of reinforcement schedules are:
 - Continuous
 - Intermittent, including:
 - Fixed-interval
 - Variable-interval
 - Fixed ratio
 - Variable ratio
- Table 2-3 shows types of reinforcement schedule, and the nature and effect of each.
- **Organizational Behavior Modification (OB Mod)** is the application of reinforcement concepts to individuals in the work setting.
- Typical OB Mod program follows a five-step problem-solving model:
 - i. Identify critical behaviors
 - ii. Develop baseline data
 - iii. Identify behavioral consequences
 - iv. Develop and implement an intervention strategy
 - v. Evaluate performance improvement
- **Problems with OB Mod and Reinforcement Theory**
 - OB Mod does not take into consideration people's thoughts and feelings.
 - All stimuli may not be motivated by a particular behavioral response.

PERSONALITY (PPT 2-22 TO 2-34)

X. What Is Personality?

- **Personality** is the sum total of ways in which an individual reacts to and interacts with others.
- Need to focus on the *whole* person, not just certain parts.

XI. Measuring Personality

- Personality is a result of both hereditary and environmental factors.
- **Heredity** - Factors determined at conception, one's biological, physiological, and inherent psychological makeup.
- Early work on the structure of personality tried to identify and label enduring characteristics that describe an individual's behavior. These are **personality traits**.
 - Traits: Enduring characteristics that describe an individual's behavior.
- Two approaches have become dominant frameworks for identifying and classifying traits: Myers-Briggs Type Indicator and the Big Five Model.

XII. The Myers-Briggs Type Indicator

- **Myers-Briggs Type Indicator (MBTI)** - A personality test that taps four characteristics and classifies people into 1 of 16 personality types.
- Measures the following tendencies:
 - Extroverted vs introverted
 - Sensing vs intuitive
 - Thinking vs feeling
 - Judging vs perceiving

XIII. The Big Five Personality Model

- The **Big Five Model** is a personality assessment model that taps five basic dimensions:
 - Extraversion
 - Agreeableness
 - Conscientiousness
 - Emotional stability
 - Openness to experience
- How do the Big Five traits predict behavior at work:
 - Figure 2-2 shows the implications of the traits.

XIV. Other Personality Traits Relevant to OB

- Other relevant traits include:
 - Core self-evaluation
 - Machiavellianism
 - Narcissism
 - Self-monitoring
 - Risk taking
 - Type A and B personalities
 - Proactive personality

VALUES (PPT 2-35 TO 2-37)

- **Values** represent basic beliefs that guide the actions of an individual.
- A **value system** is a hierarchy based on a ranking of an individual's values in terms of their intensity.

XV. The Importance of Values

- Values are important in OB because they influence attitudes and behavior.
- Terminal vs instrumental values:

- **Terminal values** are the goals persons would like to achieve during their lifetime such as a comfortable life, equality, and social recognition.
- **Instrumental values** describe the type of behavior that will allow you to achieve the terminal values such as ambition, broad-mindedness, and helpfulness.
- Table 2-4 – values of different groups of people.

THE RELATIONSHIP BETWEEN AN INDIVIDUAL'S PERSONALITY AND THE WORKPLACE (PPTS 2-38 TO 2-40)

- Organizations are interested in how well the individual's personality and values match the personality and values of the organization.

XVI. Person-Job Fit

- **Personality-Job Fit Theory**

- Holland presents six personality types and proposes that satisfaction and the propensity to leave a position depend on the degree to which individuals successfully match their personalities to a job.
- Each one of the six personality types has a matching occupation.
- Table 2-5 shows the six types and their characteristics.

XVII. Person-Organization Fit

- It is equally essential to match people to the organizations: person–organization fit.
- Relevant for selection process – consider how well the person fits into the company culture.

LINKING CULTURES AND BEHAVIOR (PPT 2-41 TO 2-47)

- How do we evaluate cultures?

XVIII. Hofstede's Framework for Assessing Cultures

- **Hofstede** found that managers and employees vary on five value dimensions of national culture:
 - Power distance
 - Individualism versus collectivism
 - Masculinity versus femininity
 - Uncertainty avoidance
 - Long-term versus short-term orientation

XIX. The GLOBE Framework for Assessing Cultures

- Using data from 825 organizations in 62 countries, the GLOBE team identified nine dimensions on which national cultures differ.

GLOBAL IMPLICATIONS

XX. Intellectual Abilities

- Evidence supports the idea that structures and measures of intellectual abilities generalize across cultures.

XXI. Biographical Characteristics

- Some biographical characteristics vary a great deal (e.g. average age).
- Not enough research to draw strong conclusions.

XXII. Learning

- Little research has been done on how theories of learning generalize across cultures.

XXIII. Personality

- Different cultures tend to foster different traits.
- Also the models work as better predictors in some cultures.

XXIV. Values

- There are great differences among countries and they help us to realize that employee behavior depends on these values.

SUMMARY AND IMPLICATIONS FOR MANAGERS (PPT 2-48 TO 2-49)

- Ability
 - Effective selection process will improve the fits.
 - Promotion and transfer decisions should reflect abilities of candidates.
 - Can improve the fit by fine-tuning the job to match the person.
- Biographical characteristics
 - Readily observable.
 - But need to be aware of when it is not appropriate to use them.
- Learning
 - Positive reinforcement is a powerful tool for modifying behavior.
- Personality
 - Conscientiousness is often a major factor for successful employees.
 - The MBTI can be used to better understand each other.
 - Managers use the Big Five to view employee personality.
- Values
 - Values influence attitudes, perceptions, and behaviors.
 - It is important that the values of the employee and the organization match.

Expanded Chapter Outline

NB: References in brackets beside each heading indicate the relevant Instructor PowerPoint slide numbers.

ABILITY (PPT 2-4 TO 2-8)

TEACHING NOTE: Students can be referred to the Self-Assessment Exercise from the Self Assessment Library I.C.7 – *What's My Attitude Toward Achievement?*

- **Ability** refers to an individual's capacity to perform the various tasks in a job.

I. Intellectual Abilities

- **Intellectual abilities** are needed to perform mental activities—thinking, reasoning, problem solving.
- Jobs differ in the demands they place on incumbents to use their intellectual abilities. For example, the more information-processing demands that exist in a job, the more general intelligence and verbal abilities will be necessary to perform the job successfully.
- Table 2-1 - Dimensions of Intellectual Ability
- Recent research in the area of multiple intelligences.

II. Physical Abilities

- **Physical abilities** refer to the capacity to do tasks that demand stamina, dexterity, strength, and similar characteristics.
- Specific physical abilities gain importance in doing less skilled and more standardized jobs.
- Nine basic abilities are involved in the performance of physical tasks (Table 2–2).
- Individuals differ in the extent to which they have each of these abilities.
- High employee performance is likely to be achieved when management matches the extent to which a job requires each of the nine abilities and the employees' abilities.

TEACHING NOTE: At this point you may want to use the box feature International OB: *Cultural Intelligence Is Necessary* found on page 40 of the book, and within this document. A suggested exercise is provided below.

BIOGRAPHICAL CHARACTERISTICS (PPT 2-9 TO 2-10)

- **Biographical characteristics** are personal characteristics that are readily available in an employee's personnel file.
- There is a sizable amount of research on these factors (age, gender, length of service).

III. Age

- Older employees are inaccurately associated with declining job performance. In fact they bring experience, judgment, strong work ethic and commitment to quality to their work.
- Reviews of the research find that age and job performance are unrelated.
- Lower turnover with older employees.
- Some increase in health-related absenteeism.
- There is a widespread belief that productivity declines with age and that individual skills decay over time.
- The relationship between age and job satisfaction is mixed.

IV. Gender

- There are few, if any, important differences between men and women that will affect their job performance, including the areas of:
 - Problem-solving
 - Analytical skills

- Competitive drive
 - Motivation
 - Sociability
 - Learning ability
- There is no significant difference in job productivity between men and women.
- Women are more willing to conform to authority.
- There is a difference between men and women in terms of preference for work schedules.
- Absence and turnover rates.
 - Women's quit rates are similar to men's.
 - The research on absence consistently indicates that women have higher rates of absenteeism.

V. Race

- Race is considered biological heritage.
- Workers generally favor peers of their own race.
- The major dilemma faced by employers who use mental ability tests is that they may have a negative impact on racial and ethnic groups.
- Essential to ensure all people are treated equally in accordance with their competencies.

VI. Tenure

- There is a positive relationship between tenure and job productivity.
- There is a negative relationship between tenure to absence.
- The evidence indicates that tenure and satisfaction are positively related.

TEACHING NOTE: At this point you may want to use the box feature OB in the News: *Whatever Men Can Do, Women Can Do Also* found on page 44 of the book, and within this document. A suggested exercise is provided below.

LEARNING (PPT 2-11 TO 2-21)

VII. A Definition of Learning

- **Learning** is any relatively permanent change in behavior that occurs as a result of experience
- The definition suggests that we shall never see someone “learning.” We can see changes taking place but not the learning itself.
- The definition has several components that deserve clarification:
 - First, learning involves change.
 - Second, the change must be relatively permanent.
 - Third, our definition is concerned with behavior.
 - Finally, some form of experience is necessary for learning.

VIII. Theories of Learning

- **Classical Conditioning**
 - Classical conditioning grew out of experiments conducted at the turn of the century by Russian physiologist, Ivan Pavlov, to teach dogs to salivate in response to the ringing of a bell.
 - Learning a conditioned response involves building up an association between a conditioned stimulus and an unconditioned stimulus.
 - When the stimuli, one compelling and the other one neutral, are paired, the neutral one becomes a conditioned stimulus and, hence, takes on the properties of the unconditioned stimulus.
 - It is passive—something happens, and we react in a specific way. It is elicited in response to a specific, identifiable event.
 - It is voluntary rather than reflexive.
- **Operant Conditioning**

- Operant conditioning argues that behavior is a function of its consequences. People learn to behave to get something they want or to avoid something they do not want.
- The tendency to repeat such behavior is influenced by reinforcement or lack of reinforcement.
- Harvard psychologist B.F. Skinner's research on operant conditioning expanded our knowledge.
- Tenets of Operant Conditioning are:
 - Behavior is learned.
 - People are likely to engage in desired behaviors if they are positively reinforced for doing so.
- Rewards are most effective if they immediately follow the desired response.
- Any situation in which it is either explicitly stated or implicitly suggested that reinforcements are contingent on some action on your part involves the use of operant learning.
- **Social Learning**
 - Individuals can also learn by observing what happens to other people, by being told about something, as well as by direct experiences.
 - Four processes determine the influence that a model will have on an individual:
 - *Attentional processes.* People learn from a model only when they recognize and pay attention to its critical features.
 - *Retention processes.* A model's influence will depend on how well the individual remembers the model's action after the model is no longer readily available.
 - *Motor reproduction processes.* After a person has seen a new behavior by observing the model, the watching must be converted to doing.
 - *Reinforcement processes.* Individuals will be motivated to exhibit the modeled behavior if positive incentives or rewards are provided.

TEACHING NOTE: At this point in the lecture you may want to introduce the POINT/COUNTERPOINT: *All Human Behavior is Learned* found in the text and at the end of this chapter. A suggestion for a class exercise follows the introduction material below.

IX. Shaping: A Managerial Tool

- **Shaping behavior** involves systematically reinforcing each successive step that moves an individual closer to the desired behavior.
- **Methods of Shaping Behavior**
 - Positive reinforcement—following a response with something pleasant.
 - Negative reinforcement—following a response by the termination or withdrawal of something unpleasant.
 - Both positive and negative reinforcement result in learning. They strengthen a response and increase the probability of repetition.
 - Punishment—causing an unpleasant condition in an attempt to eliminate an undesirable behavior.
 - Extinction—eliminating any reinforcement that is maintaining a behavior. When the behavior is not reinforced, it tends to gradually be extinguished.
 - Both punishment and extinction weaken behavior and tend to decrease its subsequent frequency.
- Both positive and negative reinforcement result in learning.
- Reinforcement, whether it is positive or negative, has an impressive record as a shaping tool.
- A review of research findings:
 - Some type of reinforcement is necessary to produce a change in behavior.
 - Some types of rewards are more effective than others.
 - Timing of reinforcement is critical.
- **Schedules of Reinforcement**
- Two major types of reinforcement schedules are:
 - Continuous

- Intermittent, including:
 - Fixed-interval
 - Variable-interval
 - Fixed ratio
 - Variable ratio
- Evidence indicates that the intermittent or varied form of reinforcement tends to promote more resistance to extinction than does the continuous form.
- An intermittent reinforcement can be of a ratio or interval type.
 - Ratio schedules depend upon how many responses the subject makes; the individual is reinforced after giving a certain number of specific types of behavior. Interval schedules depend upon how much time has passed since the last reinforcement; the individual is reinforced on the first appropriate behavior after a particular time has elapsed.
- An intermittent reinforcement can be of a ratio or interval type.
- A reinforcement can also be classified as fixed or variable.
- Table 2-3 shows types of reinforcement schedule, and the nature and effect of each.

TEACHING NOTE: Students can be referred to the Self-Assessment Exercise from the Self Assessment Library II.B.5 – *How Good Am I at Disciplining Others?*

- **Organizational Behavior Modification (OB Mod)** is the application of reinforcement concepts to individuals in the work setting.
- Typical OB Mod program follows a five-step problem-solving model:
 - i. Identifying critical behaviors
 - Critical behaviors make a significant impact on the employee's job performance. Critical behaviors are those 5–10 percent of behaviors that may account for up to 70 or 80 percent of each employee's performance.
 - ii. Developing baseline data
 - Developing baseline data determines the number of times the identified behavior is occurring under present conditions.
 - iii. Identifying behavior consequences
 - Identifying behavioral consequences tells the manager the antecedent cues that emit the behavior and the consequences that are currently maintaining it.
 - iv. Developing and implementing an intervention strategy
 - Developing and implementing an intervention strategy will entail changing some elements of the performance-reward linkage-structure, processes, technology, groups, or the task—with the goal of making high-level performance more rewarding.
 - v. Evaluating performance improvement
 - Evaluating performance improvement is important to demonstrate that a change took place as a result of the intervention strategy.
- OB Mod has been used by a number of organizations to improve employee productivity and to reduce errors, absenteeism, tardiness, accident rates, and improve friendliness toward customers.
- Problems with OB Mod and Reinforcement Theory
 - OB Mod does not take into consideration people's thoughts and feelings.
 - All stimuli may not be motivated by a particular behavioral response.

PERSONALITY (PPT 2-22 TO 2-34)

X. What Is Personality?

- **Personality** is the sum total of ways in which an individual reacts to and interacts with others.
- Need to focus on the *whole* person, not just certain parts.

XI. Measuring Personality

- Personality is a result of both hereditary and environmental factors.
- **Heredity** - Factors determined at conception, one's biological, physiological, and inherent psychological makeup.
- **Environment** - Factors that exert pressures on our personality formation:
 - The culture in which we are raised
 - Early conditioning
 - Norms among our family
 - Friends and social groups
- Early work on the structure of personality tried to identify and label enduring characteristics that describe an individual's behavior. These are **personality traits**.
 - Traits: Enduring characteristics that describe an individual's behavior.
- Two approaches have become dominant frameworks for identifying and classifying traits: Myers-Briggs Type Indicator and the Big Five Model.

XII. The Myers-Briggs Type Indicator

- **Myers-Briggs Type Indicator (MBTI)** - A personality test that taps four characteristics and classifies people into 1 of 16 personality types.
- Measures the following tendencies:
 - Extroverted or introverted (E or I).
 - Sensing or intuitive (S or N).
 - Thinking or feeling (T or F).
 - Perceiving or judging (P or J).
- These classifications are then combined into sixteen personality types. For example:
 - INTJs are visionaries. They usually have original minds and great drive for their own ideas and purposes. They are characterized as skeptical, critical, independent, determined, and often stubborn.
 - ESTJs are organizers. They are realistic, logical, analytical, decisive, and have a natural head for business or mechanics.
 - The ENTP type is a conceptualizer. He or she is innovative, individualistic, versatile, and attracted to entrepreneurial ideas. This person tends to be resourceful in solving challenging problems but may neglect routine assignments.

XIII. The Big Five Personality Model

- The **Big Five Model** is a personality assessment model that taps five basic dimensions:
 - **Extraversion**. Comfort level with relationships. Extroverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet.
 - **Agreeableness**. Individual's propensity to defer to others. High agreeableness people—cooperative, warm, and trusting. Low agreeableness people—cold, disagreeable, and antagonistic.
 - **Conscientiousness**. A measure of reliability. A high conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.
 - **Emotional stability**. A person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure.
 - **Openness to experience**. The range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the openness category are conventional and find comfort in the familiar.
- How do the Big Five traits predict behavior at work:
- Figure 2-2 shows the implications of the traits.

XIV. Other Personality Traits Relevant to OB

- **Core self-evaluation**
 -
 - People who have positive core self-evaluations like themselves and see themselves as effective, capable, and in control of their environment.

- **Machiavellianism**
 - An individual high in Machiavellianism is realistic, maintains emotional distance, and believes that ends can justify means. The phrase 'If it works, use it' is consistent with a high-Mach perspective.
- **Narcissism**
 - The tendency to be arrogant, have a grandiose sense of self-importance, require excessive admiration, and have a sense of entitlement.
- **Self-monitoring**
 - A personality trait that measures an individual's ability to adjust his or her behavior to external, situational factors.
- **Risk taking**
 - People differ in their willingness to take chances.
- **Type A and B personalities**
 - Type A personality describes aggressive involvement in a chronic, incessant struggle to achieve more and more in less and less time and, if necessary, against the opposing efforts of other things or other people.
 - Type B is the opposite – calmer, without a sense of time urgency.
- **Proactive personality**
 - People who identify opportunities, show initiative, take action, and persevere until meaningful change occurs.

VALUES (PPT 2-35 TO 2-37)

- **Values** represent basic beliefs that guide the actions of an individual.
 - A specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.
 - They have both content and intensity attributes.
 - An individual's set of values ranked in terms of intensity is considered the person's value system.
 - Values have the tendency to be stable.
 - Many of our values were established in our early years from parents, teachers, friends, and others.
- A **value system** is a hierarchy based on a ranking of an individual's values in terms of their intensity.

XV. The Importance of Values

- Values are important in OB because they influence attitudes and behavior.
- Terminal vs instrumental values:
 - **Terminal values** are the goals persons would like to achieve during their lifetime such as a comfortable life, equality, and social recognition.
 - **Instrumental values** describe the type of behavior that will allow you to achieve the terminal values such as ambition, broad-mindedness, and helpfulness.
- Table 2-4 – values of different groups of people.

THE RELATIONSHIP BETWEEN AN INDIVIDUAL'S PERSONALITY AND THE WORKPLACE (PPT 2-38 TO 2-40)

- Organizations are interested in how well the individual's personality and values match the personality and values of the organization.

XVI. Person-Job Fit

- **Personality-Job Fit Theory**

- Holland presents six personality types and proposes that satisfaction and the propensity to leave a position depend on the degree to which individuals successfully match their personalities to a job.
- Each one of the six personality types has a matching occupation.
- Table 2-5 shows the six types and their characteristics.

XVII. Person-Organization Fit

- It is equally essential to match people to the organizations: person–organization fit.
- Most important for an organization facing a dynamic and changing environment, and requiring employees who are able to readily change tasks and move fluidly between teams.
- Relevant for selection process – consider how well the person fits into the company culture.

LINKING CULTURES AND BEHAVIOR (PPT 2-41 TO 2-47)

- How do we evaluate cultures?

XVIII. Hofstede's Framework for Assessing Cultures

- **Hofstede** found that managers and employees vary on five value dimensions of national culture:
 - **Power Distance** Power distance describes the degree to which people in a country accept that power in institutions and organizations is distributed unequally. A high rating on power distance means that large inequalities of power and wealth exist and are tolerated in the culture, whereas a low power distance rating characterizes societies that stress equality and opportunity.
 - **Individualism versus Collectivism** Individualism is the degree to which people prefer to act as individuals rather than as members of groups and believe in individual rights. On the other hand, collectivism emphasizes a tight social framework in which people expect others in groups of which they are a part to look after them and protect them.
 - **Masculinity versus Femininity** Hofstede's construct of masculinity is the degree to which the culture favors traditional masculine roles such as achievement, power, and control, as opposed to viewing men and women as equals. A high masculinity rating indicates the culture has separate roles for men and women, with men dominating the society. A high femininity rating means the culture sees little differentiation between male and female roles and treats women as the equals of men in all respects.
 - **Uncertainty avoidance** In cultures that score high on uncertainty avoidance, people have an increased level of anxiety about uncertainty and ambiguity and use laws and controls to reduce uncertainty. Cultures low on uncertainty avoidance are more accepting of ambiguity and are less rule oriented, take more risks, and more readily accept change.
 - **Long-term versus short-term orientation** People in a culture with long-term orientation look to the future and value thrift, persistence, and tradition. In a culture with short-term orientation, people value the here and now, accept change more readily and don't see commitments as impediments to change.

XIX. The GLOBE Framework for Assessing Cultures

- Using data from 825 organizations in 62 countries, the GLOBE team identified nine dimensions on which national cultures differ.
- The GLOBE study had extended Hofstede's work rather than replaced it.

GLOBAL IMPLICATIONS

XX. Intellectual Abilities

- Evidence supports the idea that structures and measures of intellectual abilities generalize across cultures.

XXI. Biographical Characteristics

- Some biographical characteristics vary a great deal (e.g. average age).
- Not enough research to draw strong conclusions.

XXII. Learning

- Little research has been done on how theories of learning generalize across cultures.

XXIII. Personality

- Different cultures tend to foster different traits.
- Also the models work as better predictors in some cultures.

XXIV. Values

- There are great differences among countries and they help us to realize that employee behavior depends on these values.

SUMMARY AND IMPLICATIONS FOR MANAGERS (PPT 2-48 TO 2-49)

- Ability
 - Effective selection process will improve the fits.
 - Promotion and transfer decisions should reflect abilities of candidates.
 - Can improve the fit by fine-tuning the job to match the person.
- Biographical characteristics
 - Readily observable.
 - But need to be aware of when it is not appropriate to use them.
- Learning
 - Positive reinforcement is a powerful tool for modifying behavior.
- Personality
 - Conscientiousness is often a major factor for successful employees.
 - The MBTI can be used to better understand each other.
 - Managers use the Big Five to view employee personality.
- Values
 - Values influence attitudes, perceptions, and behaviors.
 - It is important that the values of the employee and the organization match.

Text Exercises

What Do You Think?

Page 39

Is intelligence a major requirement for dealing with people?

Page 42

Does age affect the way people behave? Should age dictate the things people choose to do?

Page 43

Have your biographical characteristics been important in a job you have had? Have you ever paid close attention to any one characteristic in particular when dealing with others in a work situation?

Page 57

Do you have a Type A or Type B personality?

Page 58

Our parents taught us that it is wrong to lie. However, many people tell what they call a 'white lie'. Is that right? The answer will partly explain some of the value you have.

Class Exercise

The 'What Do You Think?' feature is mainly intended as a tool to help students think about OB issues in every day situations, as they are reading the text. However, they might also be used by instructors to initiate class discussions.

OB in the News

Whatever Men Can Do, Women Can Do Also

"The rise of women in Arab countries goes beyond redressing historical injustices against them and ensuring their equitable treatment—notwithstanding that both are obligations for Arab societies. Indeed, the advancement of women is a prerequisite for a comprehensive Arab renaissance."

Women's welfare in the workplace in the Arab world has some way to go before reaching a level that is truly equitable and accommodating, and which incorporates a more feminine viewpoint, taking into account the special set of needs and priorities that a female workforce can bring to the table. "The opinions of Jordan's female employees towards their work and their treatment in the workplace are hugely authoritative tools for revealing the true nature of the business environment from a woman's perspective in the region today," said Rabea Ataya, CEO of Bayt.com.

The results of a survey conducted by Bayt.com indicate that even though women still believe that men have a gender-based advantage, they do not see themselves as helpless victims of the system. The results showed that 60 percent of working women in the Middle East think they are treated equally with men, and another 7 percent feel that they are treated even better than their male counterparts. This is largely due to what seems to be a sense of empowerment, ownership, and control over their workplace destinies and careers—a sense of ownership that comes with professional maturity and with confidence in the system and in their own abilities and aptitudes for growth, learning, flexibility, and change.

One question asked whether women believed that their opportunities in the workplace have improved significantly. For those that answered 'yes', the results were: Bahrain (31 percent); Egypt (24 percent); Jordan (34 percent); Kuwait (27 percent); Tunisia (24 percent); UAE (28 percent); Algeria (25 percent); Lebanon (19 percent); Oman (48 percent); Qatar (28 percent); KSA (27 percent); Syria (24 percent). These results indicate that the Arab female still feels that she is unable to prove herself in the workplace.

Another point of research was about women in senior positions in organizations in the Arab world. The specific question asked to what extent women are in top management positions in the workplace. There was almost a general agreement in response across the region: 22 percent said 'yes to a large extent;' 28 percent answered 'yes to a fair extent;' 27 percent said 'to a small extent;' 20 percent said 'no;' and 5 percent responded with 'don't know/can't say.'

A final relevant piece of information was about compensation packages. In particular, it asked women how their compensation compares with those of male colleagues in a similar position. The results were quite surprising. In Bahrain, 24 percent believe they are paid less and 52 percent say that pay is equal; Kuwait (58 percent less & 28 percent equal); KSA (52 percent less & 29 percent equal); UAE (49 percent less & 36 percent equal); Lebanon (39 percent less & 46 percent equal); Jordan (38 percent less & 44 percent equal) and Qatar (48 percent less & 31 percent equal). We see that there is a discrepancy in responses, and females still have smaller pay checks than males in the Arab world. It seems that gender differences continue to exist in the region.

Sources: Statistics and quotes taken from UNDP Saudi Arabia website, www.undp.org.sa/sa/index.php?option=com_content&view=article&id=23&Itemid=48&lang=ar Arab Human Development Report 2010; Women Rise Up the Ranks in Middle East Workplace, Latest Bayt.com and YouGovSiraj Study Shows," Bayt.com press release, August 2008; and "Women in the Middle East Workplace" survey, July 2008, Bayt.com.

Class Exercise

Questions for class discussion:

1. Ask the students in general whether the women in the Arab world are oppressed?
2. Are the women of the Arab World perceived to be oppressed by the world in general? Is this perception of being oppressed because of their traditional dressing (the hijab (head covering), a full black cloak called an abaya, and a face-veil called niqab)? (The reaction and answers are expected to be mixed.)
3. Why don't we see many women in the top management and highest paid executives in companies?
4. Is there a glass ceiling?

International OB

Cultural Intelligence Is Necessary

A 'people person' can establish relationships with others easily, whether the other person is from their own country or from another country with very different values and traditions. To understand and respect others you need to have 'cultural intelligence' and show 'cultural awareness.' These two attributes are essential if you are to communicate effectively, whether at a personal or a business level. In short, you need to be "culture smart" to succeed.

Cultural intelligence is important because when conducting business with people from different cultures, misunderstandings can often occur, and, as a result, cooperation and productivity may suffer. When it comes to business, organizations must be aware of these cultural differences because the needs and preferences of people change from one society to another.

MasterCard Worldwide realizes that they need to satisfy the needs of their customers from all over the world. To do this, they aim to apply good intercultural management. In 2010 MasterCard appointed a new

head of regional business development for Asia/Pacific, the Middle East, and Africa and a new general manager in the Middle East and Africa. They hoped that these two administrators would bring broad experience and knowledge of cultural differences, enabling the company to maximize both market share and customer loyalty.

Cultural intelligence can be seen as one aspect of overall intelligence, rather like emotional intelligence. It can also be thought of as being one aspect of cognitive ability. What is clear, however, is that being able to interact well with individuals from different cultures is a key asset in today's global business environment.

Source: "Company Bulletin," Executive Magazine , Issue No. 129, April, 2010, p. 24 .

Class Exercise

1. Do you think we now live in a globalised world of business?
2. Do you think our corporate dressing, eating habits, the way we greet each other are increasingly becoming standardised?
3. In that case, is it OK for a man to greet an Arab woman in the Arab world with a handshake or a hug?
4. Divide the class into 2 groups.
5. Ask each group to discuss whether the knowledge of local culture helps in business? How?
6. Write down the views of both the groups on the board.
7. Summarise the growing importance of the knowledge of culture and its impact on success of a business.

Point <> Counterpoint

Point ◀ ▶ Counterpoint

All Human Behavior Is Learned

Point

Human beings are essentially blank sheets that are shaped by their environment. B.F. Skinner, in fact, summarized his belief in the power of the environment to shape behavior when he said, "Give me a child at birth and I can make him into anything you want."

The factors of society that contribute to the power of learned behavior are the role of parents, the importance of education, job training, and the use of rewards.

Counterpoint

On the other hand, even though people can learn and can be influenced by their environment, little attention has been paid to the role that evolution has played in shaping human behavior. Human beings are basically shaped at birth.

All living creatures are 'designed' by specific combinations of genes and many of the characteristics that have helped are emotions, risk avoidance, stereotyping, and competition.

As a result, we find that people in organizational settings often behave in ways that don't appear to be beneficial to themselves or their employers.

Class Exercise

1. Ask students if they believe that people are a product of their environment, experience and upbringing? Or if they think that people are born with some characteristics which shape their behavior? Or is behavior a product of both these combined forces?
2. Divide the class into 3 groups on the basis of their responses.
3. Ask each group to explain the reasons for their belief.
4. Write the responses on the board.
5. Summarize the responses.

Questions for Review

1. **Define ability and the two types—intellectual and physical ability. How are they relevant to OB?**

Answer:

- 1) Intellectual abilities – the abilities needed to perform mental activities
- 2) Physical abilities – the capacity to do tasks demanding stamina, dexterity, strength and similar characteristics

Intellectual or cognitive ability is the capacity to do mental activities such as thinking, reasoning and problem solving. This ability is important since companies need to identify those who have more intelligence so that the person's potential can be maximized in jobs that are more complex. Placing the right person in a challenging position based on his/her cognitive abilities can result in increased productivity for the firm and employee satisfaction.

Physical ability can be important for successfully doing certain jobs.

2. **What are the key biographical characteristics, and why are they relevant to OB?**

Answer:

- 1) Age – Older workers bring experience, judgment, a strong work ethic, and commitment to quality.
- 2) Gender – Few differences between men and women that affect job performance.
- 3) Race – (*the biological heritage used to identify oneself*). Contentious issue: differences exist, but could be more culture-based.
- 4) Tenure – People with job tenure (seniority at a job) are more productive, absent less frequently, have lower turnover, and are more satisfied.

These characteristics are important to OB since corporations are always searching for variables that can impact employee productivity, turnover, deviance, citizenship and satisfaction. Data that is easily defined and available in an employee personnel file can contribute to success in an organization.

3. **What is learning, and what are the major theories of learning?**

Answer:

Learning is any relatively permanent change in behavior that occurs as a result of experience.

The major theories of learning include:

- **Classical Conditioning** – A type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.
- **Operant Conditioning** – A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment.

- **Social-Learning Theory** – People can learn through observation and direct experience.

4. **What is shaping, and how can it be used as a management tool?**

Answer:

-Shaping is a managerial tool that involves *systematically reinforcing each successive step that moves an individual closer to the desired response*.

Managers can use all four methods of shaping behavior to teach employees to behave in ways that are most beneficial to the organization:

- Positive reinforcement – Providing a reward for a desired behavior (learning).
- Negative reinforcement – Removing an unpleasant consequence when the desired behavior occurs (learning).
- Punishment – Applying an undesirable condition to eliminate an undesirable behavior (“unlearning”).
- Extinction – Withholding reinforcement of a behavior to cause its cessation (“unlearning”).

5. **How does culture affect our understanding of intellectual abilities, biographical characteristics, and learning?**

Answer:

There is some cross-cultural research that shows how culture affects our understanding of these topics, however, inconclusive. The following contains information based on the available research:

- **Intellectual Abilities** – Structures and measures of intelligence generalize across cultures.
- **Biographical Characteristics** – Not much evidence on the global relevance of the relationships described in this chapter. Countries do vary dramatically on their biographical composition.
- **Learning** – Again, not much evidence currently exists – we cannot generalize at this point.

6. **What is personality? How do we typically measure it? What factors determine personality?**

Answer:

Personality is the sum total of ways in which an individual reacts and interacts with others, the measurable traits a person exhibits. It is typically measured using self-reporting surveys. Observer-ratings surveys that provide an independent assessment of personality is often better predictors. Personality seems to be the result of both hereditary and environmental factors. Heredity refers to factors determined at conception: physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and bio-rhythms

7. **What is the Myers-Briggs Type Indicator (MBTI), and what does it measure?**

Answer:

The Myers-Briggs Type Indicator (MBTI) is the most widely used instrument in the world to determine personality attributes. Participants are classified on four axes to determine one of 16 possible personality types. It measures – extroverted/introverted; sensing/intuitive; thinking/feeling; and judging/perceiving attributes.

8. **What are the Big Five personality traits, and how do they predict work behavior?**

Answer:

Certain traits have been shown to strongly relate to higher job performance:

For example, highly conscientious people develop more job knowledge, exert greater effort, and have better performance. Other Big Five Traits also have implications for work. Emotional stability is related to job satisfaction. Extroverts tend to be happier in their jobs and have good social skills. Open people are more creative and can be good leaders. Agreeable people are good in social settings.

9. **What are values, why are they important and do they differ across cultures?**

Answer:

Values are basic convictions on how to conduct yourself or how to live your life that is personally or socially preferable – “How To” live life properly. They are important because they provide understanding of the attitudes, motivation, and behavior, they influence our perception of the world around us, they represent interpretations of “right” and “wrong” and they imply that some behaviors or outcomes are preferred over others.

10. **What is the difference between terminal and instrumental values?**

Answer:

The difference between terminal and instrumental values is as follows:

Terminal Values are desirable end-states of existence; the goals that a person would like to achieve during his or her lifetime. **Instrumental Values** are preferable modes of behavior or means of achieving one's terminal values.

Discussion Exercise

Some people believe that older workers become slower at producing and may have more difficulty solving problems or learning new skills. Do you agree or disagree? Does age affect the ability to learn and to adapt to change?

Do some more research about age in the workplace in your country and prepare to discuss it in class.

Purpose

To learn about the impact of age on efficiency, ability to learn, adapt and solve problems.

Time required

30 minutes

Teaching Note:

The exercise could be structured as follows:

1. Divide the class in to groups of 5 or 6 students.
2. Ask each group to read an article explaining the impact of age on their behaviour and abilities. The impact could be positive as well as negative.
3. Ask each group to write on the board the impact of age on a person's efficiency, ability to learn, ability to adapt, and problem solving skills.
4. Find the 3 most common negative impacts and 3 positive impact of age (positive impact could be more knowledge, proficiency in work, experience to solve non routine problems, maturity etc) .
5. Ask the students – Is there any justification for discrimination on the basis of age due to the negative impacts of age?
6. Summarize, concluding with the point that there can be both positive and negative impact of age. However these negative impacts can never be used to justify discrimination on the basis of age.

Ethical Considerations

The global financial crisis of 2008 definitely affected the businesses in the Gulf. The change in the situation of so many prominent companies was welcomed by business journalists since they looked for opportunities to write about details that would shock readers. This aim can conflict with the ethical code that encourages the media to focus on disclosing correct information. Just as the crisis began to become more threatening to the economy, many governments of Arab countries and the GCC issued laws to limit the reactions of the media and to preserve the values that the media should practice. For example, the government of the United Arab Emirates introduced a strict draft law. It listed the consequences that the media would have to face if they went beyond their boundaries by giving damaging or misleading information. Among the many penalties was a high fine that they would have to pay. Since many journalists were unable to afford the fine, the media stopped doing its job.

1. What is your reaction from an ethical standpoint?
2. Why can the media be damaging, and how can (or should) it be controlled?

Source : Paul Cochrane, "The Bubble's Jagged Edge," Executive Magazine, Issue No. 125, December, 2009, p. 40.

Purpose

To learn about the role of government regulations in controlling and monitoring the media and its impact on media and the people in general.

Time required

30 minutes

Teaching Note

These questions can be used as a group Q & A in class, or in conjunction with students' selection of articles on OB topics from the popular press (*Newsweek*, *BusinessWeek*, *ArabianBusiness*, *Forbes*, etc.). Another idea would be to assign the questions as a journal entry or short homework assignment. There will be many different points of view here. The idea is to use these questions to explore the "values" of students in your class.

Critical Analysis

Qatar: A Country with a Vision

Significant changes in recent years have occurred in Qatar. HE Al-Sheikh Hamad Bin Khalifeh II has made significant contributions to the development of the country. In addition, women have become able to use their vision, experiences and professional abilities in the roles of wife, mother, and manager.

A key player at the moment is the wife of the Prince, Al-Sheikha Moza, who has shown herself to be an individual with values. Al-Sheikha Moza works hard to preserve her identity as a wife and mother while she participates in social, cultural and educational activities, and encourages the female population of Qatar to do the same. Al-Shiekha Moza's major concern is quality—quality in everything one does—and she stresses this for both males and females.

Qatari women have also demonstrated their abilities in many professions such as engineering, construction, interior design, pharmacy, medicine, and nutrition. Fifty percent of the investors and dealers of the Doha Stock Exchange are women, and 346 companies in Qatar are owned by businesswomen.

Finally, if we refer to the statistics from the survey given in the earlier 'OB in the News' box, we see that 28 percent of Qatar's female population believes that conditions and opportunities have improved for

them. In addition, 31 percent feel that they have equal compensation to their male coworkers. Given that the overall impression is that the Arab female is not given the opportunity to shine and expose her abilities, these numbers are quite interesting for an Arab country.

Source : “Al-Sheikha Moza: Caused Quality Changes,” Al-Iktissad Wal-Aamal, Arab Business Magazine, Special Issue, May 2010/Year 32, pp. 10–12.

Purpose

To learn that if influence & resources are used in the right direction, can change the course of a country and also to learn how small countries like Qatar can be a model for the rest of the world for empowering women and women enterprise. It also demonstrates the proactive role of a visionary woman in the development of women, without compromising on the traditional roles of women.

Time required

30 minutes

Questions

1. **How does Qatar deal with the issue of gender despite the fact that it is an Arab country?**

Answer: Qatar is willing to change, despite being rooted in its traditions and has gone a long way towards empowering women and addressing gender issues such as enabling more women to reach key professional roles. Qatar has been successful in improving the position of women, in its path of development and progress, although there is still much room for further improvement.

2. **How can we relate what’s happening in Qatar to the learning process?**

Answer: A small country like Qatar could perhaps be a good example, particularly for the Arab world. Fifty percent of the investors and dealers of the Doha Stock Exchange are women, and 346 companies in Qatar are owned by businesswomen. This shows that Qatar is serious and conscious of the contribution and potential of Qatari women.

3. **Describe Sheikha Moza’s personality according to the Big Five Personality Model.**

Answer: According to Big Five Personality Model Sheikha Moza’s personality has most resemblance to the “extraversion” dimension of personality as she is a good leader, performer and emphasizes higher job and life satisfaction.

4. **What risks do you think Al-Sheikha Moza took to implement what she has achieved in Qatar?**

Answer: The main risk was to extend her role as a leader and work towards women’s empowerment which traditionally has not been considered acceptable in the Arab World.

Teaching Note

Student answers will vary, but could include the elements listed below each question.

Research Exercise

Do your own research and find a case or incident that is relevant to the concepts we have discussed in this chapter. However, it should not be from the Arab world, so that you can show similarities and differences with other regions of the world.

Purpose

A comparative study of various issues related to individual behaviour and its impact on work.

Time required

45 minutes

Teaching Note

The exercise could be structured as follows:

1. Divide the class into groups of 5 or 6 students.
2. Ask each group to find one article which mainly refers to any one of the following areas: personality, learning or values. This should be a case from outside the Arab world.
3. Ask each group to summarise their findings along with the differences they observed with the cases in Arab world.

Additional Exercises

Instructor's Choice

Individual Differences in Teams

Ask students to review the "Big Five" model before beginning the exercise.

In groups, ask students to list some behaviors that effective teams practice: for example, they establish a common mission, assess strengths and weaknesses, develop individual goals, secure agreement on a way to achieve goals, develop accountability for individual and group actions, build trust, maintain a mix of skills and personalities, provide training, and create opportunities for successes.

Ask each group to report back to the whole class, and write up a combined list at the front.

Web Exercise



Exploring OB Topics on the World Wide Web

Search Engines are our navigational tool to explore the WWW. Some commonly used search engines are:

www.excite.com
www.google.com

www.maktoob.com
www.yahoo.com

www.hotbot.com
www.looksmart.com

1. Do a WWW search on age discrimination. Choose three sites that each deal with a different aspect of age discrimination. For example: discrimination in High Tech industries, preventing discrimination, AARP's involvement with the issue, etc. Write a one-page paper outlining the key points of the information obtained and how it confirms or disconfirms what we learned about older workers in this chapter.
2. Shaping as a tool for changing behavior and outcome is used in a wide variety of ways. Perform a search on "shaping behavior" or other similar key words and analyze the results. Write a list of all the ways this strategy is used—and who is using it (businesses, occupations, etc.). Bring your list to class to discuss.
3. Visit <http://sun.science.wayne.edu/~wpoff/cor/mem/operschd.html> to learn more about the "Skinner Box" and schedules of reinforcement. While there, click on the other links to learn more about reinforcers, operant conditioning, and a definition of behavior. Then visit <http://www.pigeon.psy.tufts.edu/eam/eam2.htm> for more information on schedules of reinforcement and how it applies to humans and animals.
4. Top executives and tough jobs. Learn more about the skills and abilities managers need, like intelligence, leadership, motivation, etc., to be successful. Visit the About.com site and learn more. Print and bring an article to class for discussion. Try these pages or do your own search on About.com. Be sure to select links that look interesting found in the left frame.
www.psychology.about.com