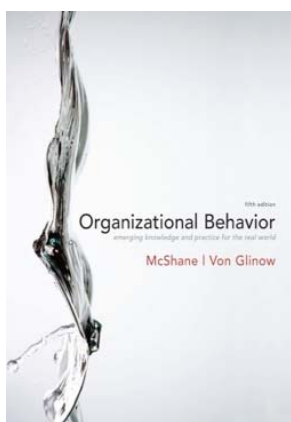


# Instructor's Manual to Accompany

# Organizational Behavior 5/e

*emerging knowledge and practice for the real world*

by Steven L. McShane and Mary Ann von Glinow



## Chapter 2

## Individual Behavior, Personality, and Values

Prepared by:  
Steven L. McShane, University of Western Australia

This Instructor's Manual file is part of the *Instructor's Resource CD-ROM for Organizational Behavior: Emerging Knowledge and Practice for the Real World*, 5th edition

10-digit ISBN: 0073364347

13-digit ISBN: 9780073364346

Published by McGraw-Hill/Irwin, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY, 10020. Copyright © 2010, 2008, 2005, 2003, 2000 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.



**McGraw-Hill  
Irwin**

# 2 Individual Behavior, Personality, and Values

## LEARNING OBJECTIVES

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

1. Describe the four factors that directly influence voluntary individual behavior and performance.
2. Define personality and discuss what determines an individual's personality characteristics.
3. Summarize the "big five" personality traits in the five-factor model and discuss their influence on organizational behavior.
4. Describe self-concept in terms of self-enhancement, self-verification, and self-evaluation.
5. Explain how social identity theory relates to a person's self-concept.
6. Distinguish personal, shared, espoused, and enacted values, and explain why values congruence is important.
7. Summarize five values commonly studied across cultures.
8. Explain how moral intensity, ethical sensitivity, and the situation influence ethical behavior.



## 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 cooperative 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.

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

**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

**locus of control** -- a person's general belief about the amount of control he or she has over personal life events.

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 behavior

Myers-Briggs Type Indicator (MBTI) -- An instrument designed to measure the elements of Jungian personality theory, particularly preferences regarding perceiving and judging information

neuroticism -- a personality dimension describing people with high levels of anxiety, hostility, depression, and self-consciousness

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

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

role perceptions -- the extent to which a person accurately understands the job duties (roles) assigned to or are expected of him or her.

self-concept -- an individual's self-beliefs and self-evaluations

self-efficacy -- a person's belief that he or she has the ability, motivation, correct role perceptions, and favorable situation to complete a task successfully

social identity theory -- A theory that explains self-concept in terms of the person's unique characteristics (personal identity) and membership in various social groups (social identity)

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 SYNOPSIS

Individual behavior is influenced by motivation, ability, role perceptions, and situational factors (MARS). Motivation consists of internal forces that affect the direction, intensity, and persistence of a person's voluntary choice of behavior. Ability includes both the natural aptitudes and learned capabilities required to successfully complete a task. Role perceptions are a person's beliefs about what behaviors are appropriate or necessary in a particular situation. Situational factors are environmental conditions that constrain or facilitate employee behavior and performance.

Personality refers to the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics. Most experts now agree that personality is shaped by both nature and nurture. Most personality traits are represented within the five-factor model, which includes conscientiousness, agreeableness, neuroticism, openness to experience, and extroversion. Another set of traits, measured by the Myers-Briggs Type Indicator, represent how people prefer to perceive and judge information. Conscientiousness and emotional stability (low neuroticism) stand out as the personality traits that best predict individual performance in almost every job group. The other three personality dimensions predict more specific types of employee behavior and performance.

Self-concept refers to an individual's self-beliefs and self-evaluations. It has three structural dimensions: complexity, consistency, and clarity. People are inherently motivated to promote and protect their self-concept (called self-enhancement). At the same time, people are motivated to verify and maintain their existing self-concept (called self-verification).

Self-evaluation, an important aspect of self-concept, consists of self-esteem, self-efficacy, and locus of control. Self-esteem is the extent to which people like, respect, and are satisfied with themselves. Self-efficacy refers to a person's belief that he or she has the ability, motivation, correct role perceptions, and favorable situation to complete a task successfully; general self-efficacy is a perception of one's competence to perform across a variety of situations. Locus of

control is defined as a person's general belief about the amount of control he or she has over personal life events. Self-concept consists of both personality identity and social identity. Social identity theory explains how people define themselves in terms of the groups to which they belong or have an emotional attachment.

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. People arrange values into a hierarchy of preferences, called a value system. Espoused values – what we say and think we use as values – are different from enacted values, which are values evident from our actions. Values have been organized into a circle with ten clusters. Values congruence refers to the similarity of value systems between two entities.

Five values that differ across cultures are individualism, collectivism, power distance, uncertainty avoidance, and achievement-nurturing orientation. Three values that guide ethical conduct are utilitarianism, individual rights, and distributive justice. Three factors that influence ethical conduct are the extent that an issue demands ethical principles (moral intensity), the person's ethical sensitivity to the presence and importance of an ethical dilemma, and situational factors that cause people to deviate from their moral values. Companies improve ethical conduct through a code of ethics, ethics training, ethics hot lines, and the conduct of corporate leaders.



## POWERPOINT® SLIDES

*Organizational Behavior* Fifth Edition includes a complete set of Microsoft PowerPoint® files for each chapter. (Please contact your McGraw-Hill/Irwin 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.)

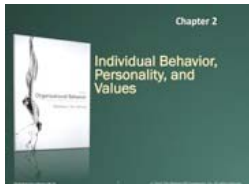


---

## LECTURE OUTLINE

(WITH POWERPOINT® SLIDE THUMBNAILS)

---



### Individual Behavior, Personality, and Values

Individual Behavior,  
Personality, and Values

Slide 1

---



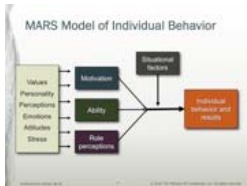
Values, Personality, and Self-Concept at Fairmont hotels & Resorts

Slide 2

## Opening Vignette: Values, Personality, and Self-Concept at Fairmont hotels & Resorts

Fairmont Hotels & Resorts has excelled as North America's largest luxury hotel operator by hiring people such as Yasmeen Youssef with the right values and personality and then nurturing their self-concept.

- According to Carolyn Clark, Fairmont's senior vice-president of human resources, "People want to feel valued and they stay where they feel valued."



MARS Model of Individual Behavior

Slide 3

## MARS Model of Individual Behavior

Individual behavior influenced by motivation, ability, role perceptions, and situational factors (M.A.R.S.)

- Need to understand all four factors to diagnose and change individual behavior



Employee Motivation

Slide 4

## Employee Motivation

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

- direction — directed by goals
- intensity — amount of effort allocated
- persistence — amount of time that effort is exerted



Employee Ability

Slide 5

## Employee Ability

Natural aptitudes and learned capabilities required to successfully complete a task

- Aptitudes — natural talents that help people learn more quickly and perform better
- Learned capabilities — acquired skills and knowledge
- Competencies — abilities, individual values, personality traits and other characteristics of people that lead to superior performance
- Person-job matching — three ways to match people with jobs
  - select qualified people
  - develop employee abilities through training
  - redesign job to fit person's existing abilities



Role Perceptions  
Slide 6

## Role Perceptions

**Beliefs about what behavior is required to achieve the desired results:**

- understanding what tasks to perform
- understanding relative importance of tasks
- understanding preferred behaviors to accomplish tasks

**Clarifying role perceptions**

- Provide information about tasks and priorities
- Provide frequent and meaningful performance feedback.
- Provide training on preferred work processes

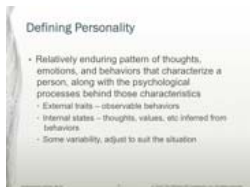


Situational Factors  
Slide 7

## Situational Factors

**Environmental conditions beyond the individual's short-term control that constrain or facilitate behavior**

- time
- people
- budget
- work facilities



Defining Personality  
Slide 8

## Personality in Organizations

### Defining Personality

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

- External traits – observable behaviors
- Internal states – thoughts, values and genetic characteristics inferred from behaviors
- Behavioral tendencies – less apparent where environment constrains behavior

**Behavior patterns reflect underlying stable traits**

**Some variability, adjust to suit the situation**



Nature vs Nurture of Personality

Slide 9

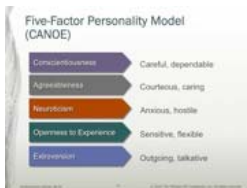
## Nature vs Nurture of Personality

### Influenced by Nature

- Heredity explains about 50 percent of behavioral tendencies and 30 percent of temperament
- Minnesota studies – twins had similar behavior patterns

### Influenced by Nurture

- Socialization, life experiences, learning also affect personality
- Personality isn't stable at birth
- Stabilizes throughout adolescence
- Executive function steers using our self-concept as a guide



Big Five Personality Dimensions (CANOE)

Slide 10

## Five-Factor Model of Personality (CANOE)

(Another acronym is OCEAN)

### Conscientiousness

- careful, dependable and self-disciplined

### Agreeableness (vs. non-compliant/hostile)

- being courteous, good-natured, trusting, empathetic and caring

### Neuroticism (vs. emotional stability) –

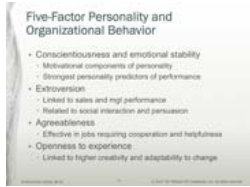
- high levels of anxiety, hostility, depressed, self-conscious

### Openness to experience (vs. resistant to change)

- sensitive, flexible and curious

### Extroversion (vs. introversion)

- outgoing, talkative, sociable and assertive
-



Five-Factor Personality  
& Organizational  
Behavior

Slide 11

## Five Factor Personality & Organizational Behavior

### 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

### Agreeableness

- higher performance in jobs requiring cooperation/helpfulness

### Openness to experience

- predicts creativity and adaptation to change

Personality influences how people cope with stress, and career paths that make them happy.



MBTI at Southwest  
Airlines

Slide 12

## MBTI at Southwest Airlines

Southwest Airlines uses the Myers-Briggs Type Indicator to help staff understand and respect co-workers' different personalities and thinking styles. "You can walk by and see someone's [MBTI type] posted up in their cube," says Elizabeth Bryant, Southwest's leadership development director (shown here).



Jungian Personality  
Theory

Slide 13

## Jungian Personality Theory and Myers-Briggs Type Indicator

- Swiss psychiatrist Carl Jung
- Personality theory identifies preferences for perceiving the environment and obtaining/processing information
- Commonly measured by the Myers-Briggs Type Indicator (MBTI)



Myers-Briggs Type Indicator

Slide 14

## **Myers-Briggs Type Indicator (MBTI) – personality test that measures traits in Jung’s model**

### **Extroversion versus introversion**

- general orientation

### **Sensing versus intuition**

- collecting information through senses versus through intuition, inspiration or subjective sources

### **Thinking versus feeling**

- processing and evaluating information
- using rational logic versus personal values

### **Judging versus perceiving**

- orient themselves to the outer world
- order and structure or flexibility and spontaneity

### **Effectiveness of the MBTI**

- Most widely used personality tests in work settings
- Poor predictor of job performance
- Generally not recommended for employment selection or promotion decisions.



Feeling Valued and Johnson & Johnson

Slide 15

## **Feeling Valued and Johnson & Johnson**

**Johnson & Johnson is one of the most respected employers because it recognizes the value of supporting each employee's self-concept**



Self-Concept Defined

Slide 16

## **Self-Concept: The “I” in Organizational Behavior**

### **Self-Concept Defined**

#### **An individual’s self-beliefs and self-evaluations**

- It is the “Who am I?” and “How do I feel about myself?”

#### **Guides individual decisions and behavior**

---



Three "C's" of Self-Concept  
Slide 17

## Three "C's" of Self-Concept

### Complexity

- People have multiple self-concepts

### Consistency

- Improved well-being when multiple self-concepts call for similar personality traits and values

### Clarity

- Self-concepts are clearly and confidently described, internally consistent, and stable across time.
- Self-concept clarity requires self-concept consistency



Three "Selves" of Self-Concept  
Slide 18

## Three "Selves" of Self-Concept

### Self-enhancement

- Promoting and protecting our positive self-view

### Self-verification

- Affirming our existing self-concept (good and bad elements)

### Self-evaluation

- Evaluating ourselves through self-esteem, self-efficacy, and locus of control

### Social self

- Defining ourselves in terms of group membership



Self-Concept: Self-Enhancement  
Slide 19

## Self-Concept: Self-Enhancement

An innate human drive to promote and protect a positive self-view of being competent, attractive, lucky, ethical, valued

Most evident in situations that are common and are important to us

### People with a positive self-concept

- have better personal adjustment and mental/physical health
- tend to inflate personal causation and probability of success



Self-Concept: Self-Verification

Slide 20

## Self-Concept: Self-Verification

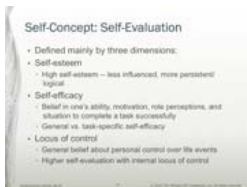
**Motivation to verify and maintain our existing self-concept**

**Stabilizes our self-concept — anchors our thoughts and actions**

**People prefer feedback that is consistent with their self-concept**

**Effects of self-verification**

- We ignore or reject info inconsistent with self-concept
- We interact more with those who affirm/reflect self-concept



Self-Concept: Self-Evaluation

Slide 21

## Self-Concept: Self-Evaluation

**Self-evaluation defined mainly by self-esteem, self-efficacy, and locus of control**

**Self-esteem**

- Global self-evaluation
- High self-esteem — less influenced, more persistent, more logical

**Self-efficacy**

- Belief in one's ability, motivation, role perceptions, and situation to complete a task successfully (i.e. MARS analysis)
- General vs task-specific self-efficacy

**Locus of control**

- General belief about the amount of personal control over life events
- Higher self-evaluation with internal locus of control



The Social Self

Slide 22

## The Social Self

**Personal identity**

- Defining ourselves in terms of things that make us unique in a situation

**Social identity**

- Defining ourselves in terms of groups to which we belong or have an emotional attachment
- We identify with groups that have high status — aids self-enhancement



Values in the Workplace  
Slide 23

## Values in the Workplace

### Values Defined

- Stable, evaluative beliefs that guide our preferences
- Define right or wrong, good or bad
- Defines what we “ought” to do to achieve our needs

### Values are important in OB

- Influence perceptions, decision, leadership behavior and org. citizenship

### Value system — hierarchy of values

#### Espoused vs. enacted values:

- Espoused — the values we say and often think we use
- Enacted — values we actually rely on to guide our decisions and actions



Schwartz's Values Model  
Slide 24

## Schwartz's Values Model

Groups personal values into 10 domains and 2 bipolar dimensions

[NOTE: builds on and corrects problems with the older model of values by Rokeach]

Also applies to organizations, professions, societies, etc



Schwartz's Values Model  
Slide 25

## Schwartz's Values Model

### Openness to change

- motivation to pursue innovative ways
- Includes values of self-direction, stimulation, and hedonism

### Conservation

- motivation to preserve the status quo
- Includes values of conformity, tradition, and security

### Self-enhancement

- motivation to satisfy self-interest
- Includes values of power, achievement, and hedonism

### Self-transcendence

- motivation to promote the welfare of others and nature
  - Includes values of universalism and benevolence
-



Values and Behavior

Slide 26

## Values and Behavior

**Habitual behavior usually consistent with values, but conscious behavior less so because values are abstract constructs**

**Decisions and behaviors linked to values when:**

- Mindful of our values
- Have logical reasons to apply values in that situation
- Situation does not interfere



Values Congruence

Slide 27

## Values Congruence

**Values congruence**

- where two or more entities have similar value systems (e.g. employees and their organization)

**Problems with values incongruence**

- Employee decisions incompatible with organization's goals
- Lower satisfaction and commitment
- Increased stress and turnover

**Benefits of (some) incongruence**

- Better decision making due to diverse values and perspectives
- Conflict that can potentially enhance problem definition
- Too much congruence can undermine creativity, flexibility and business ethics ("corporate cults")

## Other Types of Values Congruence

**Espoused-enacted values congruence**

- It undermines a person's perceived integrity and reduces the trust between coworkers.

**Organization-community values congruence**

- Affects relations in cross-cultural situations



Values Across Cultures:  
Individualism-  
Collectivism

Slide 28

## Values Across Cultures

**Individualism-collectivism**

- Degree that people value duty to their group (collectivism) versus independence and person uniqueness (individualism)
- Previously considered opposites, however, two concepts are now viewed as unrelated — i.e. can value high individualism and high collectivism



Individualism

Slide 29

### Individualists tend to:

- Value personal freedom, self-sufficiency, control over themselves, being appreciated for unique qualities



Collectivism

Slide 30

### Collectivists tend to:

- Identify themselves by group membership
- Value harmonious relationships with their groups
- Located within the conservation range of values (security, tradition and conformity)



Power Distance

Slide 31

### Power Distance

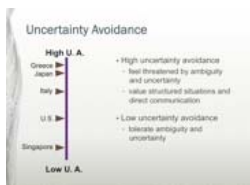
Extent that people accept unequal distribution of power in a society

#### High power distance cultures

- value obedience to authority
- comfortable receiving commands from superiors
- Prefer to resolve conflicts through formal rules and authority

#### Low power distance cultures

- expect relatively equal power sharing
- view relationship with boss as interdependence, not dependence



Uncertainty Avoidance

Slide 32

### Uncertainty Avoidance

#### Low uncertainty avoidance

- tolerate ambiguity and uncertainty

#### High uncertainty avoidance

- feel threatened by ambiguity and uncertainty
- value structured situations and direct communication



Achievement-Nurturing

Slide 33

### Achievement-Nurturing

#### Achievement

- assertiveness, competitiveness, materialism

#### Nurturing

- valuing relationships, others' well-being

## Ethical Values and Behavior

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

---



Three Ethical Principles  
Slide 34

### Three Ethical Principles

#### Utilitarianism

- Seek the greatest good for the greatest number
- Focuses on the consequences of actions – problem: ignores morality of means to end

#### Individual rights principle

- Personal entitlements to act in a certain way e.g. freedom of speech
- Problem of conflicting rights

#### Distributive justice principle

- People who are similar in relevant ways should receive similar benefits and burdens e.g. two employees who contribute equally should receive similar rewards
  - Inequalities are acceptable where they benefit the least well off in society
- 



Influences on Ethical  
Conduct  
Slide 35

### Influences on Ethical Conduct

#### Moral intensity

- degree that issue demands ethical principles

#### Ethical sensitivity

- ability to recognize the presence and determine the relative importance of an ethical issue

#### Situational influences

- competitive pressures and other conditions affect ethical behavior
-



Supporting Ethical Behavior

Slide 36

## **Supporting Ethical Behavior**

### **Ethical code of conduct**

- Establishes standards of behavior
- Problem: Limited effect alone on ethical behavior

### **Ethics training**

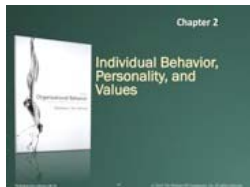
- Awareness and clarification of ethics code
- Practice resolving ethical dilemmas

### **Ethics officers**

- Educate and counsel; hear about wrongdoing

### **Ethical leadership and culture**

- Demonstrate integrity and role model ethical conduct



Individual Behavior, Personality, and Values

Slide 37

## **Individual Behavior, 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 behavior, discuss some of the possible reasons for absenteeism here and how it might be reduced.**

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

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

- 2. As the district manager responsible for six stores in a large electronics retail chain, you have had difficulty with the performance of some sales staff. Although they are initially motivated and generally have good interpersonal skills, many have difficulty with the complex knowledge of the diverse range of store products, ranging from computers to high fidelity sound systems. Describe three strategies you might apply to improve the match between the competencies of new sales staff and the job requirements.**

The textbook describes three strategies to match employee competencies to job requirements. One strategy is to select applicants whose existing competencies best fit the required tasks. This includes comparing each applicant's competencies with the requirements of the job or work unit. Therefore, one answer to this question is to prepare a selection test that identifies applicants who are qualified (i.e. have required competencies).

A second approach is to provide training so employees develop required skills and knowledge. Recent evidence suggests that training has a strong influence on organizational performance. In answering this question, students should specifically note that technical product description training is the most relevant training in this scenario.

The third way to match people with job requirements is to redesign the job so employees are only given tasks within their capabilities. This appears to be an appropriate strategy here because of the diverse product range. Some employees can begin in electronics, while others begin in computers. Over time, employees can develop knowledge in multiple product groups.

- 3. Research has found strong evidence 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 behavior, 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 behavior (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 fulfill 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. An important aspect of self-concept is the idea that almost everyone engages in self-enhancement. What problems tend to occur in organizations as a result of this self-enhancement phenomenon? What can organizational leaders do to make use of a person's inherent drive for self-enhancement?**

Self-enhancement refers to the notion that human beings are inherently motivated to promote and protect a self-view of being competent, attractive, lucky, ethical, valued, etc. The textbook describes one problem with self-enhancement, namely that it can undermine decision making. For example, self-enhancement causes managers to overestimate the probability of success in investment decisions, such as acquiring another company. Students might also infer other problems with self-enhancement, such as perceptual biases (less likely to notice problems), competition with other employees, and morale and motivation problems (not everybody is above average!).

The second question offers an open discussion of strategies to leverage the motivation of self-concept and, in particular, self-enhancement. In other words, how can we make people feel good about themselves at work in ways that motivates them and improves their well-being? One suggestion might be person-job fit - put employees in jobs for which they are qualified and enjoy the type of work activity. Another idea is to focus on the employee's strengths, rather than shortcomings, in performance feedback. Leadership style is a third approach. Great leaders treat every employee as an individual; when they interact with people, they treat that person as the focus of their attention.

- 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.**

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. 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.

- 8. "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.



## CASE STUDY 2-1: SK TELECOM GOES EGALITARIAN IN A HIERARCHICAL SOCIETY

### 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, particularly 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 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 behavior and performance to diagnose the possible causes of the unacceptable behavior.**

**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 part 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.



## CASE STUDY 2-3: THE TROUBLE WITH BUSINESS ETHICS

### Case Synopsis

Business ethics may have risen to the top of most executive agendas, but Wal-Mart Stores has learned that practicing ethics can also present ethical dilemmas. A few months after going through a new employee training session with a heavy emphasis on ethics, Chalace Epley Lowry acted on the guidance to report any activity that seemed the least bit suspicious. Lowry told the company's ethics office about possible insider trading by one of her supervisors. Wal-Mart's investigation concluded that the supervisor had done nothing wrong, but Lowry soon discovered that her identity as the whistleblower had been revealed to the supervisor she accused of wrongdoing. Now Lowry is looking for another job, but there's no guarantee she'll get transferred at Wal-Mart. This *BusinessWeek* case study examines the challenges of supporting ethics hotlines and whistleblowing, and discusses the reasons why employees are reluctant to communicate ethical wrongdoing. Students are asked to read the full-text of this *BusinessWeek* article and to prepare for the discussion questions below.

### Suggested Answers to Case Questions

- 1. In an organization's efforts to maintain ethical standards, how important is it to encourage and support employees who report possible incidents of ethical wrongdoing (i.e. engage in whistleblowing)? Why? What can companies do to support whistleblowers?**

It is VERY important to support whistleblowing. The reasoning is that whistleblowers reveal wrongdoing close to them, so they typically have factual information that is not easily received otherwise. Whistleblowers are often the only means by which serious wrongdoing becomes known to people outside that inner circle, at least until long after the wrongful acts have been committed. It would be useful to have students cite examples where whistleblowers were the primary means of revealing unethical conduct. One well-known example is Enron (Sherron Watkins). Another is Worldcom (Cynthia Cooper).

In answering this question, students should also be aware of the debate about ensuring that whistleblowers follow usual channels of complaint before taking the matter to the public or outside authority. Of course, there are times when the inside channels are not appropriate (e.g. the insiders are engaging in the wrongdoing), but there is also a risk that a company receives damaging publicity from whistleblowing before it has been given the opportunity to solve the problem. But also note that, as in this case, whistleblowing including the practice of informing authorities within the organization.

Companies can support whistleblowers by providing clear guarantees regarding the rights of whistleblowers to have their jobs protected or reasonable severance where continued employment is not possible. Furthermore, companies need to provide a clear route and set of procedures for people to follow so their information is received by people in positions of power who have no affiliation with the wrongdoing. Third, companies need to develop procedures, unlike the example at Wal-Mart -- where whistleblowers remain anonymous to the extent that this anonymity is possible.

**2. What actions are described in this case study that companies have applied to improve ethical standards in their organizations? Are these substantive changes, more mostly symbolic? Why?**

The case study describes how companies have hired chief ethics officers to oversee the development of ethics programs and practices. Companies have also introduced and annually reinforce a code of conduct. The question of whether these are significant or symbolic depends on the organization. Many students will be skeptical that some of these companies take ethical conduct, particularly employee reports of wrongdoing, seriously. The case provides an excellent example of significant application of ethical practices at Boeing, where the Board of Directors concluded that the CEO's amorous behavior was grounds for dismissal.



## CLASS EXERCISE 2-4: TEST YOUR KNOWLEDGE OF PERSONALITY

### Purpose

This exercise is designed to help students to 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 behavior and preferences.

### Instructions (Small Class)

Step 1: The instructor will organize students into teams. Members of each team work together to answer each of these questions relating to the Big Five personality dimensions and various preferences or outcomes.

Step 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

Question 1: Which two Big Five personality dimensions are positively associated with enjoyment of workplace humor?

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

Question 2: Listed below are several jobs. Please check no more than two (2) 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. Furthermore

Question 3: 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.



## TEAM EXERCISE 2-5: 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 2-6: ETHICS DILEMMA VIGNETTES

### Purpose

This exercise is designed to make you 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.

### Case One

An employee who worked for a major food retailer wrote a weblog (blog) and, in one of his writings, complained that his boss wouldn't let him go home when he felt sick and that his district manager refused to promote him because of his dreadlocks. His blog named the employer, but the employee didn't use his real name. Although all blogs are on the Internet, the employee claims that his was low profile and that it didn't show up when doing a Google search of his name or the company. Still, the employer somehow discovered the blog, figured out the employee's real name, and fired him for "speaking ill-will of the company in a public domain."

### Case Two

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 they only work with ink cartridges made in the same region. Ink cartridges purchased in the United States will not work for the same printer model sold in Europe, for example. This "region coding" of ink cartridges does not improve performance. Rather, this action prevents consumers and grey marketers from buying the product at a lower price in another region. The company says this action allows it to maintain stable prices within a region rather than continually changing prices due to currency fluctuations.

### Case Three

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 toward the next version. The company has putting in advanced 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.

### Case Four

Judy Price is a popular talk show radio personality and opinionated commentator on the morning phone-in show of a popular radio station in a large U.S. city. Ms Price is married to John Tremble, an attorney who was recently elected mayor of the city even though he had no previous experience in public office. 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. For example, the radio station manager believes that Ms Price gave minimal attention to an incident in which environmental groups criticized the city for its slow progress on recycling. Ms Price denied that her views are biased and that the incident didn't merit as much attention as other issues that particular week. 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 the most of the script is written 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 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 a few comments about each case.:

**Case One:** This case refers to an employee who worked at Starbucks in Toronto, Canada. Chances are that most students will side with the employee on the grounds that he has freedom of speech. Yet some (or to counterbalance the discussion, the instructor) should comment on the company's right to preserve its reputation by preventing disagreements from being aired publicly. Also, the employee was giving his side of the story without the company's side provided. There is moral intensity here if the employee's story became well known across the internet. It makes claims of employment discrimination, which may prevent some people from applying to Starbucks and may discourage some socially conscious consumers from visiting Starbucks.

**Case Two:** This is also a true case, involving 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.

**Case Three:** 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.

**Case Four:** This case is based on a discrimination case under similar circumstances. 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.



# SELF-ASSESSMENT 2-7: 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

[NOTE: The following information is also provided in Appendix B and/or the online learning center.] Extroversion characterizes people who are outgoing, talkative, sociable, and assertive. It includes several facets, including 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 than to social events.

Scores on this scale 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                        |



## SELF-ASSESSMENT 2-8: WHAT ARE YOUR DOMINANT VALUES?

NOTE: This self-assessment may be completed at the Online Learning Center.

### Purpose

The purpose of this self-assessment to help students estimate their dominant values in Schwartz's Values model.

### Overview and Instructions

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. They are perceptions about what is good or bad, right or wrong. Values influence our choice of goals and the means for achieving those goals. We arrange our personal values into a hierarchy of preferences, called a value system. Each person's unique value system tends to be stable and long lasting because it was developed and reinforced through socialization from parents, religious institutions, friends, personal experiences, and the society in which we live. In this questionnaire students are to ask themselves: "What values are important to ME as guiding principles in MY life, and what values are less important to me?" There are two lists of values in this self-assessment. These values come from different cultures. In the parentheses following each value is an explanation to help students understand its meaning.

### Feedback for Schwartz's Dominant Values Scale

This instrument estimates preferences for a broad range of personal values. These values are grouped into 10 broad domains of values, described below. Scores on each domain potentially range from -1 to +7. However, students are unlikely to have such an extreme score on any domain because the self-assessment asked them to use the extreme responses sparingly. Instead, the results shown in this instrument give students an estimate of their value system. They indicate their relative preference across the broad range of values.

**POWER:** Social status and prestige, control or dominance over people and resources

**ACHIEVEMENT:** Personal success through demonstrating competence according to social standards

**HEDONISM:** Pleasure or sensuous gratification for oneself

**STIMULATION:** Excitement, novelty, and challenge in life

**SELF-DIRECTION:** Independent thought and action -- choosing, creating, exploring

**UNIVERSALISM:** Understanding, appreciation, tolerance, and protection for the welfare of all people and for

**BENEVOLENCE:** Preservation and enhancement of the welfare of people with whom one is in frequent personal contact

**TRADITION:** Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide

**CONFORMITY:** Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms

**SECURITY:** Safety, harmony, and stability of society, of relationships, and of self

| Score    | Interpretation      |
|----------|---------------------|
| +5 to +7 | High importance     |
| +2 to +4 | Moderate importance |
| -1 to +1 | Low importance      |



## SELF-ASSESSMENT 2-9: INDIVIDUALISM-COLLECTIVISM SCALE

NOTE: This self-assessment may be completed at the Online Learning Center.

### Purpose

The objective of this self-assessment is for students to estimate their levels of individualism and collectivism.

### Overview and Instructions

Cross-cultural values have become an important part of organizational life due to globalization and an increasingly multicultural workforce. Organizational behavior researchers have studied several cross-cultural values, but none has had as much attention as the two measured in this self-assessment: individualism and collectivism. At one time, experts thought that these two cross-cultural values were opposites. Now, we understand that they represent separate values that are generally unrelated to each other.

Students are asked to read each of the statements in this instrument and select the response that they believe best indicates how well these statements describe them. This instrument has 16 statements.

### Feedback for the Individualism-Collectivism Scale

Each scale has a potential score ranging from 8 to 40 points. Higher scores indicate that the person has a higher level of each cross-cultural value.

#### Individualism

Individualism refers to how much we value our independence and personal uniqueness. Highly individualist people value personal freedom, self-sufficiency, control over their own lives, and appreciation of their unique qualities that distinguish them from others. The following graph shows the range of individualism in general. However, keep in mind that the average level of individualism is higher in some cultures (such as the United States) than in others.

| Score    | Interpretation         |
|----------|------------------------|
| 31 to 40 | High individualism     |
| 23 to 30 | Moderate individualism |
| 8 to 22  | Low individualism      |

#### Collectivism

Collectivism refers to how much we value our duty to groups to which we belong, and to group harmony. Highly collectivist people define themselves by their group membership and value harmonious relationships within those groups. The following graph shows the range of collectivism in general. However, keep in mind that the average level of collectivism is lower in some cultures (such as the United States) than in others.

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



## SELF-ASSESSMENT 2-10: ESTIMATING YOUR WORK LOCUS OF CONTROL

NOTE: This self-assessment may be completed at the Online Learning Center.

### Purpose

The objective of this self-assessment is for students to estimate their level of work locus of control.

### Overview and Instructions

The Work Locus of Control Scale is designed to assess control beliefs in the workplace. Individuals who feel that they are very much in charge of their own destiny in the workplace have an internal locus of control; those who think that events in their work life are due mainly to fate/luck or powerful others have an external locus of control.

For each statement, students are asked to select the response that best indicates the degree to which they agree or disagree with that statement. This instrument has 16 statements, which concern beliefs about jobs in general. They do not refer only to the person's present job.

### Feedback for the Work Locus of Control Scale

Scores on the scale can range from 16 to 96. Higher scores indicate that you have a higher external work locus of control. Lower scores indicate more of an internal work locus of control. The average score for employees and students in Canada and the United States is 40.

| Score    | Interpretation              |
|----------|-----------------------------|
| 70 to 96 | External locus of control   |
| 43 to 69 | In-between locus of control |
| 16 to 42 | Internal locus of control   |



## SELF-ASSESSMENT 2-11: IDENTIFYING YOUR GENERAL SELF-EFFICACY

NOTE: This self-assessment may be completed at the Online Learning Center.

### Purpose

The purpose of this self-assessment is to help students understand the concept of self-efficacy and to estimate their general self-efficacy.

### Overview

Self-efficacy refers to a person's belief that he or she has the ability, motivation, and resources to complete a task successfully. Self-efficacy is usually conceptualized as a situation-specific belief. You may believe that you can perform a certain task in one situation, but are less confident with that task in another situation. However, there is also evidence that people develop a more general self-efficacy.

### Instructions

Students are asked to read each of the statements and circle the response that best fits their personal belief. This self-assessment is completed alone so that students rate themselves honestly without concerns of social comparison. However, class discussion will focus on the meaning of self-efficacy, how this scale might be applied in organizations, and the limitations of measuring self-efficacy in work settings.

### Comments for Instructors

One issue is where this scale may be applied in organizational settings. It is probably easy to fake the results -- people who want to look good will answer each item so that a high self-efficacy score results. Thus, it is probably inappropriate for employment selection. Instead, students might suggest that this scale may be useful for coaching and career development where employees are more willing to be honest with themselves.

Students can identify several ways to improve self-efficacy. One way is through supportive coaching from leaders and coworkers. Someone with low self-efficacy may develop a stronger "can-do" attitude when his or her supervisor indicates a strong belief in the employee's potential. (This is discussed under the topic of effort-to-performance expectancy in the motivation chapter and self-fulfilling prophecy in the chapter on perceptions.) Feedback may also increase self-efficacy where employees learn that their actions are having a favorable result. For example, knowing that you are serving customers well would increase your self-efficacy regarding this customer service task. The third strategy is to match people with jobs for which they possess the necessary competencies. The more we possess the necessary skills and knowledge, the more confidence we have in performing the task.

Scores on the general self-efficacy scale range from 8 to 40. Higher scores indicate that you have a higher general self-efficacy. The following graph shows the range of scores compared to undergraduate psychology students in the United States (77% female; average age=23).

| Score    | Interpretation     |
|----------|--------------------|
| Above 34 | High self-efficacy |
| 32-34    | Above average      |
| 28-31    | Average            |
| 24-27    | Below average      |
| Below 24 | Low self-efficacy  |