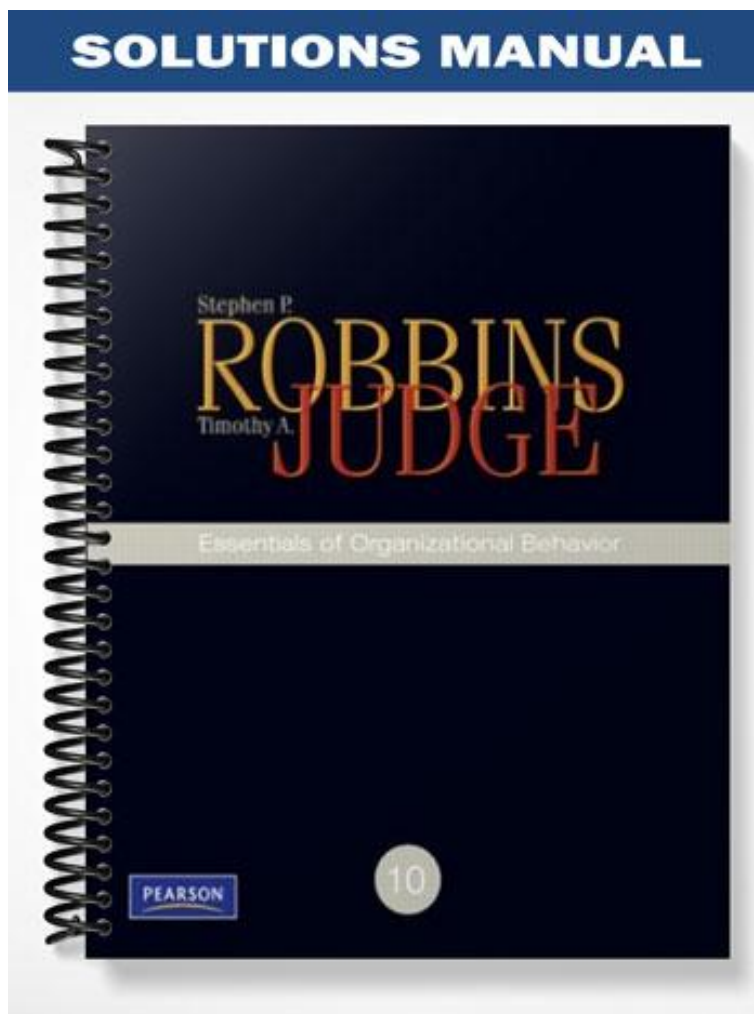


SOLUTIONS MANUAL



Stephen P.

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Essentials of Organizational Behavior

PEARSON

10

Chapter 2: Personality and Values

Chapter Overview

Personality and values are major shapers of behavior. In order for managers to predict behavior, they must know the personalities of those who work for them. The chapter starts out with a review of the research on personality and its relationship to behavior and ends by describing how values shape many of our work-related behaviors.

Chapter Objectives

After studying this chapter, the student should be able to:

1. Define *personality*, describe how it is measured, and explain the factors that determine an individual's personality.
2. Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses.
3. Identify the key traits in the Big Five personality model and demonstrate how the traits are relevant to OB.
4. Define *values*, demonstrate the importance of values, and contrast terminal instrumental values.
5. Compare generational differences in values and identify the dominant values in today's workforce.
6. Identify Hofstede's five value dimensions of national culture.

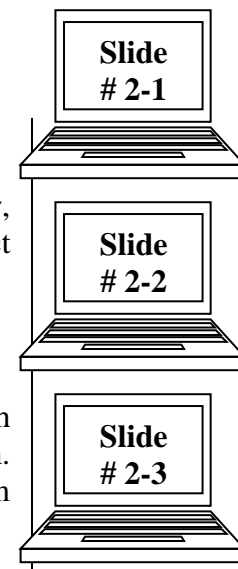
Suggested Lecture Outline

I. INTRODUCTION

Personalities shape behaviors. By learning about personality, managers can increase organizational outcomes and better predict behavior.

II. PERSONALITY

- A. **Personality.** This is a dynamic concept describing the growth and development of a person's whole psychological system. Personality is an aggregate whole that is greater than the sum of its parts.



Personality Defined: *The sum total of ways in which an individual reacts to, and interacts with, others – described in terms of measurable traits that a person exhibits.*

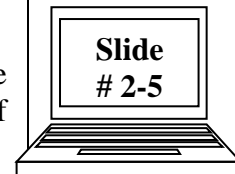
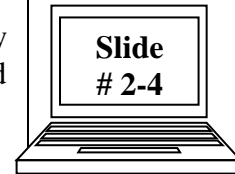
B. Measuring Personality. The ability to measure personality traits to help managers select appropriate employees and better match workers to jobs.

1. The most common means of measuring personality is through *self-reports surveys*:
 - a. Individuals evaluate themselves on a series of factors.
 - b. Potentially inaccurate due to falsehoods, impression management, or the momentary emotional state of the candidate.
2. *Observer-ratings surveys* provide an independent assessment of personality, which may be more accurate.

C. Personality Determinants. Personality appears to be development of both hereditary and environmental factors. Of the two, heredity seems to have the most impact.

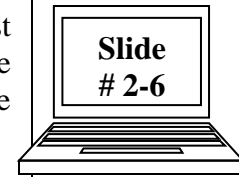
1. *Heredity.* These are factors determined at conception such as physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and biological rhythms. The heredity approach argues that personality determined at the chromosome level.
2. *Twin studies.* Studies of identical twins that were separated at birth indicate that a significant part of the variation turned out to be associated with genetic factors. Genetics appears to be more influential on personality development than parental environment.
3. *Aging and personality.* As people grow older, their personalities do change. However, this change is more in terms of level of ability than it is in changes in the actual ranking of the behavioral traits themselves - which are very stable over time.

D. Personality Traits. Traits are characteristics that describe an individual's behavior that are exhibited in a large number of situations. Two of the dominant frameworks for describing relevant personality traits are the MBTI and the Big Five



Model. Both of these use questionnaires to identify and classify traits.

1. *The Myers-Briggs Type Indicator (MBTI)*. This the most widely used instrument in the world. Respondents are asked a series of situational questions and their answers are categorized on four scales to determine personality type.



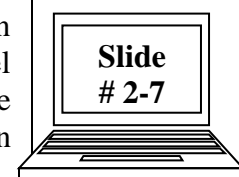
a. Four Classification Scales:

- 1) Extraverted/Introverted (E or I). People scoring higher on the extraverted side of the scale are more outgoing, social and assertive while those on the introvert side are quiet and shy.
- 2) Sensing/Intuitive (S or N). Sensing individuals are practical, enjoy order and are detail oriented. Intuitive people are more “big picture” oriented and rely on “gut” feelings.
- 3) Thinking/Feeling (T or F). This scale is important in decision-making: thinkers use reason and logic while feelers use emotions and their own personal values to make decisions.
- 4) Judging/Perceiving (J or P). Judgers are control-oriented and enjoy structure and order. Perceivers are more flexible and spontaneous.

- b. Sixteen Personality Types: the first letters of the name of the dominant side of each scale (except that N is used for Intuitive) are combined to create a personality type. For instance, ENTJ is a person who is extraverted, intuitive, thinking and judging. This type of person is called “Entrepreneur.”

There are sixteen possible combinations of these four scales. These personality types can be a valuable tool for increasing self-awareness and providing career guidance. Unfortunately, the MBTI has been shown to be unrelated to job performance and should not be used as an employment selection tool.

2. *The Big Five Model*. This model of personality has an impressive body of research that supports it. The model (particularly one factor, conscientiousness) appears to be positively related to job performance and can be used as an employment selection or screening tool.



a. Five Factors:

- 1) Extraversion. Deals with the comfort level with relationships. Like the MBTI, this is contrasted with introversion. Scoring high in this factor means the respondent is more gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet. Extraverts tend to be happy in their jobs but may be impulsive and absent themselves from work to take on some other, more sensational tasks.
- 2) Agreeableness. Measures deference towards others. High scorers are cooperative, warm, and trusting while low scores are cold, disagreeable, and antagonistic. Agreeable workers are less likely to be involved in drugs and excessive drinking.
- 3) Conscientiousness. Measures reliability. High scorers are responsible, organized, dependable, and persistent. Low scorers are easily distracted, disorganized, and unreliable. Not surprisingly, this is the key determinant of job performance and organizational citizenship behavior (OCB) on the Big Five. However, conscientious people also tend not to take risks and may find organizational change difficult to handle.
- 4) Emotional Stability (or Neuroticism – its opposite). Measures ability to handle stress: the more stable a person, the better he (or she) can handle stress. People with high emotional stability tend to become, self-confident, and secure. They often have higher life and job satisfaction. Low emotional stability scorers tend to be nervous, anxious, depressed, and insecure. Yet, surprisingly, low-scoring people make better and faster decisions when in a bad mood than do stable people.
- 5) Openness to Experience. Measures the range of interests and fascination with novelty, a proxy for creativity. People who score low on this factor tend to be conventional and enjoy familiar circumstances. High scorers tend to be creative, curious, and artistically sensitive. People high in this factor deal better with organizational change and are more adaptable.

- b. How do the Big Five traits predict behavior at work? While conscientiousness is a powerful overall measure of the potential value of an employee, the other factors can also be helpful, depending on the performance criteria required by the task (see above and Exhibit 2-1 for discussion).

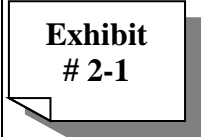


Exhibit
2-1

E. Other Personality Traits Relevant to OB. Other traits beyond the Big Five factors can be relevant in describing a person's personality.



Slide
2-8

1. *Core Self-Evaluation.* This is a measure of the degree to which a person likes or dislikes him- (or her-) self.
 - a. Positive core self-evaluators like themselves and see themselves as being effective, capable, and in charge of their environment. They tend to perform better because they set ambitious goals and persist at achieving them.
 - b. Negative evaluators tend to dislike themselves, question her capabilities, and view themselves as powerless over their environment.
2. *Self-Monitoring.* Describes the ability of people to adjust their behaviors to fit external, situational factors. High self-monitors are very adaptable and sensitive to external cues. People with low self-monitoring tend to have high behavioral consistency while high self-monitors can appear chameleon-like to their co-workers.

High self-monitors tend to get better performance ratings, take leadership positions, are more mobile and take up central positions in their organizations, even though they have less commitment to their organization.

3. *Personality Types.* There are two basic types of personalities in this model.
 - a. Type A. These people are very competitive and have a strong sense of urgency. They work well in moderate-to-high levels of stress. Type As are fast workers who may not be too interested in the quality of their output. They are infrequently creative and often make poor decisions because of their focus on time. This type of individual is highly prized in North America but may not be seen as positively in other societies.

b. Type B. The opposite of Type A people, Type Bs have far less time urgency and less competitive natures.

4. *Proactive Personality*. Individuals with this type of personality tend to identify opportunities, show initiative, take action, and persevere until meaningful change occurs. People with this personality attribute are highly prized by organizations for obvious reasons. They are often leaders or change agents and will challenge the status quo. Proactive people tend to have successful careers but may not be a good match for organizations who do not value change.

III. VALUES

Values are related to personality, but they are not the same as personality. Values deal with beliefs rather than behaviors. Values require judgment.

Values. *Represent basic convictions that 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.*

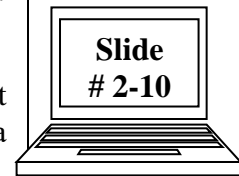
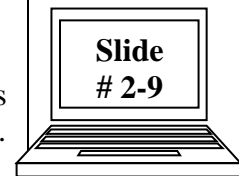
- A. **Attributes of Values.** There are two attributes of values that can be used to rank order an individual's values into a hierarchical value system.

1. *Content*. This is how important the mode of conduct or end-state of existence is to the individual.
2. *Intensity*. This is how important this value is in relation to other values.

- B. **Value System.** The ranking of an individual's values in terms of intensity. This hierarchy defines the relative importance assigned to values. These values tend to be relatively stable and enduring.

- C. **The Importance of Values.** Values lay the foundation for understanding people's attitudes, motivation, and behavior. They influence our perceptions. Values can cloud objectivity and rationality.

- D. **Terminal versus Instrumental Values.** Values can be classified by instruments such as the *Rokeach Value Survey (RVS)*. This instrument consists of two sets of values each with 18 value items. The sets are terminal and instrumental values.



1. *Terminal Values*. Focuses on desirable end-states; goals a person would like to achieve.
2. *Instrumental Values*. Lists preferable modes of behavior or means of achieving terminal values.

Results have shown that people in the same occupations or categories tend to hold similar beliefs. This can explain some of the conflict shown when members of different categories attempt to negotiate with each other over common concerns.

- E. **Generational Values: Contemporary Work Cohorts.** The nature of the society in which the employee grew up also affects values and can be helpful in explaining and predicting behavior. The following are descriptions of the major cohorts of employees in the U.S. workforce.

These cohorts, and the descriptions of them, are intuitive and should not be taken as universal traits. Still, the observations may be useful in describing general trends in the U.S. population. Understanding that an individual's values differ from, but tend to reflect, the societal values of the period in which they grew up can be a valuable aid in predicting behavior.

1. *Veterans/Traditionalists*. Entered workforce during the 1950s through 1960s. They believe in the value of hard work, maintaining the status quo, and respect authority figures. They work hard and are practical. There is a heavy emphasis on the RVS terminal values of a comfortable life and family security.
2. *Boomers (Baby Boomers)*. The largest cohort, these people entered the workforce from 1965 through 1985. Tend to distrust authority and place a great deal of emphasis on achievement and material success. They are hard working pragmatists. RVS terminal values emphasized are sense of accomplishment and social recognition.
3. *Xers (Generation X)*. These employees started from 1985 through 2000. They value flexibility, life options, and job satisfaction. Family and relationships are very important and they are very skeptical people, especially toward authority. They like money but value increased leisure time. Gen Xers are less willing to sacrifice for employers. RVS emphasis is true friendship, happiness, and pleasure.

**Exhibit
2-2**

**Slide
2-13**

**Slide
2-14**

**Exhibit
2-3**

4. *Nexters (Netters, Millennials, Generation Yers, or Generation Nexters)*. Starting in 2000, the most recent cohort has high expectation and expects meaning in their work. Very motivated by money and material possessions, they are at ease with diversity and take technology for granted. Tend to be questioning, socially conscious, and not burial. The Nexters have been described as very needy, but also very productive. High scores in RVS on freedom and a comfortable life.

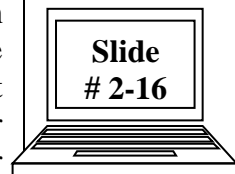
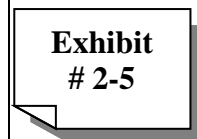
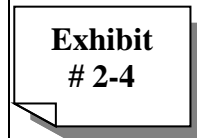
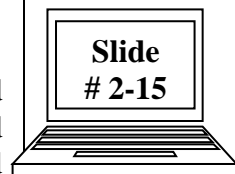
IV. LINKING AN INDIVIDUAL'S PERSONALITY AND VALUES TO THE WORKPLACE

Managers have become concerned with matching *both* the personality and the values of an employee with those of the organization. The hope is to identify workers who are both flexible and committed to the organization.

A. Person-Job Fit

1. *Holland's Personality-Job Fit Theory*. Holland identified six personality types and proposed that job satisfaction and propensity to leave depend on how well the job and personalities are matched (congruency). Social individuals belong in jobs requiring social skills and so on.
2. *Vocational Preference Inventory Questionnaire*. This was the tool Holland used identify congruent occupations.
3. The six personality types (or fields in Holland's terminology) are laid out on a hexagon. Fields that lie adjacent to each other are similar; those diagonally opposite are highly dissimilar. Appropriate jobs for that personality (that is, those jobs that are congruent to the field) are listed either within the field's segment of the hexagon or in a separate document.
4. Holland's theory argues that satisfaction is highest and turnover is lowest when personality and occupation are in agreement.

- B. **Person-Organization Fit**. The understanding that a person must be a good match to the organization itself has become increasingly important to managers. This concept argues that employees are more likely to leave an organization when their personalities do not match the organizational culture rather than when their skills or personalities are a good match with a particular job.



The alignment of an employee's personality and values with an organization's culture is positively related to increased job satisfaction, lower turnover and higher organizational commitment. By testing and selecting based on this concept, managers can increase organizational outcomes. Some general rules, using Big Five terminology are:

1. If the organization's culture is aggressive and team-oriented, hire people high in extraversion.
2. If the organization's culture is supportive, hire people high in agreeableness.
3. If the organization's culture is innovative, hire people high in openness to experience.

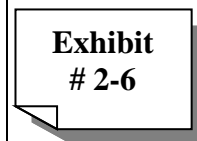
V. GLOBAL IMPLICATIONS

A. **Personality.** Are personality frameworks developed in the US applicable in other cultures?

1. *Big Five Model.* All five personality factors in this model appear in almost all cross-cultural studies across a wide variety of cultures.
2. The primary differences appear to be based on both the emphasis a dimension receives and whether a country is predominantly individualistic or collectivistic. Overall, there is a high amount of agreement, especially among developed nations.

B. **Values.** Because values differ across cultures, an understanding of the differences would be helpful in explaining and predicting behavior of employees from different countries. Two main frameworks can be used to assess cultures.

1. *Hofstede's Framework.* Examines five value dimensions of national culture. While there are many criticisms of this framework, it is one of the most widely read and accepted in OB.
 - a. Power Distance. *The degree to which people accept that power in institutions and organizations is distributed unequally.* High power distance means that great inequities in power and wealth are tolerated. Low power distance cultures stress equality and upward opportunities.

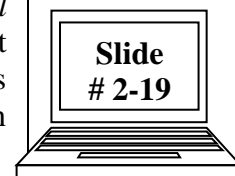


- b. Individualism/Collectivism. *The amount of emphasis placed on the individual as opposed to the group.* Individualism is when people prefer to act as individuals rather than as members of groups and believe in individual rights above all else. Collectivism emphasizes a tight social framework in which people expect group members to look after and protect them.
- c. Masculinity/Femininity. *The value a culture places on traditional gender roles.* Masculine societies have men dominating society, separate roles for men and women, and expressly values achievement, power, and control.. Feminine cultures value equality among the sexes.
- d. Uncertainty Avoidance. *The degree to which people in a culture prefer structured over unstructured situations.* High uncertainty avoidance cultures are anxious over ambiguity and uncertainty: they emphasize law and controls. Low cultures accept a greater variety of opinion and higher levels of risk while relying less on rules: they more readily accept change.
- e. Long-Term/Short-Term Orientation. *Degree of long-term devotion to traditional values.* Long-term cultures are future-oriented and value tradition, thrift, and persistence. Short-term cultures are immediate and accept change more readily.

There are both regional and national differences in culture as measured by this framework. Hofstede's framework is not without its critics, but it is still highly influential.

- 2. The GLOBE (Global Leadership and Organizational Behavior Effectiveness) Framework. A relatively recent and on-going program of research, this framework uses nine dimensions of national culture. It can be seen as an extension of Hofstede's framework.

- a. Assertiveness. *The extent to which people are encouraged to be tough, confrontational, assertive, and competitive.*
- b. Future Orientation. *The extent to which future-oriented behaviors are encouraged and rewarded.* (Equivalent to Hofstede's long-term/short-term orientation.)



- c. Gender Differentiation. *The extent to which society maximizes gender differences.* (Equivalent to Hofstede's masculine/feminine.)
- d. Uncertainty Avoidance. *Reliance on social norms and procedures to remove uncertainty.* (Equivalent to Hofstede's dimension of the same name.)
- e. Power Distance. *The degree to which unequal power is acceptable.* (Equivalent to Hofstede's dimension of the same name.)
- f. Individualism/Collectivism. *The degree to which individuals are encouraged to be integrated into groups.* (Equivalent to Hofstede's dimension of the same name.)
- g. In-Group Collectivism. *Extent to which people take pride in membership in small groups (family, friends, and work organizations).*
- h. Performance Orientation. *The degree to which group members are rewarded for performance improvement and excellence.*
- i. Humane Orientation. *The degree individuals are rewarded for fair, generous, and altruistic behaviors.*

VI. IMPLICATIONS FOR MANAGERS

- A. **Personality.** Managers need to evaluate the job, the work group, and the organization in order to determine what the optimum Big Five personality type would be for a new employee. The MBTI could be helpful in training and development.
- B. **Values.** Values strongly influence attitudes, behaviors and perceptions, so knowing a person's values may help improve prediction of behavior.

Additionally, matching an individual's values to organizational culture can result in positive organizational outcomes.

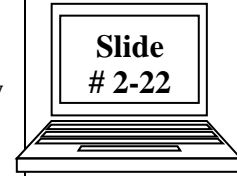
C. **Keep in Mind...**

- 1. *Personality* is the sum total of ways in which individual reacts to, and interacts with, others. It is partially genetic in



origin; yet, personality can easily be measured by various methods including self-report surveys.

2. *Big Five* personality traits are related to many OB criteria and may be useful in helping to explain and predict behavior.
3. *Values* do appear to vary across cultures, but they also vary within cultures.



Discussion Questions

1. Describe the two most common methods of assessing a personality. Which is likely to be the most accurate? Why?

Answer: Most common are the self-reports surveys, where individuals evaluate themselves on a series of factors to determine the personality. A second type is observer-ratings surveys. In these surveys, a neutral party assesses the individual's personality. These observer-ratings surveys tend to be more accurate as they do not lend themselves to falsehoods, impression management activities, or changes due to the emotional state of the observed individual.

2. Describe the Myers-Briggs Type Indicator personality framework. Based on the framework, what would you think was your personality type? Why?

Answer: The MBTI is made up of four classification scales which are combined into sixteen personality types denoted by the initials of the dominant side of each scale (with N for intuitive). The scales are: 1) Extraverted/Introverted. People scoring higher on the extraverted side of the scale are more outgoing, social and assertive while those on the introvert side are quiet and shy. 2) Sensing/Intuitive. Sensing individuals are practical, enjoy order and are detail oriented. Intuitive people are more "big picture" oriented and rely on "gut" feelings. 3) Thinking/Feeling. This scale is important in decision-making: thinkers use reason and logic while feelers use emotions and their own personal values to make decisions. 4) Judging/Perceiving. Judgers are control oriented and enjoy structure and order. Perceivers are more flexible and spontaneous.

Personality answers will vary. Extra credit should be given if students search the web and use a free MBTI program to identify their type.

3. Identify and describe the five traits of the Big Five personality model.

Answer: 1) Extraversion: deals with the comfort level with relationships. Like the MBTI, this is contrasted with introversion. 2) Agreeableness: measures deference. 3) Conscientiousness: measures reliability. 4) Emotional Stability (or Neuroticism – its opposite): measures ability to handle stress. 5) Openness to

Experience: measures the range of interests and fascination with novelty, a proxy for creativity.

4. What are two attributes of values? Why are values important in OB?

Answer: *The two attributes of values are content (how important the mode of conduct or end-state of existence is to the individual) and intensity (how important this value is in relation to other values).*

Value lay the foundation for understanding people's attitudes, motivation, and behavior. They influence our perceptions. Values can cloud objectivity and rationality. It is important to know values so that managers can better predict behavior.

5. Describe the relationship between terminal and instrumental values.

Answer: *These are the two sets of values in the Rokeach Value Survey (RVS). Terminal values are desirable end-states while instrumental values are the preferable modes of behavior or means of achieving those end-states.*

6. Assuming that the average employee's work-life is 50 years, list the dominant values in today's workforce by cohort.

Answer: *All four cohorts should be listed. 1) Veterans/Traditionalists: believe in the value of hard work, maintaining the status quo, and respect authority figures. They work hard and are practical. There is a heavy emphasis on the RVS terminal values of a comfortable life and family security. 2) Baby Boomers who tend to distrust authority and place a great deal of emphasis on achievement and material success. They are hard working pragmatists. RVS terminal values emphasized are sense of accomplishment and social recognition. 3) Generation X who value flexibility, life options, and job satisfaction. Family and relationships are very important and they are very skeptical people, especially toward authority. Like money but value increased leisure time. Less willing to sacrifice for employers. RVS emphasis is true friendship, happiness, and pleasure. 4) Nexters/Generation Y who has high expectations and expects meaning from their work. Very motivated by money and material possessions. Like teamwork but very self-reliant. High scores in RVS on freedom and a comfortable life.*

7. Compare and contrast Hofstede's and GLOBE's national culture frameworks.

Answer: *Hofstede's framework is older and the established standard in the area, GLOBE is a more recent invention. Hofstede has five dimensions while GLOBE has nine, which include Hofstede's five. The dimensions are:*

Hofstede and GLOBE common dimensions: 1) Future Orientation. The extent to which future-oriented behaviors are encouraged and rewarded. (Equivalent to Hofstede's long-term/short-term orientation.) 2) Gender Differentiation. The extent to which society maximizes gender differences. (Equivalent to Hofstede's

masculine/feminine.) 3) Uncertainty Avoidance. Reliance on social norms and procedures to remove uncertainty. 4) Power Distance. The degree to which unequal power is acceptable. 5) Individualism/Collectivism. The degree to which individuals are encouraged to be integrated into groups.

GLOBE dimensions not found in Hofstede: 1) Assertiveness. The extent to which people are encouraged to be tough, confrontational, assertive, and competitive. 2) In-Group Collectivism. Extent to which people take pride in membership in small groups (family, friends, and work organizations). 3) Performance Orientation. The degree to which group members are rewarded for performance improvement and excellence. 4) Humane Orientation. The degree individuals are rewarded for fair, generous, and altruistic behaviors.

Exercises

1. Self-analysis/Web Crawling. Using your favorite search engine, search on the term “Free MBTI” and take one of the “light” versions of the Myers-Briggs Type Indicator. Then search for “Free Big Five” and do the same for the Big Five model. Write a short paper providing your thoughts on the results of these two personality tests.
2. Teamwork. As individuals, search for “Free Holland Career Model Assessment” on the web and take one of the assessments. Get the list of jobs you are most likely to enjoy doing and those you are least likely to enjoy. Bring your results into the team.

As team, find out which team members are currently in jobs (or if they are not working now, were in jobs) that Holland’s assessment indicates they should enjoy and which are in jobs that the assessment says they would not enjoy. Determine:

- a. How accurately does the assessment match your own experiences?
- b. How well do your degree fields match the suggested careers?
- c. What is the group’s opinion of the personality field in which each person was placed? How accurately does it describe each of you?

Compile your results and share them with the class.

3. Analyzing your Organization (Cumulative Project). Select a free web-based version of the MBTI, Big Five, or Holland assessment tool. Take the assessment and ask five of your co-workers and your supervisor to also take the assessment. Have them share the results with you. Based on these results, consider the following questions:
 - a. How good a “match” are you with your co-workers and supervisor in terms of personality?

- b. Does your supervisor have a personality that is a good fit for the leadership position in your particular organization?
- c. What sort of personality should be hired in your organization if a vacancy occurs in your workgroup?

Present your findings as your instructor directs, either as:

- a. A short paper,
- b. A five-minute oral presentation to the class, or
- c. A combination of the two.