SOLUTIONS MANUAL

ORGANIZATIONAL BEHAVIOR 10/E

SCHERMERHORN • HUNT • OSBORN

Chapter 2
CULTURE AND VALUES, PERSONALITY, AND INDIVIDUAL DIFFERENCES

STUDY QUESTIONS

1.	What is culture, and how can we understand cultural differences?
2.	What are value differences among individuals, and why are they important?
3.	What is personality?
4.	How do personalities differ?
5.	How does stress affect people?
6.	What are individual differences, and how are they related to workforce diversity?

OB IN ACTION

Case	Crossing Borders
Experiential Exercises	Prejudice in Our Lives
	Alligator River Story
Self-Assessment	Personal Values

CHAPTER OVERVIEW

This chapter combines the topics of culture, personality, values, stress and diversity. It begins with a definition of culture and how to understand cultural differences. The chapter then discusses values and several different ways researchers have sought to classify values. The difference between terminal and instrumental values is explained and discussed. Six categories of human values and four types of workplace values are described. The nature and components of attitudes are addressed next, with attention being given to workplace attitudes and cognitive dissonance.

Next the chapter covers personalities and how they differ. The "Big Five" personality traits — extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience — are introduced and discussed, as are various social, personal conception, and emotional adjustment traits. The social traits focus on problem-solving styles, whereas the personal conception traits include locus of control, authoritarianism/dogmatism, Machiavellianism, and self-monitoring. The emotional adjustment traits reflect the Type A and Type B orientations.

The chapter then transitions to a discussion of stress and how it affects people. Stress emerges when people experience tensions caused by extraordinary demands, constraints, or opportunities in their jobs. The discussion differentiates between work-related stressors that arise from such things as excessive task demands, interpersonal problems, unclear roles, ethical dilemmas, and career disappointments and non-work stressors that can spill over into the

workplace. Ways to manage stress through prevention such as making adjustments in work and nonwork factors are presented.

The chapter concludes with a discussion of individual differences and diversity, giving attention to workforce diversity; stereotyping; equal employment opportunity; important demographic characteristics in the workforce, including gender, age, able-bodiedness, race and ethnicity; and aptitude and ability. The challenges associated with managing diversity and individual differences are also explored.

CHAPTER OUTLINE

CULTURE AND VALUES
       Values across National Cultures
       Individual Values

PERSONALITY
       What is Personality?
       Personality and Development
       Personality and the Self-Concept

HOW PERSONALITIES DIFFER
       Big Five Personality Traits
       Social Traits
       Personal Conception Traits
       Self-Monitoring
       Emotional Adjustment Traits

PERSONALITY AND STRESS
       Sources of Stress
       Stress and Performance

INDIVIDUAL DIFFERENCES AND DIVERSITY?
       Equal Employment Opportunity
       Demography and Individual Differences
       Aptitude and Ability
       Managing Diversity and Individual Differences

CHAPTER LECTURE NOTES

The chapter opens with a description of the Bei Otto German restaurant in Thailand. The business must span the German culture that calls for a well-organized, tough and orderly business with the easy-going Thai way of business. The differences that the business must deal with illustrate the notions of culture, values, personality, and individual differences.

CULTURE AND VALUES

Culture is the learned, shared way of doing things in a particular society.

Geert Hofstede refers to culture as the "software of the mind."

Since culture is shared among people, it helps to define the boundaries between different groups and affects how their members relate to one another.

Cultural intelligence describes a person's ability to identify, understand, and act with sensitivity and effectiveness in cross-cultural situations.

Values and national cultures

A framework offered by Geert Hofstede helps in understanding how value differences across national cultures can influence human behavior at work.

The five dimensions of national culture in Hofstede's framework are as follows
- *Power distance* is the willingness of a culture to accept status and power differences among its members. It reflects the degree to which people are likely to respect hierarchy and rank in organizations.
- *Uncertainty avoidance* is a cultural tendency toward discomfort with risk and ambiguity. It reflects the degree to which people are likely to prefer structured or unstructured organizational situations.
- *Individualism-collectivism* is the tendency of a culture to emphasize individual versus group interests. It reflects the degree to which people are likely to prefer working as individuals or working together in groups.
- *Masculinity-femininity* is the tendency of a culture to value stereotypical masculine or feminine traits. It reflects the degree to which organizations emphasize competition and assertiveness versus interpersonal sensitivity and concerns for relationships.
- *Long-term/short-term orientation* is the tendency of a culture to emphasize values associated with the future, such as thrift and persistence, versus values that focus largely on the present. It reflects the degree to which people and organizations adopt long-term or short-term performance horizons.

The five dimensions of Hofstede's cultural framework are interrelated; consequently, national cultures may best understood in terms of cluster maps that combine multiple dimensions. *Figure 2.1* from the textbook provides an example of a cluster map for the dimensions of individualism-collectivism and power distance.

Individual Values

Values are broad preferences concerning appropriate courses of action or outcomes. Values reflect a person's sense of right and wrong or what "ought" to be.

Sources of values are parents, friends, teachers, and external reference groups, and all influence individual values. At the national level, cultural value dimensions, such as those identified by Hofstede, tend to influence these sources.

Types of values
- *Terminal values* reflect a person's preferences concerning the "ends" to be achieved. They are the goals an individual would like to achieve during his or her lifetime.
- *Instrumental values* reflect a person's beliefs about the means for achieving desired ends. They represent how you might go about achieving your important end states, depending on the relative importance you attached to the instrumental values.

Figure 2.2 summarizes 18 terminal values and 18 instrumental values.

Allport's six major types of values:
- Theoretical—interest in the discovery of truth through reasoning and systematic
- thinking
- Economic—interest in usefulness and practicality, including the accumulation
- of wealth
- Aesthetic—interest in beauty, form, and artistic harmony
- Social—interest in people and love as a human relationship
- Political—interest in gaining power and influencing other people
- Religious—interest in unity and in understanding the cosmos as a whole

Groups differ in the way they rank order the importance of these values

A more recent values schema, developed by Bruce Maglino and associates, is aimed at people in the workplace:

- Achievement—getting things done and working hard to accomplish difficult
- things in life
- Helping and concern for others—being concerned for other people and with
- helping others
- Honesty—telling the truth and doing what you feel is right
- Fairness—being impartial and doing what is fair for all concerned

Value congruence occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own. When values differ, or are *incongruent,* conflicts over such things as goals and the means to achieve them may result.

Patterns and Trends in Values

Research reveals a movement away from shared values such as duty, honesty, responsibility, and the like, as well as away from valuing economic incentives, organizational loyalty, and work-related identity. The movement is toward valuing meaningful work, pursuit of leisure, and personal identity and self-fulfillment.

The nine most popular values named by managers and human resource professionals as most important to individuals in the workplace were recognition for competence and accomplishments, respect and dignity, personal choice and freedom, involvement at work, pride in one's work, lifestyle quality, financial security, self-development, and health and wellness.

PERSONALITY

Personality represents the overall profile or combination of characteristics that capture the unique nature of a person as that person reacts and interacts with others.

Personality combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels.

An understanding of personality contributes to an understanding of organizational behavior in that predictable relationships are expected between people's personalities and their behaviors.

Personality and development

Figure 2.3 in the textbook shows the two forces — heredity and environment — that act together to determine an individual's personality.

Heredity consists of those factors that are determined at conception, including physical characteristics, gender, and personality factors.

Environment consists of cultural, social, and situational factors.

Heredity sets the limits on just how much personality characteristics can be developed; environment determines development within these limits. There is about a 50-50 heredity environment split.

Cultural values and norms play a substantial role in the development of personality.

Social factors include family life, religion, and many kinds of formal and informal groups.

Situational factors reflect the opportunities or constraints imposed by the context in which one operates.

Developmental approaches are systematic models of ways in which personality develops across time.

Figure 2.4 from the text shows how personality develops over time from immaturity to maturity. Chris Argyris, who developed the immaturity-maturity continuum, believes that many organizations treat mature adults as if they were still immature, which in turn creates many problems in bringing out the best in employees.

LECTURE ENHANCEMENT

Using *Figure 2.4* as a point of reference, have students analyze an organization of their choosing in terms of terms of whether employees are treated as mature or immature individuals. Discuss the implications of this treatment.

Personality and the self-concept

Personality dynamics refer to the ways in which an individual integrates and organizes social traits, values and motives, personal conceptions, and emotional adjustments.

The *self-concept* is the view individuals have of themselves as physical, social, and spiritual or moral beings.

Two aspects of the self-concept are self-esteem and self-efficacy.

Self-esteem is a belief about one's own worth based on an overall self-evaluation.

Self-efficacy is an individual's belief about the likelihood of successfully completing a specific task.

LECTURE ENHANCEMENT

Discuss the following: How could an organization affect an individual's self-concept? Explain the effect of self-esteem and self-efficacy upon individual performance.

HOW PERSONALITIES DIFFER

Big Five personality traits

Personality traits are enduring characteristics describing an individual's behavior.

The Big Five personality dimensions have been distilled from extensive lists of specific personality traits. The *Big Five traits* are the following:
- Extraversion — being outgoing, sociable, assertive.
- Agreeableness — being good-natured, trusting, cooperative.
- Conscientiousness — being responsible, dependable, persistent.
- Emotional stability — being unworried, secure, relaxed.
- Openness to experience — being imaginative, curious, broad-minded.

Social traits

Social traits are surface-level traits that reflect the way a person appears to others when interacting in various social settings.

Problem-solving style, based on the work of Carl Jung, is one important social trait.

Problem-solving style reflects the way a person goes about gathering and evaluating information in solving problems and making decisions.

Information gathering involves getting and organizing data for use. Styles of information-gathering vary from sensation to intuitive.
- Sensation-type individuals prefer routine and order and emphasize well-defined details in gathering information; they would rather work with known facts than look for possibilities.
- Intuitive-type individuals like new problems, dislike routine, and would rather look for possibilities than work with facts.

Evaluation involves making judgments about how to deal with information once it has been collected. Styles of information evaluation vary from an emphasis on feeling to an emphasis on thinking.
- Feeling-type individuals are oriented toward conformity and try to accommodate themselves to other people; they try to avoid problems that may result in disagreements.
- Thinking-type individuals use reason and intellect to deal with problems and downplay emotions.

When the information gathering and information evaluation dimensions are combined, four basic problem-solving styles result: sensation-feeling (SF), intuitive-feeling (IF), sensation-thinking (ST), and intuitive-thinking (IT). *Figure 2.5* from the textbook summarizes these four problem-solving styles.

Problem-solving styles are most frequently measured with the (typically 100-item) Myers-Briggs Type Indicator (MBTI).

Personal conception traits

Personal conception traits represent the way individuals tend to think about their social and physical setting as well as their major benefits and personal orientation concerning a range of issues.

Personal conception traits include locus of control, authoritarianism and dogmatism, Machiavellianism, and self-monitoring.

Locus of control refers to the extent to which a person feels able to control his or her own life.
- *Externals* are more extraverted in their interpersonal relationships and are more oriented toward the world around them.
- *Internals* tend to be more introverted and are more oriented towards their own feelings and ideas.

Figure 2.6 in the textbook describes how internals differ from externals regarding information processing; job satisfaction; performance; self-control, risk, and anxiety; motivation, expectancies, and results; and response to others.

Authoritarianism/dogmatism: Both "authoritarianism" and "dogmatism" deal with the rigidity of a person's beliefs.
- A person high in *authoritarianism* tends to adhere rigidly to conventional values and to obey recognized authority. This person is concerned with toughness and power and opposes the use of subjective feelings.
- An individual high in *dogmatism* sees the world as a threatening place. This person regards legitimate authority as absolute and accepts or rejects others according to how much they agree with accepted authority.

Highly authoritarian individuals are so susceptible to authority that in their eagerness to comply they may behave unethically.

Machiavellianism: The *Machiavellian personality* views and manipulates others purely for personal gain.

- A *high-Mach personality* approaches situations logically and thoughtfully and is even capable of lying to achieve personal goals; is rarely swayed by loyalty, friendships, past promises, or the opinions of others; is skilled at influencing others; tries to exploit loosely structured situations; and performs in a perfunctory manner in highly structured situations.
- A *low-Mach personality* accepts direction imposed by others in loosely structured situations; works hard to do well in highly structured situations; is guided more strongly by ethical considerations; and is less likely to lie or cheat.

Self-monitoring reflects a person's ability to adjust his or her behavior to external or situational (environmental) factors.

- *High self-monitoring individuals* are sensitive to external cues and tend to behave differently in different situations. High self-monitors can present a very different appearance from their true self.
- In contrast, *low self-monitors*, like their low-Mach counterparts, aren't able to disguise their behaviors — "what you see is what you get."

Emotional adjustment traits measure how much an individual experiences emotional distress or displays unacceptable acts. A frequently encountered emotional adjustment trait that is especially important for OB is the Type A/Type B orientation.

Individuals with a *Type A orientation* are characterized by impatience, desire for achievement, and perfectionism.

Individuals with a *Type B orientation* are characterized by as being more easy going and less competitive than Type A.

LECTURE ENHANCEMENT

As an outside assignment, have students write an essay describing themselves in terms of the Big Five personality traits, social traits, personal conception traits, and emotional adjustment traits that were discussed above. Also have them describe how their personality profile (in terms of these various dimensions) seems to influence their behavior.

PERSONALITY AND STRESS

Stress is tension from extraordinary demands, constraints, or opportunities.

Sources of Stress

Stressors are the wide variety of things that cause stress for individuals.

Work stressors can arise from many sources, including excessively high or low task demands, role conflicts or ambiguities, poor interpersonal relations, or career progress that is either to slow or too fast.

Common work stressors include the following:
- Task demands
- Role ambiguities
- Role conflicts
- Ethical dilemmas
- Interpersonal problems
- Career developments
- Physical setting

Life stressors are things that arise in our personal lives to create stress.

The *spillover effect* results when forces in people's personal lives "spillover" to affect them at work.

Life stressors occur as family events (*e.g.*, the birth of a new child), economic difficulties (*e.g.*, the sudden loss of a big investment), and personal affairs (*e.g.*, a separation or divorce).

Stressors also include personal factors such as individual needs, capabilities, and personality.

LECTURE ENHANCEMENT

Ask the students to identify the things that cause stress for them. Treating their role as a student as their work, have them identify the work, nonwork, and personal stressors in their lives.

Stress and performance

Constructive stress, or *eustress*, occurs at moderate levels and prompts increased work effort, stimulates creativity, and encourage greater diligence, thereby having a positive impact on performance.

Destructive stress, or *distress*, is dysfunctional for both the individual and the organization. It occurs as low or high levels of stress.

Job burnout occurs as a loss of interest in and satisfaction with a job due to stressful working conditions.

Extreme reactions to stress include desk rage and workplace rage.

Toxic workplaces exist when too much stress overloads and breaks down a person's physical and mental systems resulting in absenteeism, turnover, errors, accidents, dissatisfaction, reduced performance, unethical behavior, and illness.

Stress and health: Stress can impact a person's health. Health problems associated with stress include heart attack, stroke, hypertension, migraine headache, ulcers, substance abuse, overeating, depression, and muscle aches.

Managers and team leaders should be alert to signs of excessive stress in themselves and their co-workers.

Stress management

Stress prevention involves taking action to keep stress from reaching destructive levels in the first place.

Once stress has reached a destructive point, special techniques of stress management can be implemented.

Stress management begins with the recognition of stress symptoms and continues with actions to maintain a positive performance edge.

Personal wellness involves the pursuit of one's job and career goals with the support of a personal health promotion program.

Employee assistance programs are designed to provide help for employees who are experiencing personal problems and the stress associated with them.

INDIVIDUAL DIFFERENCES AND DIVERSITY

Workforce diversity refers to the presence of individual human characteristics that make people different from one another.

The challenge is how to manage workforce diversity in a way that both respects the individual's unique perspectives and contributions and promotes a shared sense of organization vision and identity.

As workforce diversity increases, the possibility of stereotyping and discrimination increases.

Stereotyping occurs when one thinks of an individual as belonging to a group or category and the characteristics commonly associated with the group or category are assigned to the individual in question.

Demographic characteristics are the background variables (*e.g.*, age and gender) that help shape what a person becomes over time.

Demographic characteristics may serve as the basis of stereotypes.

LECTURE ENHANCEMENT

Have students assume that they are employers who are preparing to hire an individual for an important management position. The two finalists are both females. One is 53 years old, and the other is 25 years old. Instruct the students to identify stereotypes that they might have concerning these two individuals, and the impact of these stereotypes on the hiring decision.

Equal employment opportunity

Equal employment opportunity involves both workplace nondiscrimination and affirmative action.

Employment decisions are nondiscriminatory when there is no intent to exclude or disadvantage legally protected groups.

Affirmative action is a set of remedial actions designed to compensate for proven discrimination or to correct for statistical imbalances in the labor force.

Federal, state and provincial, and local laws, as well as numerous court cases, legally drive affirmative action.

LECTURE ENHANCEMENT

Is there any conflict between equal employment opportunity and affirmative action? Have students debate this question.

Demography and individual differences

Demographic characteristics are the background characteristics that help shape what a person becomes. Demographic characteristics may be thought of in both current terms and historical

terms. Demographic characteristics of special interest from equal employment opportunity and workplace diversity considerations include gender, age, able-bodiedness, race, and ethnicity.

Gender

Men and women show no consistent differences in their problem-solving abilities, analytical skills, competitive drive, motivation, learning ability, or sociability.

Differences in Leader Behaviors: First, women tend to be more democratic and less autocratic than men, but not by much. Second, women tend to engage in more transformational behavior and deliver more rewards for good performance than do men.
Prejudice Against Females: Prejudice toward female leaders can come when conforming to their gender (communal) role would produce a failure to meet requirements of the leader role, and conforming to the leader role would produce a failure to meet requirements of their gender role.
Leadership Prospects: In spite of the prejudice that still exists, the outlook for women's leadership participation is promising.

OB SAVVY 2.1
Tips for Dealing with Male and Female Managers
- Do not assume that male and female managers differ in personal qualities.
- Make sure that policies, practices, and programs minimize gender differences in managers' job experiences.
- Do not assume that management success is more likely for either females or males.
- Recognize that there will be excellent, good, and poor managers within each gender.
- Understand that success requires the best use of human talent, regardless of gender.

LECTURE ENHANCEMENT

Working Woman magazine (see http://www.workingwomanmag.com) is a periodical designed specifically to provide information and resources of interest to women in the workforce. The magazine provides a lot of information that may be of interest to students.

Age

The research findings concerning age are particularly important given the aging of the workforce. People 50 years old and older are expected to increase by 50 percent between 2000 and 2010.

Older workers are more susceptible to being stereotyped as inflexible and undesirable in other ways.

Age discrimination lawsuits are increasingly common in the United States.

Small businesses tend to value older workers for their experience, stability, and low turnover.

More experienced workers, who are usually older, tend to perform well and have low absence rates and relatively low turnover.

Able-bodiedness

Even though recent studies report that disabled workers do their jobs as well, or better than, nondisabled workers, nearly three quarters of severely disabled persons are reported to be unemployed.

Almost 80 percent of those with disabilities say they want to work.

More firms are expected to give serious consideration to hiring disabled workers.

LECTURE ENHANCEMENT

Ask the students to identify stereotypes, and the validity of those stereotypes, that would explain the high rate of unemployment among the disabled.

Racial and ethnic groups

Racial and ethnic groups reflect the broad spectrum of employees of differing ethnicities or races who make up an ever-increasing portion of the new workforce.

Of particular significance in the American workplace is the diversity reflected in an increasing proportion of African Americans, Asian Americans and Hispanic Americans in the workforce.

The potential for stereotypes and discrimination to adversely affect the career opportunities and progress for members of minority groups must be recognized.

Employment decisions based on demographic differences are allowable under Title VII of the Civil Rights Act if they can be justified as bona fide occupational qualifications (BFOQs) reasonable to normal business operations, but race cannot be one of these BFOQs.

Important lessons regarding demographic differences:
- Respect and deal with the needs and concerns of people with different demographics.
- Avoid linking demographics to stereotypes.
- Demography is not a good indicator of individual-job fits.

Aptitude and ability

Aptitude represents a person's capability of learning something.

Ability reflects a person's existing capacity to perform the various tasks needed for a given job and includes both relevant knowledge and skills.

Aptitudes are potential abilities; whereas abilities are the knowledge and skills than an individual currently possesses.

Aptitudes and abilities are important considerations for a manager when initially hiring or selecting candidates for a job.

Managing diversity and individual differences

The concept of managing diversity in organizations emphasizes appreciation of differences in creating a setting where everyone feels valued and accepted.

Progressive organizations undertake programs that are intended to actively address diversity issues and to make diversity an essential component of operating activities.

CHAPTER STUDY GUIDE

What is culture, and how can we understand cultural differences?
- Culture is the learned and shared way of doing things in a society; it represents deeply ingrained influences on the way people from different societies think, behave, and solve problems.
- Hofstede's five national culture dimensions are power distance, individualism–collectivism, uncertainty avoidance, masculinity–femininity, and long-term/short-term orientation.

What are value differences among individuals, and why are they important?
- Values are broad preferences concerning courses of action or outcomes.
- Rokeach divides 18 values into terminal values (preferences concerning ends) and
- instrumental values (preferences concerning means).
- Allport and his associates identify six value categories, ranging from theoretical to religious.
- Maglino and his associates classify values into achievement, helping and concern for others, honesty, and fairness.
- There have been societal changes in value patterns away from economic and organizational loyalty and toward meaningful work and self-fulfillment.

What is personality?
- Personality captures the overall profile, or combination of characteristics, that represents the unique nature of an individual as that individual interacts with others.
- Personality is determined by both heredity and environment; across all personality characteristics, the mix of heredity and environment is about 50–50.

How do personalities differ?
- The Big Five personality traits consist of extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.
- A useful personality framework consists of social traits personal conception traits, emotional adjustment traits, and personality dynamics, where each category represents one or more personality dimensions.

How does stress affect people?
- Stress emerges when people experience tensions caused by extraordinary demands, constraints, or opportunities in their jobs.
- Work-related stressors arise from such things as excessive task demands, interpersonal problems, unclear roles, ethical dilemmas, and career disappointments.

- Non-work stress can spill over to affect people at work; non-work stressors may be traced to family situations, economic difficulties, and personal problems.
- Personal stressors derive from personality type, needs, and values; they can influence how stressful different situations become for different people.
- Stress can be managed by prevention—such as making adjustments in work and nonwork factors; it can also be dealt with through personal wellness—taking steps to maintain a healthy body and mind capable of better withstanding stressful situations.

What are individual differences, and how are they related to workforce diversity?

- Workforce diversity is the mix of gender, race and ethnicity, age, and able-bodiedness in the workforce.
- Workforces in the United States, Canada, and Europe are becoming more diverse, and valuing and managing such diversity is becoming increasingly more important to enhance organizational competitiveness and provide individual development.
- Demographic differences are background characteristics that help shape what a person has become.
- Gender, age, race and ethnicity, and able-bodiedness are particularly important demographic characteristics.
- The use of demographic differences in employment is covered by a series of federal, state/provincial, and local laws outlawing discrimination.
- Demographic differences can be the basis for inappropriate stereotyping that can influence workplace decisions and behaviors.
- Aptitude is a person's capability of learning something.
- Ability is a person's existing capacity to perform the various tasks needed for a given job.
- Aptitudes are potential abilities.
- Both mental and physical aptitudes and abilities are used in matching individuals to organizations and jobs.
- Managing diversity and individual differences involves striving for a match among the firm, specific jobs, and the people recruited, hired, and developed, while recognizing an increasingly diverse workforce.
- Increasing workforce diversity is provided for by equal employment opportunity, through nondiscrimination and affirmative action; ethical considerations; local, national, and global competitive pressures; and a projected changed in the nature of the workforce.
- Once a match between organizational and job requirements and individual characteristics is obtained, it is necessary to manage the increasing diversity in the workforce.
- Firms now use a wide variety of practices in managing workforce diversity: interactive networks, recruitment, education, development, promotion, pay, and assessment among others.

KEY TERMS

Ability: reflects a person's existing capacity to perform the various tasks needed for a given job and includes both relevant knowledge and skills.

Aptitude: represents a person's capability of learning something.

Authoritarianism: a tendency to adhere rigidly to conventional values and to obey recognized authority.

Constructive stress: stimulates creativity, and encourage greater diligence, thereby having a positive impact on performance. It occurs at moderate levels and prompts increased work effort.

Culture: the learned, shared way of doing things in a particular society.

Cultural Intelligence: describes a person's ability to identify, understand, and act with sensitivity and effectiveness in cross-cultural situations.

Demographic characteristics: the background variables (*e.g.*, age, gender) that help shape what a person becomes over time.

Destructive stress: occurs as low or high levels of stress. It is dysfunctional for both the individual and the organization.

Dogmatism: a tendency to regard legitimate authority as absolute and to accept or reject others according to how much they agree with accepted authority

Emotional adjustment traits: measure how much an individual experiences emotional distress or displays unacceptable acts.

Employee assistance programs: designed to provide help for employees who are experiencing personal problems and the stress associated with them.

Individualism-collectivism: the tendency of a culture to emphasize individual versus group interests.

Instrumental values: reflect a person's beliefs about the means for achieving desired ends.

Job burnout: occurs as a loss of interest in and satisfaction with a job due to stressful working conditions.

Life stressors: things that arise in our personal lives to create stress.

Locus of control: the extent to which a person feels able to control his or her own life.

Long-term/short-term orientation: the tendency of a culture to emphasize values associated with the future, such as thrift and persistence, versus values that focus largely on the present.

Machiavellianism: viewing and manipulating others purely for personal gain.

Masculinity-femininity: the tendency of a culture to value stereotypical masculine or feminine traits.

Personality: represents the overall profile or combination of characteristics that capture the unique nature of a person as that person reacts and interacts with others.

Personality dynamics: refer to the ways in which an individual integrates and organizes social traits, values and motives, personal conceptions, and emotional adjustments.

Personal wellness: involves the pursuit of one's job and career goals with the support of a personal health promotion program.

Power distance: the willingness of a culture to accept status and power differences among its members.

Self-concept: the view individuals have of themselves as physical, social, and spiritual or moral beings.

Self-monitoring: reflects a person's ability to adjust his or her behavior to external or situational (environmental) factors.

Social traits: surface-level traits that reflect the way a person appears to others when interacting in various social settings.

Sources of values: parents, friends, teachers, and external reference groups can all influence individual values.

Stereotyping: occurs when one thinks of an individual as belonging to a group or category, and the characteristics commonly associated with the group or category are assigned to the individual in question.

Stress: tension from extraordinary demands, constraints, or opportunities.

Stress management: begins with the recognition of stress symptoms and continues with actions to maintain a positive performance edge.

Stress prevention: involves taking action to keep stress from reaching destructive levels in the first place.

Stressors: the wide variety of things that cause stress for individuals.

Terminal values: reflect a person's preferences concerning the "ends" to be achieved.

Type A orientation: people who are characterized by impatience, desire for achievement, and perfectionism.

Type B orientation: people who are characterized as more easy going and less competitive than Type A individuals.

Uncertainty avoidance: a cultural tendency toward discomfort with risk and ambiguity.

Values: broad preferences concerning appropriate courses of action or outcomes.

Value congruence: occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own.

Workforce diversity: refers to the presence of individual human characteristics that make people different from one another.

Work stressors: arise from many sources, including excessively high or low task demands, role conflicts or ambiguities, poor interpersonal relations, or career progress that is either to slow or too fast.

SPECIAL FEATURES

Leaders on Leadership

Carlos Ghosn, CEO of Nissan, works to integrate the cultures of the different countries in which he lives and works. His background is varied and he believes strongly in setting stretch goals. While his position at Nissan puts him in a rare position, Ghosn is a good example of how international business workers need to become aware of different cultures.

Ethics in OB

Chinese courts are facing a critical shortage of judges as prosecutors indict more and more officials on corruption charges. Many of the best-trained, most experienced judges are retiring or leaving to work in private industry. For those that remain, the work stressors must be high as case loads increase and judges decrease. Discuss with the class how China might engage in stress prevention strategies for its remaining judges.

Mastering Management

This breakout describes a program at Deloitte & Touche USA in which workers are allowed up to a five-year hiatus. The program helps the organization retain female workers. This breakout can be used to guide a class discussion on retaining female workers through their child-bearing years.

Research Insight

A study of military cadets in Finland indicates that leaders who are rated highly by their peers display the bright or "benign" aspects of the trait related to high self-esteem and psychological health while suppressing the dark aspects such as manipulativeness and impression management. The authors recommend that peer evaluations be routinely used for military and possibly other leaders. Discuss with the class how peer evaluations might help leaders to discover their strong and week points.

Group Project

Assign each group a country to research and report back to the class "indicators" of the country's Hofstede dimensions. For example, the Japanese saying "The nail that stands up gets hammered

down" is an indicator of their collectivist culture. One very good source of this type of information is the International Business Center. It's web page offers tips to international business travelers about the attire and etiquette in many countries. The tips are available under links to each country on their web page: http://geert-hofstede.international-business-center.com/.