Human Relations in Organizations Applications and Skill Building 10th edition Lussier Solutions Manual

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PERSONALITY, STRESS, LEARNING, AND PERCEPTION

2

Chapter 2 Changes from 9/e to 10/e

- The entire chapter has been updated with 83 (97%) new references to this new edition. The chapter has 33 more references than the last edition to support the use of evidence based management.
- When the text refers back to the opening case to illustrate the application of the text to the case, it is now identified to stand out making them easier to find.
- There are only minor changes throughout the chapter to improve the content and provide new references to support the continuing use of prior topics.
- The use of the word "we" has been changed in several places to you for a more personal writing style.
- In the Personality section, it now states that employers are visiting social media site to get a feel for job candidates' personalities.
- In the Perception section, projection has been eliminated as a bias.
- In the Developing Positive First Impressions section, it now states that employers are visiting social media site to get a first impression of job candidates, and the importance of a professional presence online.
- All of the Application Situation boxes have been changed.
- The case has been updated.
- AACSB standards have been updated using the 2013 AACSB Business Accreditation Standards, General Skills Areas.

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CHAPTER 2 OUTLINE

I. How Personality, Stress, Intelligence and Learning, Perception, and First Impressions Affect Behavior, Human Relations, and Performance

II. Personality
- A. Personality Development and Classification Methods
- B. Type A, Type B, and Locus of Control
- C. The Big Five Model of Personality
  - 1. Surgency, 2. Agreeableness, 3. Adjustment, 4. Conscientiousness, 5. Open to experience, 6. Crossculture
- D. Using Behavior that Matches the Big Five Personality Types
- E. The Myers-Briggs Type Indicator (MBTI)

III. Stress
- A. What is Stress?
  - 1. The Positive side, 2. Problems associated with too much stress
- B. Causes of Stress
- C. Signs of Stress
- D. Controlling Stress
  - 1. Exercise, 2. Nutrition, 3. Relaxation, 4. Positive thinking, 5. Support systems

IV. Intelligence, Emotional Intelligence, and Learning
- A. Intelligence
- B. Emotional Intelligence
- C. Learning Styles
- D. The Learning Organization

V. Perception
- A. The Nature of Perception
- B. Bias in Perception
  - 1. Stereotypes, 2. Frame of reference, 3. Expectations, 4. Selective exposure, 5. Interest, 6. Projection

VI. Developing Positive First Impressions
- A. The Primacy Effect and the Four-Minute Barrier
- B. Image Projection
  - 1. Appearance, 2. Nonverbal communications, 3. Behavior

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LECTURE OUTLINE PLUS

Power Point: You may use the Power Point supplement to enhance your lectures. Even if your classroom is not equipped to use Power Point, you can review the material on your personal computer to get teaching ideas and to copy the slides. Copies of the slides can be made into overheads.

Work Application (WA): NOTE: All the work application questions appear in the test bank so that you can assess students' ability to apply the concepts to their work world. However, because student answers will vary, there are no answers in the test bank.

I. HOW PERSONALITY, STRESS, INTELLIGENCE, AND LEARNING, PERCEPTION, AND FIRST IMPRESSIONS AFFECT BEHAVIOR, HUMAN RELATIONS, AND PERFORMANCE

This section presents an overview of the chapter topics and how they affect behavior, human relations, and performance.

II. PERSONALITY

KT- Personality (a relatively stable set of traits that aids in explaining and predicting individual behavior).

A. Personality Development and Classification Methods
Our personalities have been developed through our genetics and environment.

We present 4 methods.

B. Type A, Type B and Locus of Control

Type A, Type B Personality. KT- Type A personality (is characterized as fast moving, hard driving, time conscious, competitive, impatient, and preoccupied with work).

Locus of Control. KT- Locus of control (is a continuum between an external and internal belief over who has control over one's destiny)

Self-Assessment Exercise 2-: Your Locus of Control.

C. The Big Five Personality Model of Personality
KT – Big Five (categorizes traits into the dimensions of surgency, agreeableness, adjustment, conscientiousness, and open to experience.)

Self-Assessment Exercise 2-2: Your Big Five Personality Profile

Exhibit 2.1 may be shown as you discuss the Big Five Model of personality.

1. Surgency. The *surgency personality dimension* includes leadership and extraversion traits.

2. Agreeableness**.** Unlike surgency behavior to get ahead of others, the *agreeableness personality dimension* includes traits related to getting along with people.

3. Adjustment. The *adjustment personality dimension* includes traits related to emotional stability.

4. Conscientiousness**.** The *conscientiousness personality dimension* includes traits related to achievement.

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5. Openness to experience. The *openness to experience personality dimension* includes traits related to being willing to change and try new things.

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Learning Outcome 1. Describe the Big Five personality dimensions.

The *surgency personality dimension* includes leadership and extraversion traits. Unlike surgency behavior to get ahead of others, the *agreeableness personality dimension* includes traits related to getting along with people. The *adjustment personality dimension* includes traits related to emotional stability. The *conscientiousness personality dimension* includes traits related to achievement. The *openness to experience personality dimension* includes traits related to being willing to change and try new things.

6. Personality Profiles. *Personality profiles* identify individual stronger and weaker traits.

WA: 1. Describe your Big Five personality profile.

I'm primarily conscientious then surgency, as I like to do a good job and to take charge. I'm also open to experience and well adjusted with moderate agreeableness.

Application Situations
Personality Dimensions AC 2-1

1. B Agreeableness. Juan is being sociable.
2. E Openness to experience. The leader is seeking change.
3. C Adjustment. Ron is being unstable, while Susan is stable.
4. A. Surgency. The leader is using dominance behavior.
5. D Conscientiousness. This is dependable behavior.

LO 2 – Explain the benefits of understanding and identifying personality profiles.

Understanding and identifying personality profiles can help you to understand and predict behavior, human relations, and performance. One can intentionally change behavior to improve human relations and performance when working with different personality types.

WA 2 Select a present or past boss and describe how his or her personality profile affected behavior, human relations, and performance.

SA -My boss had a strong surgency personality. Thus, his behavior was autocratic and employees had to behave as they were told, or else. Human relations were poor because employees did not like the boss. Performance was not as high as it could have been because employees did not like the manager, so they really did not work that hard.

8. The Big Five has universal application across cultures. People around the world have the same five personality dimensions. However, some are valued differently.

C. Using Behavior that Matches the Big Five Personality Types

1. Determine Personality.
2. Match Personality Type

1. Surgency *Extraverts* *Introverts* .

2. Agreeableness *Agreeable* *Disagreeable*

3. Adjustment *Emotionally stable* *Emotionally unstable*

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4. Conscientiousness *Conscientious* *Unconscientious*

5. Open to Experience *Open* *Closed*

D. The Myers Briggs Type Indicator (MBTI)

Self-Assessment Exercise 2-3 Your MBTI Preferences

See Self-Assessment Exercise 2-3 for descriptors of:

1. Extravert vs. Introvert
2. Sensing vs. Intuitive
3. Thinking vs. Feeling
4. Judging vs. Perceiving

III. STRESS

A. What Is Stress?
KT- stress and stressors. Stress in an internal reaction to external stimulus. Stress is not universal, what causes one stress may actually be enjoyable to others. EX. An experienced skydiver enjoys jumping out of planes, while a novice would feel much stress in this situation. One of your classes may cause you stress while the others do not.

1. The Positive Side. Some pressure helps increase performance.

2. Problems Associated With Too Much Stress. Too much stress causes both physical and emotional illness.

B. Causes of Stress. There are four common stressors related to work:

Self-Assessment Exercise 2-4 Your Stress Personality Type—A or B are determined.

1. Personality type. Type A personality behavior tends to cause stress, while Type B behavior does not.

LO 3. Describe your stress personality type. Student answers will vary from Self-Assessment Exercise 2.2 Stress Personality Types. People have a Type A personality; characterized as fast moving, hard driving, time conscious, competitive, impatient, and preoccupation with work; or a Type B personality; the opposite of Type A.

WA 3- What was your stress personality type score and letter? Should you work at changing your personality type? Explain why or why not? Will you change? SA- I scored a 90 Type A. I guess I should let up a bit. I do feel stressed out occasionally. I will not change because I'm successful and the stress isn't that bad.

The other three causes of stress are:
2. Organizational climate.

3. Management behavior.

4. Degree of job satisfaction.

Application Situations

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Stressors AS 2-2

6. D. Job satisfaction. The person is stating satisfaction with the job.
7. A. Personality type. Pushing yourself is a characteristic of type A.
8. C. Management effectiveness. Management seems to be ineffective with micromanaging.
9. A. Personality type. This is a characteristic of type B.
10. B. Organizational climate. Morale is part of organizational climate.

C. Signs of Stress.
KT- burnout. Signs of stress include increased breathing rates and perspiration. Watching the clock and feeling the pressure of deadlines are signs of stress. Too much continued stress can lead to burnout and physical and/or emotional illness.

D. Controlling Stress.
KT- The controlling stress plan. To control stress one should 1. identify stressors, 2. determine their causes and consequences, and 3. plan to eliminate or decrease the stress. Five common ways to eliminate or decrease stress are:

1. Exercise. Aerobic exercise is best.

2. Nutrition. Eat good balanced meals, keep away from salt, sugar, fat, caffeine, alcohol, and drugs as much as possible.

3. Relaxation. Do things you enjoy to relax. Try some of the relaxation exercises in Exhibit 2.2.

Exhibit 2.2 Relaxation Exercises.

4. Positive thinking. Be confident and think positive thoughts.

5. Support system. Have friends you can talk to about your stressors.

LO 4. List causes of stress, and be more effective at controlling stress.

Causes of stress include: personality type, organizational climate, management behavior, and the degree of job satisfaction. We can help control stress through exercise, nutrition, relaxation, positive thinking, and support systems. To control stress one should 1. identify stresses, 2. determine their causes and consequences, and 3. plan to eliminate or decrease the stress.

Exhibit 2.3 Causes of Stress and How to Control Stress,

WA 4- Following the controlling stress plan 1. identify your major stressor, 2. determine its cause and consequences, and 3. develop a plan to eliminate or decrease the stress. Identify each step in your answer.

SA- 1. Taking tests is my major stressor. 2. A major cause is the fact that I tend to wait until the night before the test to study, which causes me to feel pressured. I tend to stay up late and feel poor the next day. 3. In the future I will start to study two or three days before the test. This will allow me to relax more and get more rest the night before the test. I will also do some of those relaxing exercises while taking the test. My neck and shoulders tend to tense up when I take a test, so I'll relax them.

WA 5- Of the five ways to eliminate or decrease stress which do you do best; which needs the most improvement and why? What will you do, if anything, to improve in this area?

SA- I'm on the basketball team so I exercise regularly. My weakness is junk food. In the future I will try to eat more fresh fruit and vegetables rather than candy.

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IV. INTELLIGENCE, EMOTIONAL INTELLIGENCE, AND LEARNING

A. Intelligence
KT- Intelligence. Intelligence results due to our genetics and environment. We have different levels of intelligence, or ability for different tasks.

B. Emotional Intelligence (EI)
EI relates to how we manage emotions at work. EI has five components:

1. self-awareness
2. managing emotions
3. oneself
4. empathy
5. social skills

C. Learning Styles
KT- accommodator, diverger, converger, assimilator.

Exhibit 2-4 Learning Styles may be shown as you discuss the four styles below.

Self-Assessment Exercise 2-5: Your Learning Style

1. Accommodators prefer learning by doing and feelings.
2. Divergers prefer learning by observing and feelings.
3. Convergers prefer learning by doing and thinking.
4. Assimilators prefer learning by observing and thinking.

LO 5. Describe the four learning styles and know which is your preferred learning style.

Accommodates prefer learning by doing and feeling. Diverges prefer learning by observing and feeling. Converges prefer learning by doing and thinking. Assimilators prefer learning by observing and thinking. Student answers will vary

WA 6- What is your preferred learning style? Are the characteristics of the style a good description of you? Explain. Are you flexible in changing styles?

SA- Converger, I definitely prefer learning by doing and thinking. I dislike sitting through lecture courses taking notes. I'm not flexible.

WA 7- Think about the person you work/worked with whom you enjoy/enjoyed working with the most. Identify that person's learning style. Is it the same as yours? What is it that you enjoy about the person?

SA- I enjoy working with Judy the most. Judy is an accommodator and so am I. We get along so well, we share our feelings all the time.

WA 8- Think about the person you work/worked with whom you dislike/disliked working with the most. Identify that person's learning style. Is it the same as yours? What is it that you dislike about the person?

SA- Rick was a jerk. His learning style was diverger and mine is converger. Rick was so slow to take action to get the job done. He slowed me down and it drove me crazy.

Application Situations.
Learning Styles, AS-2.3
11. A. Accommodator. They tend to go by gut feeling rather than rational standard approaches. Accommodators tend to do well in sales.

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12. D. Assimilator. Being impractical is a major con of the extreme assimilator.
13. C. Converger. They are solution oriented and want practical ideas. They tend to be impatient with assimilators.
14. B. Diverger. Slow decision making is the major con of divergers.
15. C. Converger. They enjoy technical jobs and solving problems.

VE 2-1 with BMV-2. Show Video Module 2 while doing Video Exercise Learning Styles, In the IM there are suggestions and questions to use with this video exercise.

SB 2.1- Use "Learning Styles" to help students understand this concept.

D. The Learning Organization.
The learning organization focuses on improving learning and how knowledge is circulated throughout the organization.

V. PERCEPTION

A. The Nature of Perception
KT- perception. We select, organize, and interpret information through our perception process. People's perceptions of the same person, place, or thing can be very different.

B. Bias in Perception
KT- stereotyping. There are five biases in perception:

1. Stereotyping is the process of generalizing behavior of all members of a group.

2. Frame of reference refers to our tendency to see things from a narrow focus that directly affects us.

3. Expectations, we perceive, select, organize, and interpret information as we expect it to appear.

4. Selective exposure, we tend to see and hear what we want to.

5. Interest influences your perception.

WA 9- Give an example of when you and someone else experienced the same situation but perceived it differently. Which of the five biases to perception seems to be the major reason for the difference in perceptions? Explain your answer.

SA- I play softball and often the play at first-base it close. When my team is at bat and the play is real close the people on my team call him safe, while the team in the field call him out. This is due to selective exposure, both teams see what they want to see. It's a good thing we have umpires that are impartial.

Application Situations
Bias in Perception, AS-2.4
16. B. Frame of reference. One's own point of view if called frame of reference.
17. D. Selective exposure. Joan appears to hearing selectively.
18. C. Expectations. George seems to only hear what he expects too.
19. E. Interest. May doesn't seem to be interested in work, but is interested in talking sports.
20. A. Stereotyping. This is an assumption that all blacks like basketball.

Exhibit 2-5 may be shown as a list of biases affecting perception.

LO 6. Describe six biases to perception.

1. Stereotyping is the process of generalizing behavior of all members of a group.
2. Frame of reference refers to our tendency to see things from a narrow focus that directly affects us.

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3. Expectations, we perceive, select, organize, and interpret information as we expect it to appear.
4. Selective exposure, we tend to see and hear what we want to.
5. Interest influences your perception.
6. Projection, using defense mechanisms to justify our behavior.

SB 2.2- Do Personality Perceptions, to help students better understand these concepts. In the IA there is a recommended time for the use of this exercise.

VI. DEVELOPING POSITIVE FIRST IMPRESSIONS

A. The Primacy Effect and Four-Minute Barrier
KT- Primacy effect and four-minute barrier. If our appearance and behavior projects a positive first impression, people will like us and our interactions will be pleasant. However, if our appearance and behavior projects a negative image, human relations will be hurt.

B. Image Projection
KT- Image. The image we project is largely determined by three variables:

1. Appearance. People make judgments about us when they look at us before we can do or say anything. If people do not like our appearance they can decide they don't like us before we can do anything to change their minds.

2. Nonverbal communication. Our facial expressions, eye contact, and handshake can send a positive or negative impression.

3. Behavior. The third image projection is what we do and say. Following the eight guidelines to human relations and the other guidelines throughout the text can help you project a positive first impression.

SB 2.3- Use Skill Building Exercise First Impressions, to help students better understand the image they project and how to project a more positive first impression. Turn to the IA page for ideas on conducting this exercise.

LO 7. Explain the importance of first impressions and how to project a positive image.

We only have up to four minutes to project a positive image. If we present a negative first impression to people our future human relations with them can be hurt.

WA 10- Give an example of when others made a positive and negative first impression on you. Explain the causes (appearance, nonverbal communications, behavior) of their success or failure.

SA- I once had this blind date with this girl. When I met her she had this ugly blue and white polka-dot dress, and her hair was combed straight back. This appearance turned me off. Before I observed her nonverbal communication and behavior I had decided I wasn't going to have a good time.
Once when I went to this library I walked up to the counter and there was an attractive young woman behind the desk, she greeted me with a nice smile and asked if she could help me. My first impression was, "this is a really nice library" before I even found out if the library had the information I wanted.

WA 11- Which area of projecting a positive image (appearance, nonverbal communications, behavior) is your strongest and weakest? Explain you answers. What will you do to project a positive image in the future?

SA- My strongest area is appearance. I always dress and groom neatly. My weakest area is nonverbal communications. When I meet people I tend to tense up a bit and I don't smile and seem as friendly as I really am. In the future I plan to make sure I smile more and am friendly.

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To project a positive first impression we need to present a neat appearance, send positive nonverbal communications, and behave in a manner befitting the occasion.

LEARNING OUTCOME ANSWERS

NOTE: Below are recommended answers to the learning objectives. The learning objectives with answers also appear in the test bank so that you can test students on them as short answer/essay questions.

You may also want to limit the number of learning objectives that you expect students to know for the exams. For example, you could select 2-5 from each chapter that you believe are the most important things that students should know. Assume you have a total of 10 for an exam. You could tell students to know the answers to all 10 and that you will select 3 of them for the exam.

After Completing This Chapter You Should Be Able To:

LO 1. Describe the Big Five personality dimensions.
The *surgency personality dimension* includes leadership and extraversion traits. Unlike surgency behavior to get ahead of others, the *agreeableness personality dimension* includes traits related to getting along with people. The *adjustment personality dimension* includes traits related to emotional stability. The *conscientiousness personality dimension* includes traits related to achievement. The *openness to experience personality dimension* includes traits related to being willing to change and try new things.

LO 2 – Explain the benefits of understanding and identifying personality profiles.
Understanding and identifying personality profiles can help you to understand and predict behavior, human relations, and performance. One can intentionally change behavior to improve human relations and performance when working with different personality types.

LO 3. Describe your stress personality type.
Student answers will vary from Self-Assessment Exercise 2.2 Stress Personality Types. People have a Type A personality; characterized as fast moving, hard driving, time conscious, competitive, impatient, and preoccupation with work; or a Type B personality; the opposite of Type A.

LO 4. List causes of stress, and be more effective at controlling stress.
Causes of stress include: personality type, organizational climate, management behavior, and the degree of job satisfaction. We can help control stress through exercise, nutrition, relaxation, positive thinking, and support systems. To control stress one should 1. identify stresses, 2. determine their causes and consequences, and 3. plan to eliminate or decrease the stress.

LO 5. Describe the four learning styles and know which is your preferred learning style.
Accommodates prefer learning by doing and feeling. Diverges prefer learning by observing and feeling. Converges prefer learning by doing and thinking. Assimilators prefer learning by observing and thinking. Student answers will vary from

LO 6. Describe six biases influencing perception.
1. Stereotyping is the process of generalizing behavior of all members of a group.
2. Frame of reference refers to our tendency to see things from a narrow focus that directly affects us.
3. Expectations - we perceive, select, organize, and interpret information as we expect it to appear.
4. Selective exposure - we tend to see and hear what we want to.
5. Interest influences your perception.
6. Projection - using defense mechanisms to justify our behavior.

LO 7. Explain the importance of first impressions and how to project a positive image.
We only have up to four minutes to project a positive image. If we present a negative first impression to people our future human relations with them can be hurt. To project a positive first impression we need to present a neat appearance, send positive nonverbal communications, and behave in a manner befitting the occasion.

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COMMUNICATION SKILLS

The following critical thinking questions can be used for class discussion and/or as written assignments to develop communication skills. The questions can also be used for exams.

Note: The questions are based on opinions and personal experiences, so there are no correct answers.

1. Which personality traits used by others tend to irritate you? Which personality traits do you tend to use that irritate others? How can you improve your personality?
2. Do you think that the Big Five or the Myers-Briggs Type Indicator is the more effective measure of personality?
3. Which cause of stress do you think is the major contributor to employee stress in organizations? What can organizations do to help eliminate or reduce employee stress?
4. Do you agree that intelligence (general mental ability) is the most valid predictor of job performance? Should organizations give an IQ test and hire based on the results? Why or why not?
5. How do you know if your perception or that of others is the correct interpretation of reality?
6. Is it ethical to judge and stereotype people based on a few seconds or minutes during first impressions? How do your first impressions help and hinder your human relations?

WORK APPLICATION SAMPLE ANSWERS

You may give these student answers below as part of your lecture before, after, or in place of getting student answers. You may have students write out their answers and pass them in to be graded. Another option is to use them on the exams.
All the work application questions appear in the test bank so that you can assess students' ability to apply the concepts to their work world.
You may also want to limit the number of work applications that you expect students to pass in for grading and/or to know for the exams. For example, testing, you could select 2-5 from each chapter that you believe are the most important things that students should be able to apply to their jobs. Assume you have a total of 10 for an exam. You could tell students to have prepared answers to all 10 and that you will select 3 of them for the exam.

WA: 1. Describe your Big Five personality profile.
SA- I'm primarily conscientious then surgency, as I like to do a good job and to take charge. I'm also open to experience and well adjusted with moderate agreeableness.

WA 2 Select a present or past boss and describe how his or her personality profile affected behavior, human relations, and performance.
SA —My boss had a strong surgency personality. Thus, his behavior was autocratic and employees had to behave as they were told, or else. Human relations were poor because employees did not like the boss. Performance was not as high as it could have been because employees did not like the manager, so they really did not work that hard.

WA 3- What was your stress personality type score and letter? Should you work at changing your personality type? Explain why or why not? Will you change?
SA- I scored a 90 Type A. I guess I should let up a bit. I do feel stressed out occasionally. I will not change because I'm successful and the stress isn't that bad.

WA 4- Following the controlling stress plan 1. identify your major stressor, 2. determine its cause and consequences, and 3. develop a plan to eliminate or decrease the stress. Identify each step in your answer.
SA- 1. Taking a test is my major stressor. 2. A major cause is the fact that I tend to wait until the night before the test to study, which causes me to feel pressured. I tend to stay up late and feel poor the next day. 3. In the future I will start to study two or three days before the test. This will allow me to relax more and get more rest the night before the test. I will also do some of those relaxing exercises while taking the test. My neck and shoulders tend to tense up when I take a test, so I'll relax them.

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WA 5- Of the five ways to eliminate or decrease stress, which do you do best; which needs the most improvement and why? What will you do, if anything, to improve in this area?
SA- I'm on the basketball team so I exercise regularly. My weakness is junk food. In the future I will try to eat more fresh fruit and vegetables rather than candy.

WA 6- What is your preferred learning style? Are the characteristics of the style a good description of you? Explain. Are you flexible in changing styles?
SA- Converger, I definitely prefer learning by doing and thinking. I dislike sitting though lecture courses taking notes. I'm not flexible.

WA 7- Think about the person you work/worked with whom you enjoy/enjoyed working with the most. Identify that person's learning style. Is it the same as yours? What is it that you enjoy about the person?
SA- I enjoy working with Judy the most. Judy is an accommodator and so am I. We get along so well, we share our feelings all the time.

WA 8- Think about the person you work/worked with whom you dislike/disliked working with the most. Identify that person's learning style. Is it the same as yours? What is it that you dislike about the person?
SA- Rick was a jerk. His learning style was diverger and mine is converger. Rick was so slow to take action to get the job done. He slowed me done and it drove me crazy

WA 9- Give an example of when you and someone else experienced the same situation but perceived it differently. Which of the five biases to perception seems to be the major reason for the difference in perceptions? Explain your answer.
SA- I play softball and often the play at first-base is close. When my team is at bat and the play is real close the people on my team call him safe, while the team in the field call him out. This is due to selective exposure, both teams see what they want to see. It's a good thing we have umpires that are impartial.

WA 10- Give an example of when others made a positive and negative first impression on you. Explain the causes (appearance, nonverbal communications, behavior) of their success or failure.
SA- I once had this blind date with this girl. When I met her she had this ugly blue and white polka-dot dress, and her hair was combed straight back. This appearance turned me off. Before I observed her nonverbal communication and behavior I had decided I wasn't going to have a good time.
Once when I went to this library I walked up to the counter and there was an attractive young woman behind the desk, she greeted me with a nice smile and asked if she could help me. My first impression was, "this is a really nice library" before I even found out if the library had the information I wanted.

WA 11- Which area of projecting a positive image (appearance, nonverbal communications, behavior) is your strongest and weakest? Explain your answers. What will you do to project a positive image in the future?
SA- My strongest area is appearance. I always dress and groom neatly. My weakest area is nonverbal communications. When I meet people I tend to tense up a bit and I don't smile and seem as friendly as I really am. In the future I plan to make sure I smile more and am friendly.

APPLICATION SITUATION ANSWERS

NOTE: There are multiple choice test questions in the test bank that are similar to the AS in the text to assess application ability.

Personality Dimensions AC 2-1
1. B Agreeableness. Juan is being sociable.
2. E Openness to experience. The leader is seeking change.
3. C Adjustment. Ron is being unstable, while Susan is stable.
4. A. Surgency. The leader is using dominance behavior.
5. D Conscientiousness. This is dependable behavior.

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Stressors AS 2-2
6. D. Job satisfaction. The person is stating satisfaction with the job.
7. A. Personality type. Pushing yourself is a characteristic of type A.
8. C. Management effectiveness. Management seems to be ineffective with micromanaging.
9. A. Personality type. This is a characteristic of type B.
10. B. Organizational climate. Morale is part of organizational climate.

Learning Styles, AS-2.3
11. A. Accommodator. They tend to go by gut feeling rather than rational standard approaches. Accommodators tend to do well in sales.
12. D. Assimilator. Being impractical is a major con of the extreme assimilator.
13. C. Converger. They are solution oriented and want practical ideas. They tend to be impatient with assimilators.
14. B. Diverger. Slow decision making is the major con of divergers.
15. C. Converger. They enjoy technical jobs and solving problems.

Bias in Perception, AS-2.4
16. B. Frame of reference. One's own point of view if called frame of reference.
17. D. Selective exposure. Joan appears to hearing selectively.
18. C. Expectations. George seems to only hear what he expects too.
19. E. Interest. May doesn't seem to be interested in work, but is interested in talking sports.
20. A. Stereotyping. This is an assumption that all blacks like basketball.

CASE—ANSWERS

Mark Cuban: Billionaire Entrepreneur with Unique Personality Traits

1. **Personality *is a relatively stable set of traits that aids in explaining and predicting individual behavior.* What are some of Mark Cuban's traits that can explain his behavior during Maverick games?**
   Mark Cuban is outspoken, aggressive, confident, successful, competitive and determined.

2. **Would you describe Mark Cuban as a Type A or Type B personality type?**
   According to the text, a **Type A personality** is characterized as fast moving, hard driving, time conscious, competitive, impatient, and preoccupied with work. This is very close to describing Mark Cuban. He is a Type A personality.

3. **Why is Mark Cuban described as someone with an internal locus of control?**

   People with an external locus of control (externalizers) believe that they have little control over their performance or destiny. Internalizers believe they are in control and are open to new experiences to improve performance. From early childhood, Mark Cuban is someone who has always believed in himself and is willing to try new things.

4. The Big Five Model of Personality categorizes traits into the dimensions of surgency, agreeableness, adjustment, conscientiousness, and openness to experience. Which of these dimensions are strongest or clearly evident in Mark Cuban's personality?
It would appear from the case that the surgency, conscientiousness and open to experience dimensions are the strongest for Mark Cuban.

5. Is Mark Cuban projecting a positive or negative image with his eccentric behavior during Maverick games?
As mentioned in the text, people's attitudes toward us (our image), are developed by our appearance, nonverbal communications, and behavior. Mark Cuban does not dress like the typical owner. He dresses in jeans and tie-shirt when he attends Maverick games. He can be seen smiling, laughing and shaking hands with fans. His behavior is

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sometimes very confrontational when things don't go his way. The examples cited in the case support this point. Some may perceive from this brief narrative that Mark Cuban is projecting a negative image while others would argue the opposite. Proponents of the former viewpoint may point to the fines and negative publicity from the media to support the view that he is projecting a negative image. Proponents of the latter viewpoint may point to the Maverick's winning record and the large loyal fan base to support the view that he is projecting a positive image.

Cumulative Case Question

6. Mark Cuban has had a lot of disagreements with the NBA Commissioner that have resulted in fines totaling almost a million dollars. Each incident brings a lot of publicity to the team and Cuban himself; most of it negative. Chapter 1 discusses three alternatives for resolving human relations problems - change the other person, change the situation or change yourself. Which approach or combination of approaches will you recommend for Mark Cuban and why?
The better approach is for Mark Cuban to try to change himself. He can change his behavior to be more in line with NBA guidelines. Another approach may be for him to change the situation by not being so close to the action. He can watch the game from the sky box. That way, his blowups are not in front of the cameras. As mentioned in the text, in many human relations situations, your own behavior is the only thing you can control.

CASE EXERCISE AND ROLE-PLAY—There are no answers

OBJECTIVE CASE 2 ANSWERS

Personality Conflict

NOTE: There are no cases in the test bank. However, there are multiple choice test questions in the test bank that are similar to case questions 1-10 to assess application ability.

1. B. Aggressive—passive. Wonda is pushy, he's not.
2. D. Suspicious—trusting. Rich is gullible, she's not.
3. B. External-internal. Rich believes he has no control, while Wonda believes she is in control.
4. A. Internal. Motivation and job satisfaction are characteristics of internals.
5. A. A. These are the characteristics of a type A personality.
6. B. Organizational climate. Cooperation and morale are determinants of organizational climate.
7. D. Assimilator. Logical analysis is characteristic of assimilators.
8. A. Accommodator. Intuition is another word for "gut feelings," which is the way accommodators like to make decisions.
9. C. Expectations. It seems they expected to work with people like themselves. 10. C. Both. Good human relations requires give and take from all parties.
11. As stated in chapter one, when we face human relations problems we have three alternatives—1. change the other person, 2. change the situation, 3. change ourselves. We need to realize the need to change our behavior, if we are going to be skilled at human relations. As in most human relations problems one person is not right and the other wrong, both need to work together to resolve the problems.
12. Carol should get the two of them to realize that both of them will need to make some changes, and get them both to agree to some changes that will help resolve the problems. At this point in the text we want you to understand some of the reasons for behavioral differences and the need for behavioral changes for effective human relations. In chapter 9, we will cover the details of how to resolve conflicts.
Role Play. You may have students role-play being Carol and having a meeting with Rich and Wonda. More detail on how to handle conflicts will be covered in Chapter 8.

VIDEOS

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Hot Seat Videos and Behavior Model Videos are available to be used with this chapter. See separate Instructor Resources Guide for each type of video.

SKILL BUILDING EXERCISE, SB-2.1 IDEAS

Learning Styles

Total time (10-40 minutes)
If you show the video and discuss the effects different learning styles have on a group, just do procedures 1 and 2. Take about 10 minutes to let the class break into groups according to learning styles and to discuss their preferred styles. Ask the class which learning style is the best? Some say theirs and others state the real answer. There is no one best learning style, all have advantages and disadvantages. However, being flexible can help your human relations.
To keep the exercise to 20 minutes do procedures 1-3 plus a conclusion, and application if you have time, if not have them do it after class.
You can probably do this exercise in 30 minutes effectively. To keep the exercise to 30 minutes cut down on some of the times. Procedures 2, 3, and 5 may not take as long as stated below. The conclusion can be shorter and the application done after class.
Below is the recommended approximate time for a 40 minute period.

8:00	Procedure 1	3 minutes	
8:03	"	2	8 "
8:11	"	3	10 "
8:21	"	4	4 "
8:25	"	5	5 "
8:30	"	6	2 "
8:32	Conclusion	5	"
8:37	Application	3	"
8:40			40

Conclusion-- In procedure 5 students should realize that all learning styles make positive contributions and should be included. Generally, mixed groups make better decision because they take advantage of all strengths. We need to be aware of our learning style pros and cons and utilize others input to maximize performance. Or in other words, to be effective in human relations, we must be able to work with people of different learning styles than we have.

Skills Assessment of SB 2-1 (Questions and Answers also in Test Bank)

In the test bank, there are four descriptions of people. Students are asked to identify the learning style of the person by the description. The description is similar to the "Characteristics" of each learning style in the text. The skill assessment is the ability to identify a person's learning style.
If you plan to test student on SB 2-1, you may want to tell them that on the exam you will give them a description of a person's behavior similar to the "Characteristics" statements in the text. Doing video exercise 2-1, which includes showing behavior model video 2, is recommend as it focuses on identifying the four styles at once. The video exercise is more difficult than the exam question descriptions because the exam questions include only one style. The four descriptions are:

1. Following is a description of Chris's behavior. After reading the description, identify the learning style preferred by Chris. Chris is a sales rep for your company. Chris likes to make quick decisions based primarily on input from people without getting a lot of details. One of the things Chris likes about being a sales rep is the freedom to setting the sales schedule and the challenge of trying to close sales. When it comes to training, Chris found that role playing how to make sales was the best approach to increasing sales skills.
Chris's Learning Style is _____
Answer- Accomodator

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2. Following is a description of Chris's behavior. After reading the description, identify the learning style preferred by Chris. Chris is a nurse in your hospital. One of the reasons Chris became a nurse is his concern for helping others. Chris likes to take his time when making decisions and gathers lots of information and seeks out a variety of alternatives. Chris has learned a lot about nursing by watching other nurses, and he uses the techniques he likes on the job. However, Chris is by no means a copier, as he has his own unique style, which is very successful.
Chris's Learning Style is _____
Answer - Diverger

3. Following is a description of Chris's behavior. After reading the description, identify the learning style preferred by Chris. Chris is an accountant at your company. Chris likes the objectivity of the job dealing with numbers and clear logical accounting processes. When people from other departments come to Chris for help, Chris focuses on solving problems and does not spend much time socializing. Although Chris enjoyed college, Chris believes you really learn about accounting when you get on the job and run the real numbers.
Chris's Learning Style is _____
Answer - Converger

4. Following is a description of Chris's behavior. After reading the description, identify the learning style preferred by Chris. Chris is a marketing researcher for your company. Chris enjoys marketing research because it is fun to gather data from a variety of sources and put it all together to make decisions about how to sell products. Chris always follows the scientific process when conducting research. Chris believes that questionnaires are useful, but actually getting into stores and watching people select products is more valuable information.
Chris's Learning Style is _____
Answer – Assimilator

SKILL-BUILDING EXERCISE 2-2 IDEAS

Personality Perception

Total time (15-30 minutes)

To keep the exercise to 20 minutes use groups of two and skip procedure 5. If your students need more time than 5 minutes, you can extend the time. After 5 minutes of procedure 3 ask if the class needs more time and give it to them if they do.

Recommended Approximate Time for a 25-minute period:

8:00	Procedure 1	3 minutes
8:03	Procedure 2	5 minutes
8:08	Procedure 3	5 "
8:13	Procedure 4	5 "
8:18	Procedure 5	5 "
8:23	Conclusion	1 "
8:24	Application	1 "
8:25	Done	

Testing on Skill-Building Exercise 2-2

Rather than write examples of personality types, I suggest using Work Application number 1 and or 2 as a skill building question (WA 1. Describe your Big Five Personality profile. WA 2. Select a present or past boss and describe how his or her personality profile affected behavior, human relations, and performance in your department.)

There is no one correct answer. Grade based on, did the student list each of the Big Five dimensions? Are the traits and behavior listed for each correct for that dimension?

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SKILL BUILDING EXERCISE, SB-2.3 IDEAS

First Impressions

Total time (15-45 minutes)
Select a time limit and option:
15 minutes.
Recommended approximate time for a 15 minute period.
8:00 Procedure 1 3 minutes
8:03 " 2 4 minutes exactly
8:07 " 3 8 "
20 minutes.
Add a conclusion, application, and/or sharing to the 15 minute period.

30 minutes.
Do the exercise twice. Have students form new partners.

45 minutes.
Same as 30 minutes but add a conclusion, application, and/or sharing.
Skills Assessment of SB 2-3 (No questions in Test Bank)

There are no questions in the test bank based on this exercise because first impressions are based on behavior and image projection. Written descriptions of first impressions are not reliable measures of skill at projecting a positive first impression.

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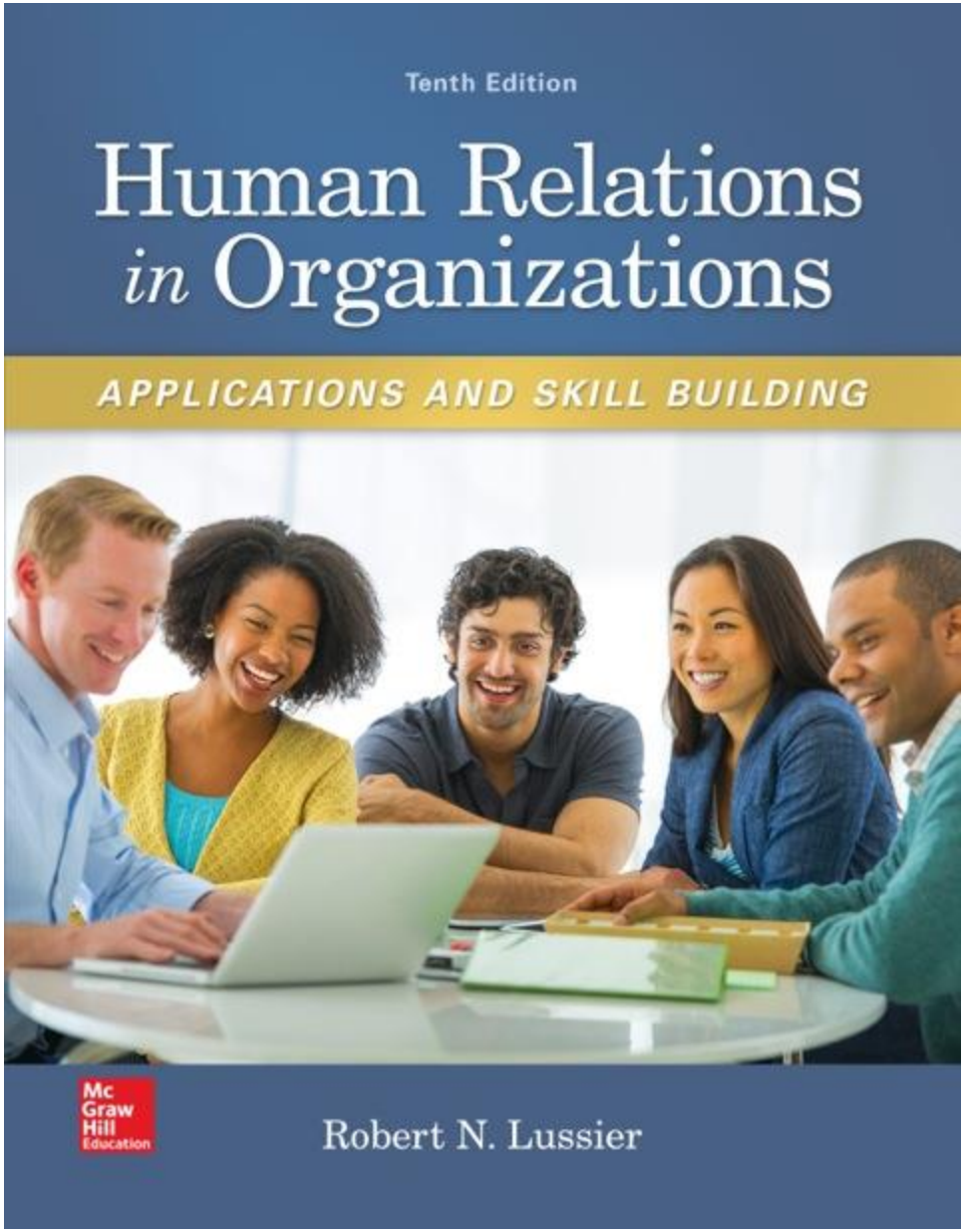

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Chapter - 2

Personality, Stress, Learning, And Perception

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In This Chapter…

- The Big Five Personality Dimensions
- Benefits of understanding and personality profiles
- Your stress personality type
- Causes of stress & ways to be more effective at controlling it
- The four learning styles – and your preferred style
- Five biases that affect perceptions
- Importance of first impressions & how to project a positive image

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How Do The Elements In This Chapter Affect The Topic Of Human Relations?

- **PERSONALITY**
  - affects moods & influences behavior
  - a good predictor of job & life performance
- **STRESS**
  - personality also affects levels of stress
  - too much stress has negative consequences in all aspects of life
- **INTELLIGENCE**
  - also related to personality & learning styles
  - another good predictor of success
- **PERCEPTION**
  - both personality & intelligence influence how you perceive others around you
  - affects your first impressions

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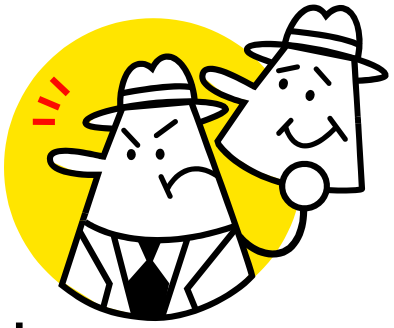
WHO ARE YOU?



- Your behavior is the overall product of how you perceive the world you live in and affects human interactions and performance levels
- Your IN***TRA***PERSONAL skills are the foundation of everything you experience in your life
- Take a minute and reflect on "who you are"
  - Write a short statement that can be shared with the class that describes who you are in the terms of your ***personality***.

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PERSONALITY

- **Is a relatively stable set of *traits* that aids in explaining and predicting individual behavior**
- It is your total mental makeup
- We are all individuals with unique qualities – but we are all similar in many ways
- Traits are common specific characteristics that identify the similarities we share
- Who you are is the sum of genetics and life experiences
- Some are very stable and others can be changed or improved with effort

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METHODS OF CLASSIFYING

- There are many … we will look at:

- **TWO DIMENSIONAL METHODS:**
  - **TYPE 'A' & 'B' PERSONALITIES**
  - **LOCUS OF CONTROL**
- **BIG-FIVE MODEL**
- **MYERS-BRIGGS TYPE INDICATOR**

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TWO-DIMENSIONAL MODELS

- **TYPE "A" PERSONALITY**
  - Fast moving, hard driving, time conscious, competitive, impatient, and preoccupied with work
  - A heart attack looking for a place to happen!

- **TYPE "B" PERSONALITY**
  - Total opposite of "A" types
  - Easy-going – laid back

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Locus of CONTROL

- Complete self-assessment exercise 2-1
  - P-31
- Use a sheet of paper unless you plan to keep your text

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LOCUS OF CONTROL

- Is a continuum representing your belief as to whether *EXTERNAL* or *INTERNAL* forces control your destiny
  - ***EXTERNALIZERS*** = believe they have little or no control of their lives and are closed to new experiences
  - Believe that fate - chance – luck – other people – environment – situation – whatever - determine their lot in life – "victim" mentality
  - Give up easy when faced with challenges
  - More likely to be unhappy – unsuccessful
  - Externalizing can be improved with awareness and practicing methods of taking control in your life
  - ***INTERNALIZERS*** = believe they are in control and are open to new ideas – make their own destiny – happier at work & more successful in life overall
- scoring your assessment
  - LOWER #'S = MORE EXTERNALIZED
  - HIGHER #'S = MORE INTERNALIZED

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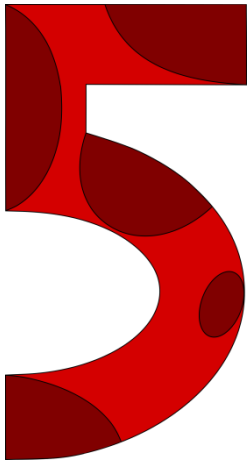
Big Five Model

- Complete the self-assessment exercise 2-2
  - P-32
- Use a sheet of paper unless you plan to keep your text



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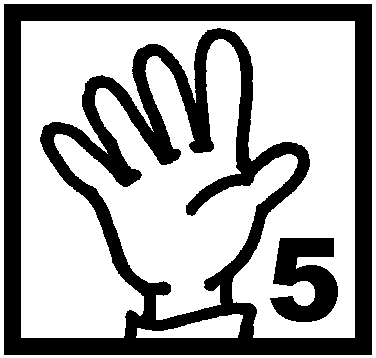
Big Five Model

- Categorizes traits into 5 dimensions:
  - ***Surgency***
  - ***Agreeableness***
  - ***Adjustment***
  - ***Conscientiousness***
  - ***Openness To Experience***



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Big Five Model – What Your Scores Mean

- ***SURGENCY***
  - Includes leadership and extroversion
    - **EXTROVERTS** = outgoing, sociable, gregarious, like meeting new people, willing to confront
    - **INTROVERTS** = more shy types
  - **Strong/high scores**
    - Like to lead - dominant – in charge – energetic – assertive – active – ambitious – want to get ahead – like to compete & influence others –out-going – extroverts
  - **Weak/low scores**
    - Prefer to follow – don't like to compete – more introverted by nature
  - Name some compatible professions for each type

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Big Five Model – What Your Scores Mean

- ***AGREEABLENESS***
  - How well you get along with others
  - Strong/high scores
    - Good natured – warm – easygoing – courteous – cooperative – tolerant – compassionate – friendly - sociable
  - Weak/low scores
    - Cold – difficult to get along with – uncompassionate - unfriendly – unsociable
  - How does this trait relate to the likability scale

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BIG FIVE MODEL – WHAT YOUR SCORES MEAN

- ***ADJUSTMENT***
  - Relates to emotional stability
  - People with poor adjustment are often classified as narcissists & tend to cause problems
  - Strong/high scores
    - Good self-control – calm – good under pressure – relaxed – secure – positive – willing to praise & give credit to others
  - Weak/low scores
    - Poor self-control – nervous – excitable –insecure – moody – depressed – angry – negative - quick to blame & criticize others

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Big Five Model – What Your Scores Mean

- ***CONSCIENTIOUSNESS***
  - Traits related to achievement
  - A continuum of responsible behavior
  - A good predictor of job success
  - Strong/high scores
    - Highly dependable – persistent – credible/believable – conforming – organized – hard working & goes the extra mile
  - Weak/low scores
    - Not very dependable – give up easily – can't always be trusted – non-conforming – disorganized – only does what is required nothing extra

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Big Five Model – What Your Scores Mean

- ***OPENNESS TO EXPERIENCE***
  - Open to change and willing to try new things
  - Strong/high scores
    - Imaginative – intellectual – open-minded – autonomous – creative
  - WEAK/LOW SCORES
    - Avoid change – don't like new things

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Cultural Differences

- Universally, most cultures seem to show the same personality dimensions in the big five
- Some cultures place importance on different types
- However, overall the best predictor of job success on a global basis is

  _____

- Why do you think that is true?

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Application of Concepts

- How can we use this knowledge to our benefit…
  - **First**
    - Determine someone's personality type
    - Not always easy – but helps you to predict behavior & relationships & performances in any given situation
  - **Second**
    - Select the behavior to use that best matches or deals successfully with the other person's personality
    - Examples……

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SUGGESTIONS for interactions…

- **SURGENCY**
  - **Extroverts**
    - **They like to talk…show interest – ask questions – let them talk**
  - **Introverts**
    - **Take it slow – don't pressure them – draw them out – don't worry about long pauses in conversation, they like to think before responding**

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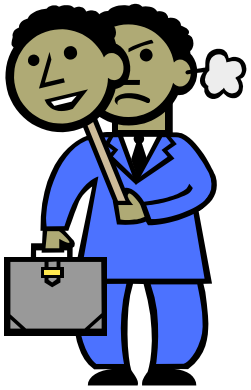
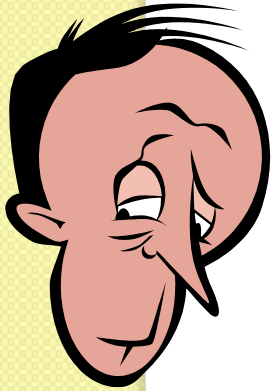
SUGGESTIONS for interactions…



- **AGREEABLENESS**
  - **Agreeable**
    - **Be friendly and supportive – remember they don't like to disagree with you to your face – be sure to ask questions and watch for nonverbal cues that indicate they may be saying 'yes' when they really disagree with you**
  - ***Disagreeable***
    - **Try not to upset them, but don't put up with bad behavior. Be patient and tolerant – their bad behavior is sometimes a defense mechanism to keep from being hurt. Stay friendly and try to win them over**



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SUGGESTIONS for interactions…

- **ADJUSTMENT**
  - **Emotionally Stable**
    - **Pretty easy to get along with**
  - **Emotionally *Unstable***
    - **Unpredictable – stay calm – be supportive – show concern for them**
    - **We will learn more tactics in C-5**

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SUGGESTIONS for interactions…

- **CONSCIENTIOUSNESS**
  - **CONSCIENTIOUS**
    - **They will come through for you – be supportive – don't nag – say thanks**
  - ***NOT* conscientious**
    - **Tend to need reminding to complete tasks – set clear deadline and follow up regularly with them – express appreciation for progress and task completions**

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SUGGESTIONS for interactions…

- **OPENNESS**
  - **Open**
    - **They like change & trying new things – focus on sharing information, ideas, and creative problem solving**
  - ***Closed***
    - **Don't like change – tend to focus on short-term & ignore long-range benefits – point out what they have to lose and what the benefits for change will be – use facts and figures to support your cause**
    - **We will learn how to overcome resistance in C- 12**

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Myers-Briggs Type Indicator

- Complete the self-assessment exercise 2-3 p.36
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Myers-Briggs Type Indicator

- Identifies your personality *preferences*
- Based on *four* ways of thinking and behaving that you tend to prefer
- Sixteen combinations of preferences based on the eight opposing preferences
- To complete a more detailed assessment go to:www.myersbriggs.org

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Myers-Briggs Type Indicator

- Preference Types
  - Extrovert – Introvert
    - **Extrovert = outgoing – like interacting with people**
    - **Introvert = shy – likes dealing with ideas more than people – works well alone**
  - Sensing – Intuitive
    - **Sensing = likes concrete facts – focus on present**
    - **Intuitive = likes abstracts – future possibilities**
  - Thinking – Feeling
    - **Thinking = objective – logical – analytical - detached**
    - **Feeling = decisions made due to values, beliefs, concern for others**
  - Judging – Perceiving
    - **Judging = likes to plan – organize – be stable**
    - **Perceiving = likes to be flexible – go with the flow – be spontaneous**

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STRESS!!!

- *An emotional and/or physical reaction to environmental activities and events*
- Stressors = *situations in which people feel anxiety, tension, and pressure*
- Stress is very subjective – what stresses one may be fun for another – it is different for each person

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Stress Personality Type

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Stress Personality Type

- HIGHER SCORE/ 60 or above
  - = more type "A"
  - indicates you could end up with some of the problems associated with stress
- LOWER SCORE = more type "B"
- PROS
  - some stress provides challenge & motivation
  - some people work better under a little pressure – "emergency room mentality"
- CONS
  - poor health –alcohol & drug problems – weight problems - low morale – low productivity – inefficiency – absenteeism

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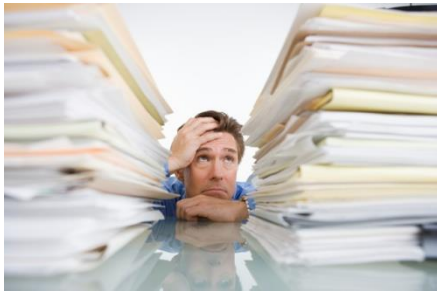
Common Causes of Work Related *Stress*



- Personality type
  - Stress comes from within
  - The degree to which stressors affect us depend in large part on our personality and how we handle them
- Organizational climate
  - Overall morale and level of motivation in the org has major affect
- Management behavior
  - Personalities and styles of management
  - Calm, nice boss –v- boss from Hades
- Degree of job satisfaction
  - Remember the previous test?? If you're not happy your stress levels will soar

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SIGNS OF STRESS

- Physical
  - High blood pressure
  - Illnesses – exhaustion – ulcers
  - Drug & alcohol abuse
- Mental/emotional
  - Feeling overwhelmed
  - Lose of interest & motivation
  - ***BURNOUT – the constant lack of interest & motivation***

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Controlling Stress

- THREE STAGE PLAN:
  - 1 – Identify Stressors
  - 2 – Determine What Causes Them
  - 3 – Make A Plan To Eliminate Them

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Controlling Stress

- 5 Things To Decrease Stress
  - EXERCISE
    - get physical – 40% of Americans are sedentary
  - NUTRITION
    - 30% of Americans are obese – undernourished – costs $78 billion a year in med bills
    - get rid of the junk!!!

  - RELAXATION
    - get enough sleep – get a hobby – practice relaxation techniques
  - POSITIVE THINKING
    - be optimistic – have confidence
    - learn from mistakes

  - SUPPORT SYSTEM
    - family – friends –
    - safe place to ventilate

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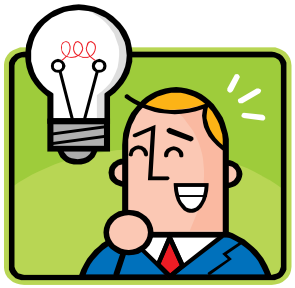
Learning & Intelligence



- ***INTELLIGENCE***
  - Many different theories and definitions
  - Generally agreed that it is a product of both genetics and environment
  - General mental ability
    - ***The level of one's capacity for new learning, problem solving, and decision making***
  - Strong predictor of outcomes in life
    - Education & career attainment
    - Reality is: if you can't keep up you get left behind
    - Many orgs give I.Q. Tests to applicants

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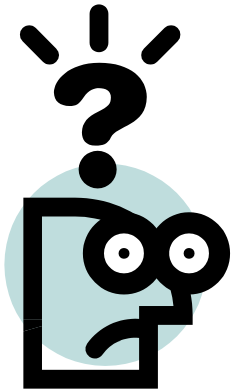
Emotional Intelligence



- 5 COMPONENTS
  - **SELF-AWARENESS**
    - know yourself! – able to I.D. your 'gut' feelings
  - **MANAGING EMOTIONS**
    - knowing appropriate time and place
  - **SELF-MOTIVATION**
    - maintaining optimism in spite of set-backs
  - **EMPATHY**
    - not same as sympathy – being able to put yourself in some one else's shoes
  - **SOCIAL SKILLS**
    - ability to build strong, positive relationships

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Learning Styles

- The ability to learn new things is an important part of intelligence
- Not everyone learns in the same way

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Learning Styles

- Complete the self-assessment exercise 2-5 p.42-43
- Use a sheet of paper unless you plan to keep your text

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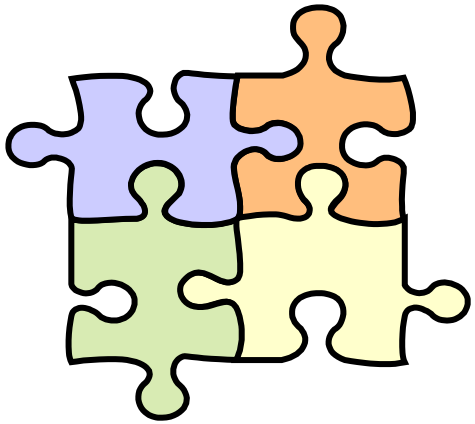
Four Learning Styles

- Accommodator
- Diverger
- Converger
- Assimilator



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Four Learning Styles

- ACCOMMODATORS
  - Prefer learning by doing and feeling
  - CHARACTERISTICS
    - hands on – go with gut feeling – rely on others for info in making decisions – like carrying out plans & new/challenging experiences
  - PROS
    - good leaders – risk takers
  - CONS
    - not good at setting clear practical goals – waste time on unimportant things

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Four Learning Styles

- DIVERGERS
- Prefer learning by observing and feeling
- CHARACTERISTICS
  - see things from many viewpoints – enjoy brainstorming – careful analyzers – broad cultural views – sensitive to other people
- PROS
  - imaginative – see problems clearly – work well with others
- CONS
  - overanalyze – slow to act – miss opportunities

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Four Learning Styles

- CONVERGERS
- Prefer learning by doing and thinking
- CHARACTERISTICS
  - practical – focus on solutions for problems – prefer technical skills over people skills
- PROS
  - good deductive reasoning – problem-solving – decision-making
- CONS
  - hasty decisions w/out looking at all possibilities – don't test ideas before using them

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Four Learning Styles

- ASSIMILATORS
- Prefer learning by observing and thinking
- CHARACTERISTICS
  - good at putting info into logical, concise forms – logic is more important than practicality – more into abstract ideas than people
- PROS
  - skilled at creating ideas and theories and making plans
- CONS
  - too idealistic – repeat mistakes – no sound basis for their work

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Perception

- A person's <u>interpretation</u> of reality
- We experience the world through our senses
- No two people see things the same way
- Perception is influenced by
  - heredity – environment – personality – intelligence – needs – self-concept – attitudes - values

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Be Aware Of Biases…

- ***STEREOTYPING***
  - generalizing behavior of a particular group
- ***FRAME OF REFERENCE***
  - tendency to see things only as they affect us
- ***EXPECTATIONS***
  - we tend to see things the way we expect them to be
- ***SELECTIVE EXPOSURE***
  - picking our what we want and ignoring what we don't want
- ***INTEREST***
  - how well we "like" something – or not
- ***PROJECTION***
  - self defense mechanism – attributing your attitudes and beliefs to others

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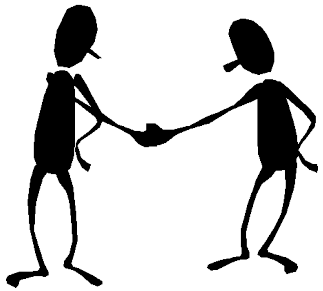
Perception



- ***PERCEPTUAL CONGRUENCE***
  - The degree to which people see things the same way
  - Generally this is a plus – it helps people get along and work better together
  - Can you think of any time it would not be preferable or could lead to problems?

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First Impressions

- **PRIMACY EFFECT**
  - the enduring way people perceive each other during their first impressions – again recall the biases
- **FOUR-MINUTE BARRIER**
  - the time we have to make a good impression – some say only 6 seconds
- **IMAGE PROJECTION**
  - other people's attitudes toward us – what we project
- **APPEARANCE**
  - even before you speak – people develop impressions based on how you look
- **NONVERBAL COMMUNICATION**
  - after appearance we look at someone's face
  - smiles – eye contact (culture bound) – handshakes -
- **BEHAVIOR**
  - do you listen – are you agreeable – do you smile & laugh when appropriate – use the person's name – have good manners - are you polite – more about proper etiquette later in book

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