Organizational Behaviour Concepts Controversies Applications (Canadian) 7th edition Langton Solutions Manual

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CHAPTER 2
PERCEPTION, PERSONALITY, AND EMOTIONS

CHAPTER OUTLINE

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    - The Target
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  - Attributions
  - Personality

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Emotions
Summary
OB at Work

LEARNING OUTCOMES

After studying this chapter, you should be able to:

1. Define perception, and explain the factors that influence it.
2. Explain attribution theory, and list the three determinants of attribution.
3. Describe personality, the way it is measured, and the factors that shape it.
4. Describe the Myers-Briggs Type Indicator personality framework and its strengths and weaknesses.
5. Identify the key traits in the Big Five Personality Model.
6. Demonstrate how the Big Fine personality traits predict behaviour at work.
7. Differentiate between emotions and moods.
8. Show the impact of emotional labour on employees.
9. Contrast the evidence for and against the existence of emotional intelligence.
10. Identify strategies for emotion regulation and their likely effects.

CHAPTER SYNOPSIS

Perception is important in the study of OB because behaviour is based on people's perceptions of what reality is, not reality itself. Evidence suggests that what an individual perceives about his or her work situation will influence productivity, absenteeism, job satisfaction, turnover, and organizational commitment. Since people act on their perceptions, understanding the factors that affect perception is important in OB. Personality is important to the study of perception because personality characteristics affect one's perceptions. Employees bring an emotional component with them to work every day, and no study of OB could be comprehensive without considering the role of emotions in workplace behaviour.

STUDY QUESTIONS

It is impossible to cover all the material contained in the chapter during one or two lectures. To deal with this problem, I present my students with a list of study questions to indicate what material they will be responsible for on exams. I tell them that they will be responsible for these, even if the material is not covered in class. I have found that this reduces anxiety overall, and I find it helps to make students aware that not everything in a chapter is required material. I realize instructors vary in their approach, so this is simply my approach.

My study questions for this chapter are

- What is perception?
- What factors affect our perception?
- What does attribution theory tell us?
- What are the shortcuts and biases people use in judging others?
- Why do perception and judgment matter?

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- What is personality? What are its determinants?
- Describe the Big Five Personality Model.
- What major personality attributes most influence OB?
- What are emotions and moods?
- Why should we care about emotions in the workplace?
- What is emotional labour?
- What is emotional intelligence?
- How do global differences affect perception, personality and emotions?

SUGGESTED TEACHING PLAN

In this class I go over judgment shortcuts and personality issues through the use of a mini-lecture. We then do a review of students' personality tests from Exploring the Web (they are asked to fill these out ahead of time) and then collect numbers for each of the different types (Type A, Type B, etc.) This gives them some insights into personality distributions.

Be sure to check the Supplemental Material section for additional material that can be used in class or assigned as homework.

ANNOTATED LECTURE OUTLINE

A. Perception Defined

Notes

– Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment.

– Why Is It Important?

- Because people's behaviour is based on their perception of what reality is, not on reality itself.
- The world as it is perceived is the world that is behaviourally important.

B. Factors Influencing Perception

Notes

(See Exhibit 2-1 Factors That Influence Perception)

– A number of factors operate to shape and sometimes distort perception. These factors can reside in the perceiver, the target, and the situation.

1. The Perceiver

– When an individual looks at a target and attempts to interpret what he or she sees, that interpretation is heavily influenced by personal characteristics of the individual perceiver.

– The more relevant personal characteristics affecting perception of the perceiver are attitudes, motives, interests, past experiences, and expectations.

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Teaching Tip: *Ask students to compare their perceptions of the first day of class for two different courses. What factors about them, the target and the situation influenced their perceptions?*

2. The Target

– Characteristics of the target can also affect what is being perceived. This would include attractiveness, gregariousness, and our tendency to group similar things together. For example, members of a group with clearly distinguishable features or colour are often perceived as alike in other, unrelated characteristics as well.

3. The Situation

– The context in which we see objects or events also influences our attention. This could include time, heat, light, or other situational factors.

C. Perceptual Errors

Notes

– We use a number of shortcuts when we judge others. An understanding of these shortcuts can be helpful toward recognizing when they can result in significant distortions.

1. Attribution Theory

(See Exhibit 2-2 Attribution Theory)

– Attribution theory has been proposed to develop explanations for the fact that when individuals observe behaviour, they attempt to determine whether it is internally or externally caused.

– Externally-caused behaviour is believed to result from the environment.

– Internally-caused behaviour is attributed to those events that are believed to be under the personal control of the individual.

– Rules about behaviour are based on three rules:

- Distinctiveness
  - Does individual act the same way in other situations?
  - If it is, the observer is likely to give the behaviour an external attribution.
  - If this action is not unusual, it will probably be judged as internal.
- Consensus
  - Does individual act the same as others in same situation?
  - If yes, you would be expected to give an *external* attribution.
  - If no, your conclusion as to causation would be *internal*.
- Consistency
  - Does the individual act the same way over time?
  - If yes, the observer is inclined to attribute it to internal causes.

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Teaching Tip: *Point out to students that attribution theory helps one make sense of situations, but that we often tend to blame others more for their "wrongs", while being convinced when we do something "wrong" it's because of external factors. Ask them if they have examples of this to share.*

- How Attributions Get Distorted
  - Fundamental attribution error: This is the tendency to underestimate the influence of external factors and overestimate the influence of internal factors when making judgments about the behaviour of others.
  - Self-serving bias: This is the tendency for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors.

2. Selective Perception

- People selectively interpret what they see based on their interests, background, experience, and attitudes.
- A group's perception of organizational activities is selectively altered to align with the vested interests they represent. Managers view the organization from their perspective; employees often have a very different view, which is demonstrated in union conflicts.

Teaching Tip: *Most students will have had some recent experience with labour strife (garbage strike, postal strike, employees at the university on strike, teachers' strikes, etc.). Have them discuss the perceptions of the different sides, and how this affected the process of collective bargaining.*

- Selectivity works as a shortcut in judging other people by allowing us to "speed-read" others, but not without the risk of drawing an inaccurate picture. Because we see what we want to see, we can draw unwarranted conclusions from an ambiguous situation.

3. Halo Effect

- Drawing a general impression about an individual based on a single characteristic.

Teaching Tip*: This phenomenon frequently occurs when students appraise their classroom instructor. Students may give prominence to a single trait such as enthusiasm and allow their entire evaluation to be tainted by how they judge the instructor on that one trait.*

4. Contrast Effect

- A person's evaluation is often influenced by other people that we have recently encountered. For example, an interview situation in which one sees a pool of job applicants can distort perception. Distortions in any given candidate's evaluation can occur as a result of his or her place in the interview schedule.

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5. Projection

- Attributing one's own characteristics to other people. Rather than perceiving people as they really are, we judge people as being *similar to us*.
  - When managers engage in projection, they compromise their ability to respond to individual differences. They tend to see people as more homogeneous than they really are.

Teaching Tip: *This is an opportunity to point out to students that we often assume that people will act the same way that we do, and this is an example of engaging in projection. For instance, if we answer our cell phone every single time it rings, without thinking of the situation first, we may assume that when someone else does not do so, they are being rude, or worse yet, trying to avoid us. Rather, they may have different boundaries than we do about appropriate cell phone use.*

6. Stereotyping

- Judging someone on the basis of your perception of the group to which that person belongs.
- We simplify a complex world by use of *heuristics* which are judgment shortcuts and lead to inaccurate generalizations about people.
- In organizations, we frequently hear comments that represent stereotypes based on gender, age, race, ethnicity, and even weight.
- From a perceptual standpoint, if people expect to see these stereotypes that is what they will perceive, whether or not they are accurate.
  - *Prejudice*: An unfounded dislike of a person or group based on their belonging to a particular stereotyped group.
    - Prejudice can lead to negative consequences in the workplace, particularly discrimination.
    - Prejudice usually starts with stereotypes and then has negative emotional content added.

Teaching Tip: *An easy way to generate discussion about stereotypes is to ask students to develop a list of characteristics of Arts students vs. Business students. Then have students evaluate how well they themselves fit the "Business student" stereotype and whether their friends in Arts closely fit the "Arts student" stereotype. You can also have them work on the Working with Others Exercise, which has students confront some of their own stereotypes.*

D. Why Do Perception and Judgment Matter?

- There are a variety of occasions where judgment is used in organizations. Judgments may have important consequences. Below are most obvious applications of judgment shortcuts in the workplace.

Notes

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1. Employment Interviews

– Evidence indicates that interviewers make perceptual judgments that affect whether the individual is hired.

– Early perceptions and first impressions, which are often inaccurate, become entrenched.

2. Performance Expectations

– *Self-fulfilling prophecy* describes how an individual's behaviour is determined by others' expectations.

- If expectations are high, employees are not likely to let the manager down.
- If expectations are low, performance will likely meet those low expectations.

3. Performance Evaluations

– An employee's performance appraisal is very much dependent on the perceptual process.

– Although the appraisal can be objective, many jobs are evaluated in subjective terms. Subjective measures are, by definition, judgmental.

– To the degree that managers use subjective measures in appraising employees, what the evaluator perceives to be good or bad employee characteristics or behaviours will significantly influence the outcome of the appraisal.

E. Personality

1. What Is Personality?

– The stable patterns of behaviour and consistent internal states that determine how an individual reacts to and interacts with others.

2. Measuring Personality

– The most important reason managers need to know how to measure personality is that research has shown that personality tests are useful in hiring decisions.

3. Personality Determinants

– *Heredity* is an approach that argues that the ultimate explanation of an individual's personality is the molecular structure of the genes, located in the chromosomes.

– The most persuasive research on this comes from studying monozygotic twins who were separated at birth and raised in very different environments. Different research studies with these kinds of twins have determined that genetics accounts for about half of the personality differences in people.

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4. Personality Traits

- Enduring characteristics that describe an individual's behaviour such as shyness, aggressiveness, and ambitiousness. The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important that trait is in describing the individual.
- Myers-Briggs Type Indicator
  - One of the most widely used personality frameworks is the Myers-Briggs Type Indicator (MBTI). It is 100-question personality test that asks people how they usually feel or act in particular situations.
  - Classifications:
    - Extraverted (E) or introverted (I)
    - Sensing (S) or intuitive (I)
    - Thinking (T) or feeling (F)
    - Perceiving (P) or judging (J)
  - These classifications are then combined into 16 personality types. For example:
    - *INTJs are visionaries.* They usually have original minds and great drive for their own ideas and purposes. They are characterized as skeptical, critical, independent, determined, and often stubborn.
    - *ESTJs are organizers.* They are realistic, logical, analytical, decisive, and have a natural head for business or mechanics. They like to organize and run activities.
    - *ENTPs are conceptualizers.* He or she is innovative, individualistic, versatile, and attracted to entrepreneurial ideas. This person tends to be resourceful in solving challenging problems but may neglect routine assignments.
  - Although the MBTI is widely used by organizations, there is no hard evidence that the MBTI is a valid measure of personality. However, it can be a valuable tool for increasing self-awareness and providing career guidance.
- The Big Five Personality Model
  (See Exhibit 2-4 Big Five Personality Factors)
  - An impressive body of research supports that five basic dimensions underlie all other personality dimensions. The five basic dimensions are:
    - *Extraversion*. Comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet.
    - *Agreeableness*. Individual's propensity to defer to others. High agreeableness people—cooperative, warm, and trusting. Low agreeableness people—cold, disagreeable, and antagonistic.
    - *Conscientiousness*. A measure of reliability. A high conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.

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- *Emotional stability*. A person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure and are sometimes classified as *neuroticism*.
- *Openness to experience*. The range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the openness category are conventional and find comfort in the familiar.

- Research found important relationships between these personality dimensions and job performance.

  (See Exhibit 2-5 Jobs in Which Certain Big Five Personality Traits Are More Relevant)

  - Conscientiousness predicted job performance for all occupational groups.
  - Individuals who are dependable, reliable, careful, thorough, able to plan, organized, hardworking, persistent, and achievement-oriented tend to have higher job performance.
  - Employees higher in conscientiousness develop higher levels of job knowledge.
  - For the other personality dimensions, predictability depended upon both the performance criterion and the occupational group.
  - Extraversion predicted performance in managerial and sales positions.
  - Openness to experience is important in predicting training proficiency.

    (See Exhibit 2-6 How the Big Five Traits Influence OB)

5. The Dark Triad

- The Big Five personality traits are generally socially desirable. Three other traits are found to be socially undesirable.
- *Machiavellianism*: Degree to which an individual is pragmatic, maintains emotional distance, and believes that *ends can justify means*
  - This personality attribute is named after Nicoló Machiavelli, the 16th century author of The Prince.
  - High Machs make good employees in jobs that require bargaining skills or that offer substantial rewards for winning.
- *Narcissism*: The tendency to be arrogant, have a grandiose sense of self-importance, require excessive admiration, and have a sense of entitlement.
  - A study found that while narcissists thought they were better leaders than their colleagues, their supervisors actually rated them as worse leaders.

    (See Exhibit 2-7 Does Business School Make You Narcissistic?)

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- *Psychopathy*: In the OB context psychopathy is defined as a lack of concern for others and a lack of guilt or remorse when one's actions cause harm.
  - Psychopathy measures include:
    - The person's motivation to comply with social norms.
    - Willingness to use deceit to obtain desired ends and the effectiveness of those efforts.
    - Impulsivity.
    - Disregard or lack of empathetic concern for others.
  - Antisocial personality is found to be positively related to advancement in organizations but unrelated to other aspects of career success and effectiveness.
  - Psychopathy may be related to the use of hard influence tactics (threats, manipulation) and bullying work behaviour.

Teaching Tip: *In the Exploring Topics on the Web section there is a link to a personality testing site that specifically has a test addressed to the Dark Triad. This may be an interesting exercise for the students.*

6. Other Personality Attributes Influencing OB

- *Core Self-Evaluation*: The degree to which an individual likes or dislikes himself or herself, whether the person sees himself or herself as capable and effective, and whether the person feels in control of his or her environment or powerless over the environment.
  - People who have positive core self-evaluations like themselves and see themselves as effective, capable, and in control of their environment.
  - Those with negative core self-evaluations tend to dislike themselves, question their capabilities, and view themselves as powerless over their environment.

Teaching Tip: *Have the students fill out the personality inventories from Exploring Topics on the Web section, and then have them work in groups to analyze the results. Specifically you could ask them to develop a picture of the group's personality. What weaknesses and strengths might their group have because of the distribution of personality types within it?*

- *Self-Monitoring*: A personality trait that measures an individual's ability to adjust behaviour to external situational factors.
  - Individuals high in self-monitoring show considerable adaptability. They are highly sensitive to external cues, can behave differently in different situations, and are capable of presenting striking contradictions between their public persona and their private self.
  - Low self-monitors cannot disguise themselves in that way. They tend to display their true dispositions and attitudes in every situation resulting in a high behavioural consistency between who they are and what they do.

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Teaching Tip: *It is often worth linking this to emotional labour, which comes later in the chapter. In both high self-monitors, and those who engage in emotional labour, one is aware of their surroundings and tries to adjust their behaviour accordingly.*

– *Proactive Personality*
  - People with a proactive personality identify opportunities, show initiative, take action, and persevere until meaningful change occurs.
  - They are more likely to challenge the status quo.
  - Proactive people have entrepreneurial initiative and are more likely to achieve career success.

F. Emotions

– Employees bring an emotional component with them to work every day, and no study of OB could be comprehensive without considering the role of emotions in workplace behaviour.

– Research has identified six universal emotions: anger, fear, sadness, happiness, disgust, and surprise.

Notes

Teaching Tip: *From Concepts to Skills shows different facial emotions—most of us can figure out those emotions without too much trouble. This reinforces the universality of some emotions.*

1. What Are Emotions and Moods?

   (See Exhibit 2-8 Affect, Emotions, and Moods)

– Emotions encompass three related terms:
  - *Affect*: A generic term that covers a broad range of feelings people experience.
  - *Emotions*: Intense feelings that are directed at someone or something.
  - *Moods*: Feelings that tend to be less intense than emotions and that lack a contextual stimulus.

– Emotions are reactions to a person or an event. Emotions are more likely to be fleeting than moods.

– Emotions and moods are closely connected and can influence each other. Emotions can turn into moods when focus from the object is removed. Also, good or bad moods can make us more emotional.

2. Choosing Emotions: Emotional Labour

– Sometimes individuals are required to manage their emotions. For instance, you may be very angry with a co-worker or manager, but you may choose to suppress that anger in the interest of keeping the peace and/or your job.

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- *Emotional labour* refers to the requirement to express desired emotions at work.
- A challenge arises when employees have to project one emotion while feeling another. This difference is *emotional dissonance* and can negatively affect employees.

Teaching Tip: *Students often wonder if emotional labour is "honest." Have them discuss their views on this. Ask them if they would prefer that the McDonalds' employee lash out at them if they're having a bad day.*

- Employees can experience a conflict with emotions.
  - *Felt emotions*—An individual's actual emotions.
  - *Displayed emotions*—Emotions that are organizationally required and considered appropriate in a given job.
  - Displaying fake emotions requires us to suppress real ones.
  - *Surface acting* is hiding one's inner feelings and the resulting emotional expressions. These are *displayed* emotions.
  - *Deep acting* is trying to modify one's true inner feelings based on display rules. These are *felt* emotions.

Teaching Tip: *This conflict can happen outside of the workplace too. For instance, most of us know that we're expected to act sad at funerals, regardless of whether we consider the person's death to be a loss; and to pretend to be happy at weddings, even if we don't feel like celebrating.*

3. Why Should We Care About Emotions in the Workplace

- People who know their own emotions and are good at reading others' emotions may be more effective in their jobs. That, in essence, is the theme underlying recent research on emotional intelligence (EI).
- *Emotional Intelligence*: An assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.
- Emotional Intelligence (EI) is a person's ability to:
  - Be self-aware (to recognize one's own emotions when one experiences them).
  - Detect emotions in others.
  - Manage emotional cues and information. People who know their own emotions and are good at reading emotional cues—for instance, knowing why they are angry and how to express themselves without violating norms—are most likely to be effective.
  - The Case for EI:
    - It has intuitive appeal.
    - It predicts criteria that matters. Evidence suggests that a high level of EI means a person will perform well on the job.

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  - It is biologically based. Research suggests that EI is neurologically based in a way that is unrelated to standard measures of intelligence..
- The Case Against EI:
  - It is too vague a concept.
  - It cannot be measured.
  - The validity of EI is suspect.

- Negative Workplace Emotions. Negative emotions can lead to a number of deviant workplace behaviours.
  - Employee deviance can be displayed in categories such as:
    - Production (leaving early, intentionally working slowly).
    - Property (stealing, sabotage).
    - Political (gossiping, blaming co-workers).
    - Personal aggression (sexual harassment, verbal abuse).
  - Many of these deviant behaviours can be traced to negative emotions.
  - Managing emotions in the workplace is important in warding off negative behaviour and encouraging positive behaviour.
- Emotion Regulation
  - Emotion management that allows a person to identify and modify the emotions felt.
  - Related to *surface acting* or “putting on a face”.
  - Effective emotion regulation techniques include:
    - Acknowledging rather than suppressing our emotional responses and re-evaluating events after they occur.
    - Venting or open expression of emotions as opposed to keeping emotions “bottled up”.
    - Not everyone is equally good at regulating his/her emotions. Individuals who are higher in neuroticism or those with lower levels of self-esteem have more trouble in controlling emotions.
    - Emotion management ability is a strong predictor of task performance for some jobs and organizational citizenship behaviour, but there is a downside.
      - Trying to change emotions takes effort and this can be exhausting and may make the emotion stronger.
      - Avoiding negative emotional experiences is less likely to lead to positive moods than does seeking out positive emotional experiences.

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Notes

G. Global Implications

1. Perception

– Perception is not universal. Culture affects how we see the world around us and what we remember well.

– There is a cultural tendency to focus on either an object/person or a context.

– Research suggests that the cultural tendency is part of the “hard wiring” of our brains.

2. Attributions

– Cultural differences also show in the attributions people make.

– Asians overall are more likely to make group-based attributions..

– Asians are less likely to attribute a person’s behaviour to internal factors than external of situational factors.

– Asian managers are more likely to lay blame on institutions or whole organizations rather than individual managers.

3. Personality

– The Big Five model appears in many cross-cultural studies.

– The Big Five appears to predict behaviour more accurately in individualistic cultures than collectivistic cultures.

4. Emotions

– People vary in the degree to which they experience emotions.

– Frequency and intensity of expressing emotions varies also.

– In general, people from all over the world interpret negative and positive emotions the same way.

  - Negative emotions are viewed as dangerous and destructive.
  - We all desire positive emotions.

– There are some notable differences in how we value certain emotions.

  - Americans value enthusiasm and pride; whereas Eastern cultures tend to view pride as undesirable.
  - The Chinese consider negative emotions to be useful and constructive.

– The norms for the expression of emotions vary by culture.

H. Summary

Individuals base their behaviour on the way they see their external environment or believe it to be. Personality does not explain all behaviour but it matters to OB. The Big Five Personality Model is particularly important in revealing how personality matters more in some situation than others. Personality can help you understand why people act, think, and feel the way they do. Emotions and moods are important factors in a workplace and are relevant to managerial practices.

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OB AT WORK

FOR REVIEW

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *What is perception, and what factors influence our perception?*

   Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. What one perceives can be substantially different from objective reality. Perception is important in the study of OB because people's behavior is based on their perception of what reality is, not on reality itself. Factors in the perceiver such as attitudes and motives; factors in the situations such as time, work or social setting; and factors in the target such as proximity, sounds, motion are all factors that can influence our perception.

2. *What is attribution theory? What are the three determinants of attribution? What are the implications of attribution theory for explaining organizational behavior?*

   Attribution theory suggests that when we observe an individual's behavior, we attempt to determine whether it was internally or externally caused. That determination depends largely on three factors: distinctiveness, consensus, and consistency. An implication for managers is that errors or biases distort attribution. For example, while making judgments about the behavior of other people, we tend to overestimate the influence of personal factors or internal factors and underestimate the influence of external factors.

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

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

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

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

5. *What are the key traits in the Big Five personality model?*

   Extroversion – sociable, gregarious, and assertive; Agreeableness – good-natured, cooperative and trusting; Conscientiousness – responsible, dependable, and organized; Emotional stability – calm, self-confident versus negative, and depressed; Openness to experience – Curious, imaginative.

6. *How do the Big Five traits predict behavior at work?*

   Certain traits have been shown to strongly relate to higher job performance. For example, highly conscientious people develop more job knowledge, exert greater effort, and have better performance. Other Big Five Traits also have implications for work. Emotional stability is related to job satisfaction. Extroverts tend to be happier in their jobs and have good social

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skills. Open people are more creative and can be good leaders. Agreeable people are good in social settings.

7. *What is the difference between emotions and moods? What are the basic motions and moods?*

   Emotions are intense feelings directed at someone or something. Moods are feelings that tend to be less intense than emotions and often lack a contextual stimulus. Thus, the similarities are the "feelings" component, but the differences lie in the intensity and context. The basic emotions on a continuum are happiness – surprise – fear – sadness – anger – disgust. The basic emotions are classified as those with a positive effect, such as joy and gratitude, and those with a negative effect, such as anger or guilt.

8. *What impact does emotional labor have on employees?*

   Emotional labor is when an employee expresses organizationally desired emotions during interpersonal transactions. It was originally developed in relation to service jobs, but now seems to apply to every job. For example, you are expected to be courteous and not hostile in interactions with coworkers.

9. *What is the evidence for and against the existence of emotional intelligence?*

   Emotional intelligence (EI) refers to an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.
   a. Self-awareness: being aware of what you are feeling.
   b. Self-management: the ability to manage one's own emotions and impulses.
   c. Social skills: the ability to handle or detect the emotions of others.
   d. Several studies suggest EI may play an important role in job performance.
   e. EI is controversial and there are pros and cons.
      - Case for EI: intuitive appeal; predicts criteria that matter; is biologically based.
      - Case against EI: too vague a concept, can't be measured, validity is suspect.

10. *What are some strategies for emotion regulation and their likely effects?*

    Emotion regulation is part of the EI literature but has also been studied as an independent concept. The central ideal behind emotion regulation is to identify and modify the emotions you feel. Strategies to change your emotions include thinking about more pleasant things, suppressing negative thoughts, distracting yourself, reappraising the situation, or engaging in relaxation techniques. Changing your emotions takes effort, and this effort can be exhausting. Emotion suppression appears to be especially difficult to do effectively and can lead to more negative emotions; reappraising situations is usually more effective in increasing positive emotions and limiting negative emotions.

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POINT/COUNTERPOINT

Millenials Are More Narcissistic

Summary

Point:

Students today are more likely to emphasize extrinsic values over intrinsic ones. They are more technologically savvy and socially tolerant than the previous generations, but they lack humility. Millenials expect more in their life and careers and expect success. Studies indicate that narcissism is rising among the younger generations.

Counterpoint:

Narcissistic people exist in every generation and yet every generation tends to think that the new generation is without values. People think Millenials are more narcissistic because they are more self-focused when in fact they are just the way older folks were when they were younger. As people age, they tend to become more "other" focused because values change over time as we age. People think that generations differ in their values much more than in fact they do and the differences are only *perceived* differences.

Class Exercise

1. Divide the class into paired groups of three to four students each.
2. Assign half the paired groups to take the Point position and the other half to take the Counterpoint position.
3. Call upon a pair to come to the front of the classroom.
4. Have the sides present their views of their perspective positions.
5. After each debate, ask the class to vote on the "winning side."

BREAKOUT GROUP EXERCISES

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Think back to your perception of this course and your instructor on the first day of class. What factors may have affected your perceptions of what the rest of the term would be like?*

   Students may describe factors relating to the target (the instructor), the perceiver (the student), and the situation (the classroom and the other students' behaviours). First impressions of the instructor, based on clothing, mannerisms, "personality", etc., may have affected the perception. The student's mood on that particular day may have had an impact. Whether the classroom was noisy, hot, cold, poorly lit might also have affected perceptions. How other students were acting would also affect perceptions.

2. *Describe a situation where your perception turned out to be wrong. What perceptual errors did you make that might have caused this to happen?*

   The possible perceptual errors that might be discussed include attribution theory, selective perception, halo effect, contrast effects, projection, and stereotyping.

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EXPERIENTIAL EXERCISE

Who Can Catch a Liar?

We mentioned earlier in the chapter that emotion researchers are highly interested in facial expressions as a window into individuals' emotional worlds. Research has also studied whether people can tell someone is lying based on signs of guilt or nervousness in their facial expressions. Let's see who is good at catching liars.

Split up into teams, and follow these instructions.

> Randomly choose someone to be the team organizer. Have this person write "T" for truth and "L" for lie on a piece of paper. If there are, say, six people in the group (other than the organizer), then three people will get a slip with a "T" and three a slip with an "L." It's important that all team members keep what's on their paper a secret.
>
> Each team member needs to come up with a true or false statement depending on whether he or she holds a T or an L slip. Try not to make the statement so outrageous that no one would believe it. (For example, "I have flown to the moon.")
>
> The organizer will have each member make his or her statement. Group members should then examine the person making the statement closely to try to determine whether the person is telling the truth or lying. Once each person has made his or her statement, the organizer will ask for a vote and record the tallies.
>
> Each person should now indicate whether the statement was the truth or a lie.
>
> How good was your group at catching the liars? Were some people good "liars"? What did you look for to determine if someone was lying?

Teaching Notes

This exercise is applicable to face-to-face classes or synchronous online classes such as BlackBoard 9.1, WIMBA, and Second Life Virtual Classrooms. See http://www.baclass.panam.edu/imob/SecondLife for more information.

ETHICAL DILEMMA

Happiness Coaches for Employees

Summary

Spillover from personal unhappiness to negative emotions at work leads employees to engage in counterproductive behaviours with customers, clients, or fellow employees. Organizations are turning to happiness coaches to address the link between personal unhappiness to work emotions and behaviours. These coaches attack the negative emotions and teach people to analyze these emotions to prevent them from becoming overwhelming. On the other hand, a "do-it-yourself" method may work as well. It is suggested that the key is to lend a "helping hand". Helping others at work may improve your mood in your personal life as well.

Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Do you think happiness coaches are effective? How might you assess their effectiveness?*

   Responses to this question will vary by student. Students might suggest measuring happiness through surveys or looking at retention rates.

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2. *Would you welcome happiness training in your workplace? Why or why not?*

   Again, responses to this question will vary by student. Many students will probably suggest that improving a workplace environment would be a positive decision, but they may disagree as to how to accomplish that goal.

3. *Under what circumstances—if any—is it ethically appropriate for a supervisor to suggest a happiness coach for a subordinate?*

   Many students will probably suggest that unless the employee is underperforming, it could be inappropriate for a supervisor to recommend a happiness coach for a specific employee. However, students may suggest that a happiness coach could be appropriate to boost employee morale across the entire organization or within a particular department.

CASE INCIDENT

On the Costs of Being Nice

Summary

Agreeable people are better liked at work, are more likely to help others, and generally are happier at work and in life. On the other hand, research indicates that agreeable individuals usually choose work in occupations that earn lower salaries, such as the "caring" industries of education or health care. Their earning may also be reduced by their lower drive to emerge as leaders and engage I proactive behaviours. While being agreeable does not appear to help one's pay, it may provide other, more intangible benefits.

Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Do you think employers must choose between agreeable employees and top performers? Why or why not?*

   Although a contradiction appears in these relationships, there may not be. In the natural state, the agreeable employee may not be as productive as the disagreeable employee, but with the appropriate training and leadership application, the agreeable employee could be motivated to greater success.

2. *Often, the effects of personality depend on the situation. Can you think of some job situations in which agreeableness is an important virtue? And in which it is harmful?*

   Students are likely to have different views of this question's response. They may see relationship positions such as sales or customer service as more appropriate to agreeable people. Disagreeable people might be more appropriate to job needs seeking isolation of the worker, such as assembly work or accounting.

3. *In some research we've conducted, we've found that the negative effects of agreeableness on earnings are stronger for men than for women (that is, being agreeable hurt men's earnings more than women's). Why do you think this might be the case?*
   This response might focus on the "glass ceiling." Because there is a greater difference between maximum and minimum salaries for men as opposed to women, there may be less distance between the ends of the salary continuum. The result is that men can lose more in starting salary negotiation than women.

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CASE INCIDENT

Can You Read Emotions From Faces?

Summary

Can facial expressions in others reveal their true emotions? It is difficult to accurately infer emotions in others from their facial expressions. Research indicates that one way to determine whether someone is genuinely happy or amused is to look at the micro-expressions at the muscles around the upper cheeks and eyes because these cannot easily be manipulated.

Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Most research suggests we are not very good at detecting fake emotions, and we think we're much better than we are. Do you believe training would improve your ability to detect emotional displays in others?*

   Actually studying the variability of meanings encoded into facial expressions could improve the ability to detect a number of psychological and emotional responses among those we observe.

2. *Do you think the information in this case could help you tell whether someone's smile is genuine?*
   T
   he suggestions about the physical characteristics of real smiles and fake smiles can be put into practice to "read" the underlying emotions of the persons being observed. The concepts, however, will require a great deal of practice in known situations to ensure proper and accurate interpretation.

3. *Is your impression of the facial expressions of the eight business leaders consistent with what the researcher found? If not, why do you think your views might be at odds with his?*

   Response to this question will depend on the student's interpretation of his or her physical characteristics in smiling.

FROM CONCEPTS TO SKILLS

Reading Emotions

Practising Skills

The activity asks students to first bring themselves to an emotional state and then, through a role play, exhibit signs of that emotional state. Through the role-play, students can learn how emotions can interfere with the conduct of a "normal" experience, such as a job interview. Students can also examine their response to being confronted with emotional issues.

Reinforcing Skills

The purpose of this exercise is to encourage students to apply material from the chapter in various ways. The suggested activities encourage students to be aware of emotional cues when they are interacting with individuals. Students are also asked to consider whether being aware of emotional cues helps, or hinders communication. You might want to ask students to consider whether they should always take into account another person's emotional state, or whether individuals should be responsible for their own emotional states and not inflict them on others.

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KEY TERMS

Affect - A broad range of feelings that people experience.

Agreeableness - A personality factor that describes the degree to which a person is good-natured, cooperative, and trusting.

Attribution theory - The theory that when we observe what seems like atypical behaviour by an individual, we attempt to determine whether it is internally or externally caused.

Big Five Personality Model - A personality assessment model that taps five basic dimensions.

Conscientiousness - A personality factor that describes the degree to which a person is responsible, dependable, persistent, and achievement-oriented.

Consensus - A behavioural rule that considers whether everyone faced with a similar situation responds in the same way.

Consistency - A behavioural rule that considers whether the individual has been acting in the same way over time.

Contrast effects - The concept that our reaction to one person is often influenced by other people we have recently encountered.

Core self-evaluation - The degree to which an individual likes or dislikes himself or herself, whether the person sees himself or herself as capable and effective, and whether the person feels in control of his or her environment or powerless over the environment.

Dark Triad – A group of negative personality traits consisting of Machiavellianism, narcissism, and psychopathy.

Deep acting - Trying to modify one's true inner feelings to match what is expected.

Displayed emotions - Emotions that are organizationally required and considered appropriate in a given job.

Distinctiveness - A behavioural rule that considers whether an individual acts similarly across a variety of situations.

Emotional dissonance - Inconsistency between the emotions an individual feels and the emotions he or she shows.

Emotional intelligence (EI) – The ability to detect and to manage emotional cues and information.

Emotional labour - When an employee expresses organizationally desired emotions during interpersonal interactions.

Emotional stability - A personality dimension that characterizes someone as calm, self-confident, and secure (positive) vs. nervous, depressed, and insecure (negative).

Emotions - Intense feelings that are directed at someone or something.

Employee deviance - Voluntary actions that violate established norms and threaten the organization, its members, or both.

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Extraversion - A personality factor that describes the degree to which a person is sociable, talkative, and assertive.

Felt emotions - An individual's actual emotions.

Fundamental attribution error - The tendency to underestimate the influence of external factors and overestimate the influence of internal factors when making judgments about the behaviour of others.

Halo effect - Drawing a general impression of an individual on the basis of a single characteristic.

Heuristics - Judgment shortcuts in decision making.

Machiavellianism - The degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means.

Moods - Feelings that tend to be less intense than emotions and that lack a contextual stimulus.

Myers-Briggs Type Indicator (MBTI) - A personality test that taps four characteristics and classifies people into 1 of 16 personality types.

Narcissism - The tendency to be arrogant, have a grandiose sense of self-importance, require excessive admiration, and have a sense of entitlement.

Negative affect – A mood dimension that consists of emotions such as nervousness, stress, and anxiety at the high end and relaxation, tranquility and poise at the low end.

Openness to experience - A personality factor that describes the degree to which a person is imaginative, artistically sensitive, and curious.

Perception – The process by which individuals organize and interpret their impressions in order to give meaning to their environment.

Personality - The stable patterns of behaviour and consistent internal states that determine how an individual reacts to and interacts with others.

Personality traits - Enduring characteristics that describe an individual's behaviour.

Prejudice - The dislike of a person or group based on preconceived and unfounded opinions.

Proactive personality - A person who identifies opportunities, shows initiative, takes action, and perseveres until meaningful change occurs.

Projection - Attributing one's own characteristics to other people.

Psychopathy – The tendency for a lack of concern for others and a lack of guilt or remorse when one's actions cause harm.

Selective perception - People's selective interpretation of what they see based on their interests, background, experience, and attitudes.

Self-fulfilling prophecy - A concept that proposes a person will behave in ways consistent with how he or she is perceived by others.

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Self-monitoring - A personality trait that measures an individual's ability to adjust behaviour to external, situational factors.

Self-serving bias - The tendency for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors.

Stereotyping - Judging someone on the basis of one's perception of the group to which that person belongs.

Surface acting - Hiding one's inner feelings to display what is expected.

SUPPLEMENTAL MATERIAL

1) Exploring Topics on the Web

Exploring Topics on the Web

1. Go to the American Psychological web page www.apa.org/topics/controlanger.html to read about strategies for controlling anger. Write a two page paper about what you learned and how it might apply to your life. (For example, maybe you already use meditation as a stress reliever, but plan to incorporate more exercise into your day.)

2. Learn more about Attribution Theory at: http://www.as.wvu.edu/~sbb/comm221/chapters/attrib.htm. Does this information explain how we as humans can explain anything? Obviously, there are accurate attributions and errors in attributions that we make every day. Write a paragraph or two about what you learned from this page.

3. Learn more about yourself! Go to www.2h.com/personality-tests.html . There you will find a variety of personality tests such as "Are you a Type A?," the "Stress O Meter," and other IQ and personality tests. Most are free and often fun to take. Take two or three of your choice. Print the results you get on yourself and bring them to class where we will discuss the validity of your findings.

4. How does your Big Five profile (completed in number 3 above) compare against the MBTI? Go to www.personalitytype.com/quiz.html to get a brief assessment of your MBTI profile. Bring copies of both results to class for discussion.

5. Research EQ (Emotional Quotient), which is now the hottest topic in emotion theory. This site provides an overview of the theory and why it is important. It is a great place to begin research on the topic. Write five interesting facts about EQ and bring them to class. Be prepared to discuss how EQ can be utilized in the workplace.

6. How are personality tests and employment linked? Why would an employer or employee be interested in the results of a personality test? Go to the following site to learn more: http://www.hr-guide.com/data/G312.htm . Find other websites on the topic. Bring five new facts you learned from at least two websites to class for a group discussion.

7. Another interesting personality testing website is at www.personality-testing.info/ . This website provides a collection of interactive personality tests with detailed results that can be taken for personal entertainment or to learn more about you. One interesting test here is **The Dark Triad**.

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ANNOTATED POWERPOINT SLIDES

1	CHAPTER 2 Perception, Personality, and Emotions Copyright © 2016 Pearson Canada Inc.	
2	Chapter Outline • Perception – Factors That Influence Perception – Perceptual Errors – Why Do Perception and Judgment Matter? • Personality – What Is Personality? – Measuring Personality – Personality Determinants – Personality Traits – The Dark Triad – Other Personality Attributes That Influence OB • Emotions – What Are Emotions and Moods? – Choosing Emotions: Emotional Labour – Why Should We Care About Emotions in the Workplace? Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found under “Snapshot Summary” at the end of the chapter.
3	Learning Outcomes 1. Define perception, and explain the factors that influence it. 2. Explain attribution theory, and list the three determinants of attribution. 3. Describe personality, the way it is measured, and the factors that shape it. 4. Describe the Myers-Briggs Type Indicator personality framework and its strengths and weaknesses. Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the beginning of the chapter.
4	Learning Outcomes 5. Identify the key traits in the Big Five Personality Model. 6. Demonstrate how the Big Five personality traits predict behaviour at work. 7. Differentiate between emotions and moods. 8. Show the impact of emotional labour on employees. 9. Contrast the evidence for and against the existence of emotional intelligence. 10. Identify strategies for emotion regulation and their likely effects. Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the beginning of the chapter.
5	Perception • What is Perception? – The process by which individuals organize and interpret their impressions to give meaning to their environment. • Why is it important? – Because behaviour is based on perception of what reality is, not on reality itself. – The world as it is perceived is the world that is behaviourally important. Copyright © 2016 Pearson Canada Inc.	L01; Material pertinent to this discussion is found under “Perception.” Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment. What one perceives can be substantially different from objective reality. Understanding perception is important because people's behaviour is based on their perception of what reality is, not reality itself.

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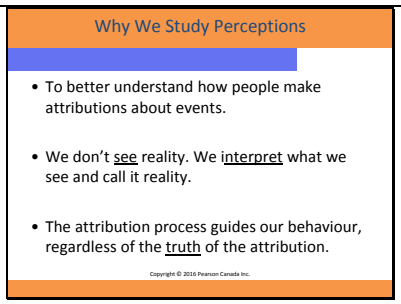
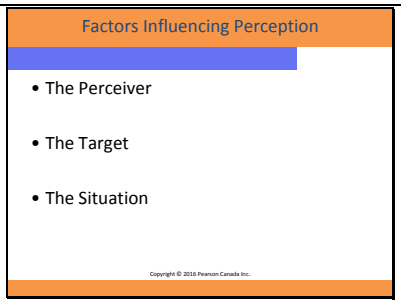
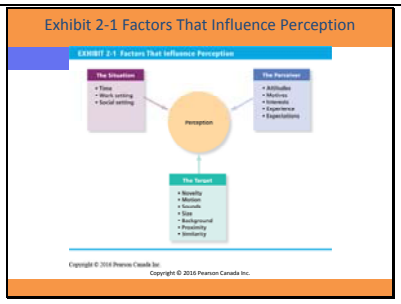
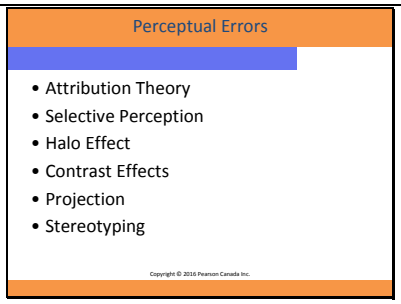
6		LO1; An extra slide to help motivate the lecture.
7		Lo1; Material pertinent to this discussion is found under "Factors That Influence Perception." A number of factors operate to shape and sometimes distort perception. • The Perceiver who is affected by personal characteristics such as attitudes, personality, motives, interests, past experiences, and expectations. • The Target who is affected by "what we see," attractive or unattractive individuals, novelty, motion, sounds, size, and other attributes of a target shape the way we see it • The Situation which is the context in which we see objects or events. The situation is important as elements in the surrounding environment influence our perceptions. The time at which we see an object or event can influence attention, as can location, light, heat, or any number of situational factors.
8		LO1; This is a visual representation of factors that influence perception. Use this as speaking notes to fill out the discussion of the three main factors of perception: the situation, the perceiver, and the target.
9		LO2; Material pertinent to this discussion is found under "Perceptual Errors." Go through this slide rather quickly, as the next slides provide speaking note details for each of the perceptual errors listed in this slide.

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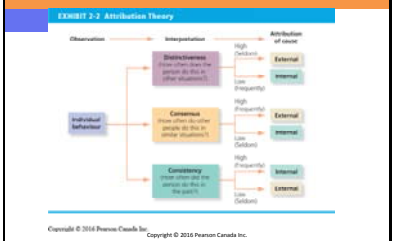
10	**Attribution Theory** • When individuals observe behaviour, they attempt to determine whether it is internally or externally caused. – **Distinctiveness** • Does the individual act the same way in other situations? – **Consensus** • Does the individual act the same as others in the same situation? – **Consistency** • Does the individual act the same way over time? Copyright © 2016 Pearson Canada Inc.	LO2; Material pertinent to this discussion is found under "Perceptual Errors." Attribution Theory says we judge people differently depending on what meaning we attribute to a given behaviour. We attempt to determine whether the behaviour was internally—or externally—caused. Externally-caused refers to the environment, while internally-caused behaviour is attributed to those events that are believed to be under the personal control of the individual. For example, if a student is late for class, the instructor might attribute his lateness to partying into the wee hours of the morning and then oversleeping. This would be an internal attribution. But if the instructor assumes a major automobile accident tied up traffic on the student's regular route to school, that is making an external attribution. Our determination of internally or externally caused behaviour depends on three factors: • Distinctiveness: Does the individual display different behaviour in different situations? • Consensus: If everyone who is faced with a similar situation responds in the same way, we can say the behaviour shows consensus. • Consistency. Is the person's actions consistent over time?
11	**Exhibit 2-2 Attribution Theory**  Copyright © 2016 Pearson Canada Inc.	Lo2; Material pertinent to this discussion is found under "Perceptual Errors."
12	**How Attributions Get Distorted** • **Fundamental Attribution Error** – The tendency to underestimate external factors and overestimate internal factors when making judgments about others' behaviour. • **Self-Serving Bias** – The tendency to attribute one's successes to internal factors while putting the blame for failures on external factors. Copyright © 2016 Pearson Canada Inc.	LO2; Material pertinent to this discussion is found under "Perceptual Errors."

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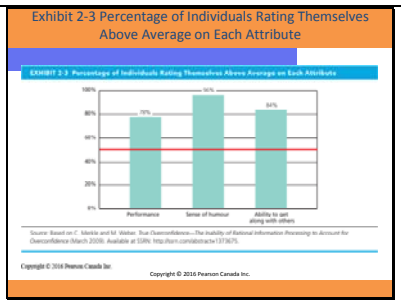
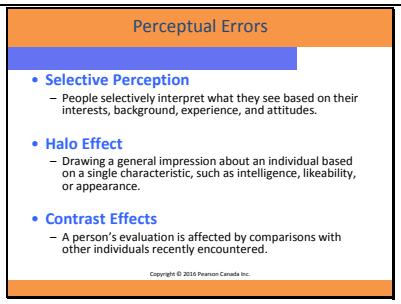
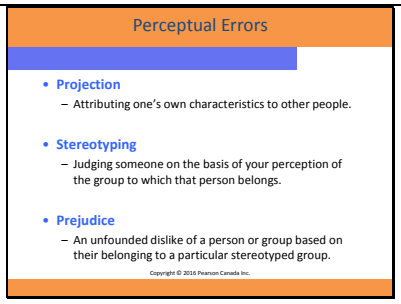
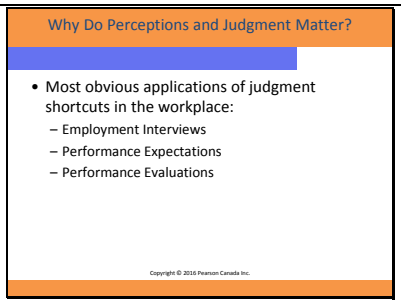
13		LO2; Material pertinent to this discussion is found under "Perceptual Errors."
14		LO2; Material pertinent to this discussion is found under "Perceptual Errors."
15		LO2; Material pertinent to this discussion is found under "Perceptual Errors."
16		LO2; Material pertinent to this discussion is found under "Why Do Perceptions and Judgment Matter?" Employment Interviews It's fair to say that few people are hired without undergoing an interview. But interviewers make perceptual judgments that are often inaccurate and draw early impressions that quickly become entrenched. Research shows we form impressions of others within a tenth of a second, based on our first glance. Performance Expectations If a manager expects big things from her people, they are not likely to let her down. Similarly, if she expects only minimal performance, they will likely meet those low expectations. Expectations become reality. Performance Evaluations Performance evaluations very much depend on the perceptual process. An employee's future is closely tied to the appraisal—promotion, pay raises, and continuation of employment are among the most obvious outcomes. Although the appraisal can be objective (for example, a salesperson is appraised on how many dollars of sales he generates in his territory), many jobs are evaluated in subjective terms. Subjective evaluations, though often necessary, are problematic because all the errors we have discussed thus

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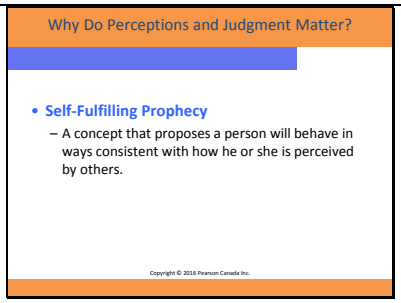
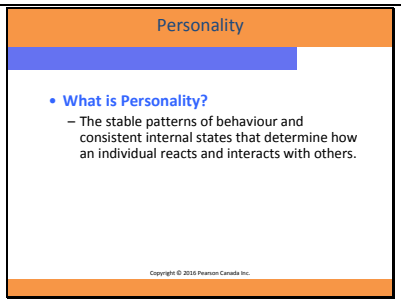
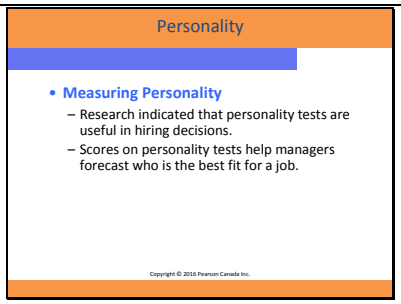
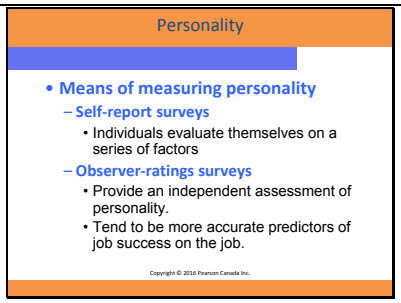
		far—selective perception, contrast effects, halo effect, and so on—affect them. Ironically, sometimes performance ratings say as much about the evaluator as they do about the employee!
17		LO2; Material pertinent to this discussion is found under "Why Do Perceptions and Judgment Matter?" Self-fulfilling Prophecy is under the subtitle, Performance Expectations. If a manager expects big things from her people, they are not likely to let her down. Similarly, if she expects only minimal performance, they will likely meet those low expectations. Expectations become reality.
18		LO3; Material pertinent to this discussion is found under "Personality."
19		LO3; Material pertinent to this discussion is found under "Measuring Personality."
20		LO3; Material pertinent to this discussion is found under "Measuring Personality."

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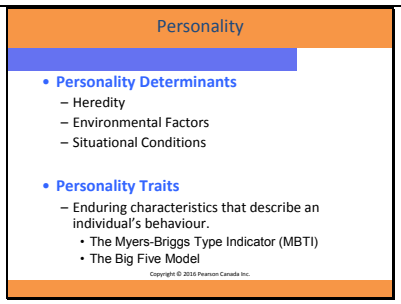
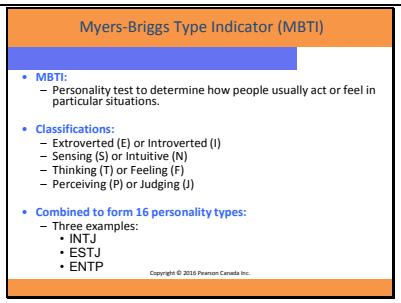
21		LO3; Material pertinent to this discussion is found under "Personality Determinants." Don't go into too much detail on MBTI and The Big Five Model here, as the next slides discuss these in detail. *Personality Determinants* (1) Heredity: An approach that argues that the ultimate explanation of an individual's personality is the molecular structure of the genes, located in the chromosomes. The most persuasive research on this comes from studying monozygotic twins who were separated at birth and raised in very different environments. Different research studies with these kinds of twins have determined that genetics accounts for about half of the personality differences in people. (2) Environment: The culture in which we are raised, our early conditioning, the norms among our family, friends, and social groups, and other influences that we experience play a critical role in shaping our personalities. (3) Situation: The situation influences the effects of heredity and environment on personality. Personality can be subdued in some situations. A person will be different in a job interview as compared to being at dinner with friends. We cannot look at personality patterns in isolation. *Personality Traits* The Myers-Briggs Type Indicator (MBTI) is the most widely used personality-assessment instrument in the world.36 It's a 100-question personality test that asks people how they usually feel or act in particular situations. On the basis of their answers, individuals are classified as extraverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P). The Big Five Personality Model supports the notion that five basic personality dimensions underlie all others and encompass most of the significant variation in human personality. The Big Five personality factors are as follows: Extraversion; Agreeableness; Conscientiousness; Emotional stability; and Openness to experience.
22		LO4; Material pertinent to this discussion is found under "Personality Traits." Some examples of types: INTJs are visionaries. Usually have original minds and great drive for their own ideas and purposes Characterized as skeptical, critical, independent, determined, and stubborn

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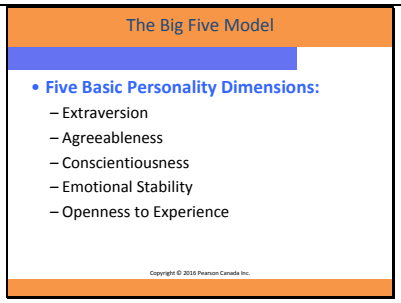
		ESTJs are organizers. Are realistic, logical, analytical, decisive, and have a natural head for business or mechanics Like to organize and run activities ENTP types are conceptualizers. Innovative, individualistic, versatile, and attracted to entrepreneurial ideas Resourceful in solving challenging problems but may neglect routine assignments There is no hard evidence that the MBTI is a valid measure of personality.
23		LO5; Material pertinent to this discussion is found under "Personality Traits." Extraversion: One's comfort level with relationships. Extroverts (high in extraversion) tend to be friendly and outgoing and to spend much of their time maintaining and enjoying a large number of relationships. Introverts tend to be reserved and to have fewer relationships, and they are more comfortable with solitude than most people are. Agreeableness: An individual's propensity to defer to others. High agreeable people value harmony more than they value having their say or their way. They are cooperative and trusting of others. People who score low on agreeableness focus more on their own needs than on the needs of others. Conscientiousness: The number of goals on which a person focuses. A highly conscientious person pursues fewer goals, in a purposeful way, and tends to be responsible, persistent, dependable, and achievement-oriented. Those who score low tend to be more easily distracted, pursuing many goals, and more hedonistic. Emotional stability: A person's ability to withstand stress. People with positive emotional stability tend to be characterized as calm, enthusiastic, and secure. Those with high negative scores tend to be nervous, depressed, and insecure. Openness to experience: The final dimension addresses one's range of interests. Extremely open people are fascinated by novelty and innovation. They tend to be imaginative, artistically sensitive, and intellectual. Those at the other end of the openness category appear more conventional and find comfort in the familiar.

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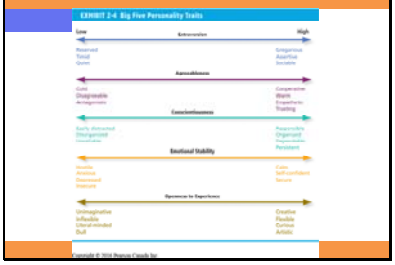
24	Exhibit 2-4 Big Five Personality Factors 	LO5; Material pertinent to this discussion is found under "Personality Traits." This exhibit shows a list of sixteen traits that have been found to be generally steady and constant sources of behaviour, allowing prediction of an individual's behaviour in specific situations by weighing the characteristics for their situational relevance.
25	Exhibit 2-6 How the Big Five Traits Influence OB 	LO6; Material pertinent to this discussion is found under "Personality Traits."
26	The Dark Triad • **The Dark Triad – a group of negative personality traits** – Machiavellianism – Narcissism – Psychopathy Copyright © 2016 Pearson Canada Inc.	LO6; Material pertinent to this discussion is found under "Personality Traits." While the Big Five personality traits are what we call socially desirable (glad to score high on those traits), the Dark Triad refers to three other socially undesirable traits – Machiavellianism, Narcissism, and Psychopathy. Further slides discuss these.
27	Machiavellianism • **Degree to which an individual is:** – pragmatic – maintains emotional distance – believes that ***the ends can justify the means*** • **High Machs vs. Low Machs** – manipulate more – win more – are persuaded less – persuade others more Copyright © 2016 Pearson Canada Inc.	LO6; Material pertinent to this discussion is found under "Personality Traits." Machiavellianism (Mach) —The degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means. This personality attribute is named after Niccolò Machiavelli, the sixteenth century author of *The Prince*. A self-assessment for Machiavellianism is found at the end of the chapter.
28	Narcissism • The tendency to be arrogant, have a grandiose sense of importance, require excessive admiration, and have a sense of entitlement. • Narcissists tend to think that they are *better* leaders than their colleagues; but, their supervisors tend to rate them as *worse.* Copyright © 2016 Pearson Canada Inc.	LO6: Material pertinent to this discussion is found under "Personality Traits."

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29	**Psychopathy** • The tendency for a lack of concern for others and a lack of guilt or remorse when one's actions cause harm. • Related to the use of hard influence tactics (threats, manipulation) and bullying work behaviour (physical or verbal threatening). • They may be cunning, which helps them gain power in an organization but do not use that power toward healthy ends for themselves or their organization. Copyright © 2016 Pearson Canada Inc.	LO6: Material pertinent to this discussion is found under "Personality Traits."
30	**Other Personality Attributes That Influence OB** • **Additional Personality Attributes relevant to OB:** – Core Self-Evaluation – Self-Monitoring – Proactive Personality Copyright © 2016 Pearson Canada Inc.	LO6; Material pertinent to this discussion is found under "Personality Traits."
31	**Core Self-Evaluations** • **People differ in the degree to which they:** – Like or dislike themselves – Whether they see themselves as effective, capable, and in control of their environment. • **People with positive core-self evaluations perform better because they:** – Set more ambitious goals – Are more committed to their goals – Persist longer at attempting to reach those goals Copyright © 2016 Pearson Canada Inc.	LO6; Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB."
32	**Self-Monitoring** • An individual's ability to adjust behaviour to external, situational factors. • High self-monitors tend to: – Pay closer attention to the behaviour of others – Are more capable of conforming than low self-monitors – Tend to be more mobile in their careers – Receive more promotions – More likely to occupy central positions in an organization Copyright © 2016 Pearson Canada Inc.	LO6; Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB." Self-monitoring: A personality trait that measures an individual's ability to adjust his or her behaviour to external situational factors. A self-assessment for self-monitoring is found at the end of the chapter.
33	**Proactive Personality** • A person who identifies opportunities, shows initiative, takes action, and perseveres until meaningful change occurs. • People with a proactive personality will have: – Higher levels of job performance – Career success • Actions may be positive or negative depending on the organization and situation. Copyright © 2016 Pearson Canada Inc.	LO6; Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB." Ask students if they've ever notice that some people actively take the initiative to improve their current circumstances or create new ones while others sit by passively reacting to situations. This can help them think about proactive personality and why some people are proactive and others are not.

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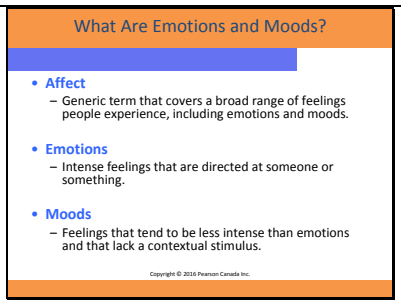
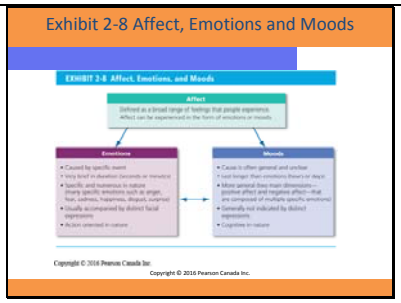
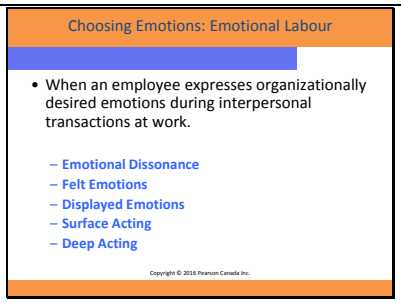
34		LO7; Material pertinent to this discussion is found under "Emotions." Employees bring an emotional component with them to work every day, and no study of OB could be comprehensive without considering the role of emotions in workplace behaviour. Emotions are intense feelings that are directed at someone or something. Emotions are reactions to an object, not a trait. They're object-specific. Research has identified six universal emotions: anger, fear, sadness, happiness, disgust, and surprise.
35		L07; Material pertinent to this discussion is found under "What are Emotions and Moods?"
36		LO8; Material pertinent to this discussion is found under "Choosing Emotions: Emotional Labour." *Emotional Dissonance:* inconsistencies between felt and displayed emotions. *Felt emotions* are an individual's actual emotions. In contrast, *displayed emotions* are those that are organizationally required and considered appropriate in a given situation. For instance, most of us know that we're expected to act sad at funerals, regardless of whether we consider the person's death to be a loss; and to pretend to be happy at weddings, even if we don't feel like celebrating. The key point here is that felt and displayed emotions are often different. Examples of emotional labour: Effective managers have learned to be serious when giving an employee a negative performance evaluation and to cover up their anger when they've been passed over for promotion. The salesperson who hasn't learned to smile and appear friendly, but instead reveals his or her true feelings at the moment, isn't typically going to last long on most sales jobs.

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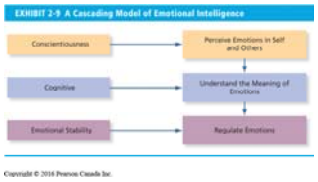
37	**Why Should We Care About Emotions in the Workplace?** • Emotions provide important information about how we understand the world around us • People who know their own emotions and are good at reading others' emotions may be more effective in their jobs Copyright © 2016 Pearson Canada Inc.	LO8; Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
38	**Emotional Intelligence** • **Emotional Intelligence** – refers to an individual's ability to: 1. **Perceive emotions in self and others** 2. **Understand the meaning of these emotions** 3. **Regulate one's emotions accordingly in a cascading model** Copyright © 2016 Pearson Canada Inc.	LO9; Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?" The next slide, Exhibit 2-9 is the cascading model discussed here.
39	**Exhibit 2-9 A Cascading Model of Emotional Intelligence**  Copyright © 2016 Pearson Canada Inc.	LO9; Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
40	**Emotional Intelligence** **The Case for EI** • Intuitive appeal • EI predicts criteria that matter • EI is biologically based **The Case Against EI** • EI Researchers do not agree on Definitions • EI cannot be measured • The validity of EI is suspect Copyright © 2016 Pearson Canada Inc.	LO9; Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
41	**Negative Workplace Emotions** • Negative emotions can lead to negative workplace behaviours called employee deviance: – Production (leaving early, intentionally working slowly) – Property (stealing, sabotage) – Political (gossiping, blaming co-workers) – Personal aggression (sexual harassment, verbal abuse) Copyright © 2016 Pearson Canada Inc.	LO9; Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?" Negative emotions can lead to a number of deviant workplace behaviours. Anyone who has spent much time in an organization realizes that people often engage in voluntary actions that violate established norms and threaten the organization, its members, or both. These actions are called employee deviance: voluntary actions that violate established norms and that threaten the organization, its members, or both.

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42	**Emotion Regulation** • To identify and modify the emotions you feel • Emotion management ability is a strong predictor of task performance and organizational citizenship behaviours Copyright © 2016 Pearson Canada Inc.	L10; Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
43	**Emotion Regulation** • Common strategies employed to change emotions include: • Surface acting • Deep acting • Acknowledging rather than suppressing emotional responses • Venting Copyright © 2016 Pearson Canada Inc.	L10; Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
44	**Global Implications** • Potential global differences in the four areas from the chapter: 1. Perception • Studies suggest that perceptual differences in culture affect what we focus on and what we remember. 2. Attribution • Most studies suggest that there are differences across cultures in the attributions people make. Continued… Copyright © 2016 Pearson Canada Inc.	L10; Material pertinent to this discussion is found under "Global Implications."
45	**Global Implications** 3. Personality • The five personality factors identified in the Big Five model appear in almost all cross-cultural studies. 4. Emotions • Studies suggest some cultures value and experience certain emotions more than others. Intensity also varies to some degree. Copyright © 2016 Pearson Canada Inc.	L10; Material pertinent to this discussion is found under "Global Implications."
46	**Summary** 1. **People act on the basis of their perception of reality.** 2. **Personality attributes provide a framework for predicting behaviour.** 3. **People who are good at reading the emotions of others are generally more effective in the workplace.** Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the end of the chapter.

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47	**OB at Work: For Review** 1. What is perception? What factors influence our perception? 2. What is attribution theory? What are the three determinants of attribution? What are the implications of attribution theory for explaining organizational behaviour? 3. What is personality? How do we typically measure it? What factors determine personality? 4. What is the Myers-Briggs Type Indicator? What are its strengths and weaknesses? Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the end of the chapter.
48	**OB at Work: For Review** 5. What are the key traits in the Big Five Personality model? 6. How do the Big Five personality traits predict behaviour at work? 7. What is the difference between emotions and moods? 8. What impact does emotional labour have on employees? 9. What is the evidence for and against the existence of emotional intelligence? Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the end of the chapter.
49	**OB at Work: For Review** 10. What are some strategies for emotion regulation and their likely effects? Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the end of the chapter.
50	**OB at Work: For Managers** 1. Consider screening job candidates for high conscientiousness—as well as the other Big Five personality traits, depending on the criteria your organization finds most important. Other traits, such as core self-evaluation or narcissism, may be relevant in certain situations. 2. Although the MBTI has been widely criticized, it may have a place in organizations. You may consider the results helpful for training and development; the results can also help employees better understand themselves, help team members better understand one another, open up communication in work groups, and possibly reduce conflicts. Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the end of the chapter.
51	**OB at Work: For Managers** 3. To foster effective decision making, creativity, and motivation in employees, model positive emotions and moods as much as is authentically possible. 4. Regulate your intense emotional responses to an event by recognizing the legitimacy of the emotion and being careful to vent only to a supportive listener who is not involved in the event. 5. Be careful not to ignore co- workers' and employees' emotions; do not assess others' behaviour as if it were completely rational. As one consultant aptly put it, "You can't divorce emotions from the workplace because you can't divorce emotions from people." 180 Managers who understand the role of emotions and moods will significantly improve their ability to explain and predict their co-workers' and employees' behaviour. Copyright © 2016 Pearson Canada Inc.	Material pertinent to this discussion is found at the end of the chapter.

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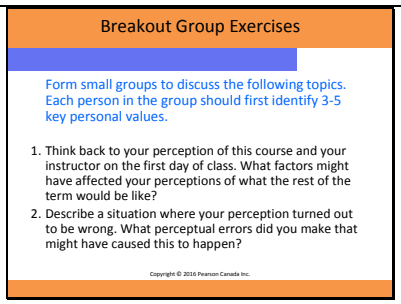
52		Material pertinent to this discussion is found at the end of the chapter.

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CHAPTER

2

Perception, Personality, and Emotions

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Chapter Outline

- **Perception**
  - Factors That Influence Perception
  - Perceptual Errors
  - Why Do Perception and Judgment Matter?
- **Personality**
  - What Is Personality?
  - Measuring Personality
  - Personality Determinants
  - Personality Traits
  - The Dark Triad
  - Other Personality Attributes That Influence OB
- **Emotions**
  - What Are Emotions and Moods?
  - Choosing Emotions: Emotional Labour
  - Why Should We Care About Emotions in the Workplace?

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Learning Outcomes

1. Define *perception*, and explain the factors that influence it.
2. Explain attribution theory, and list the three determinants of attribution.
3. Describe personality, the way it is measured, and the factors that shape it.
4. Describe the Myers-Briggs Type Indicator personality framework and its strengths and weaknesses.

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Learning Outcomes

5. Identify the key traits in the Big Five Personality Model.
6. Demonstrate how the Big Five personality traits predict behaviour at work.
7. Differentiate between emotions and moods.
8. Show the impact of emotional labour on employees.
9. Contrast the evidence for and against the existence of emotional intelligence.
10. Identify strategies for emotion regulation and their likely effects.

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Perception

- **What is perception?**
  - The process by which individuals organize and interpret their impressions to give meaning to their environment.

- **Why is it important?**
  - Because behaviour is based on perception of what reality is, not on reality itself.
  - The world as it is perceived is the world that is behaviourally important.

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Why We Study Perception

- To better understand how people make attributions about events.

- We don't <u>see</u> reality. We i<u>nterpret</u> what we see and call it reality.

- The attribution process guides our behaviour, regardless of the <u>truth</u> of the attribution.

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Factors Influencing Perception

- The Perceiver
- The Target
- The Situation

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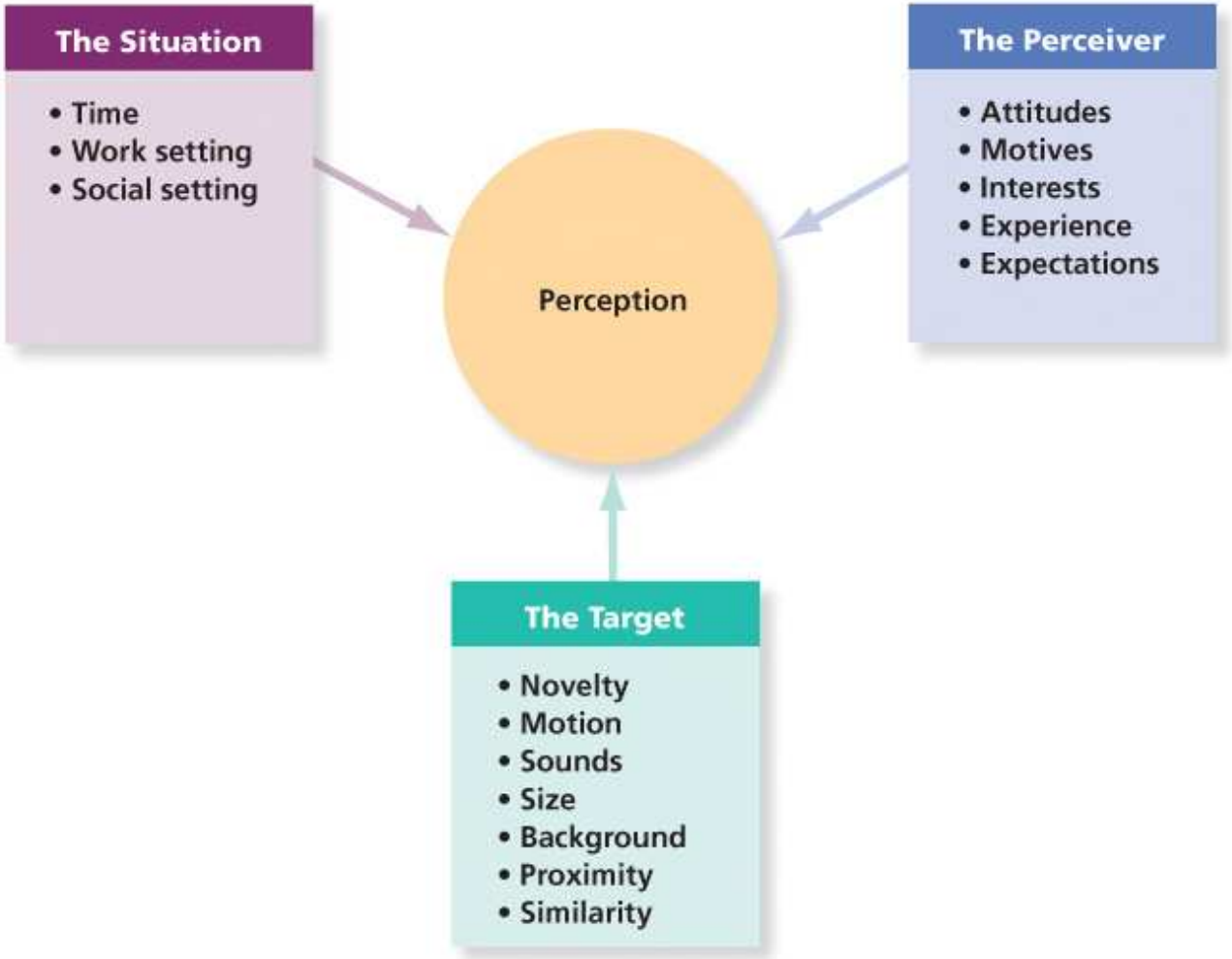
Exhibit 2-1 Factors That Influence Perception

EXHIBIT 2-1 Factors That Influence Perception



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Perceptual Errors

- Attribution Theory
- Selective Perception
- Halo Effect
- Contrast Effects
- Projection
- Stereotyping

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Attribution Theory

- When individuals observe behaviour, they attempt to determine whether it is *internally* or *externally* caused.
  - **Distinctiveness**
    - Does the individual act the same way in other situations?
  - **Consensus**
    - Does the individual act the same as others in the same situation?
  - **Consistency**
    - Does the individual act the same way over time?

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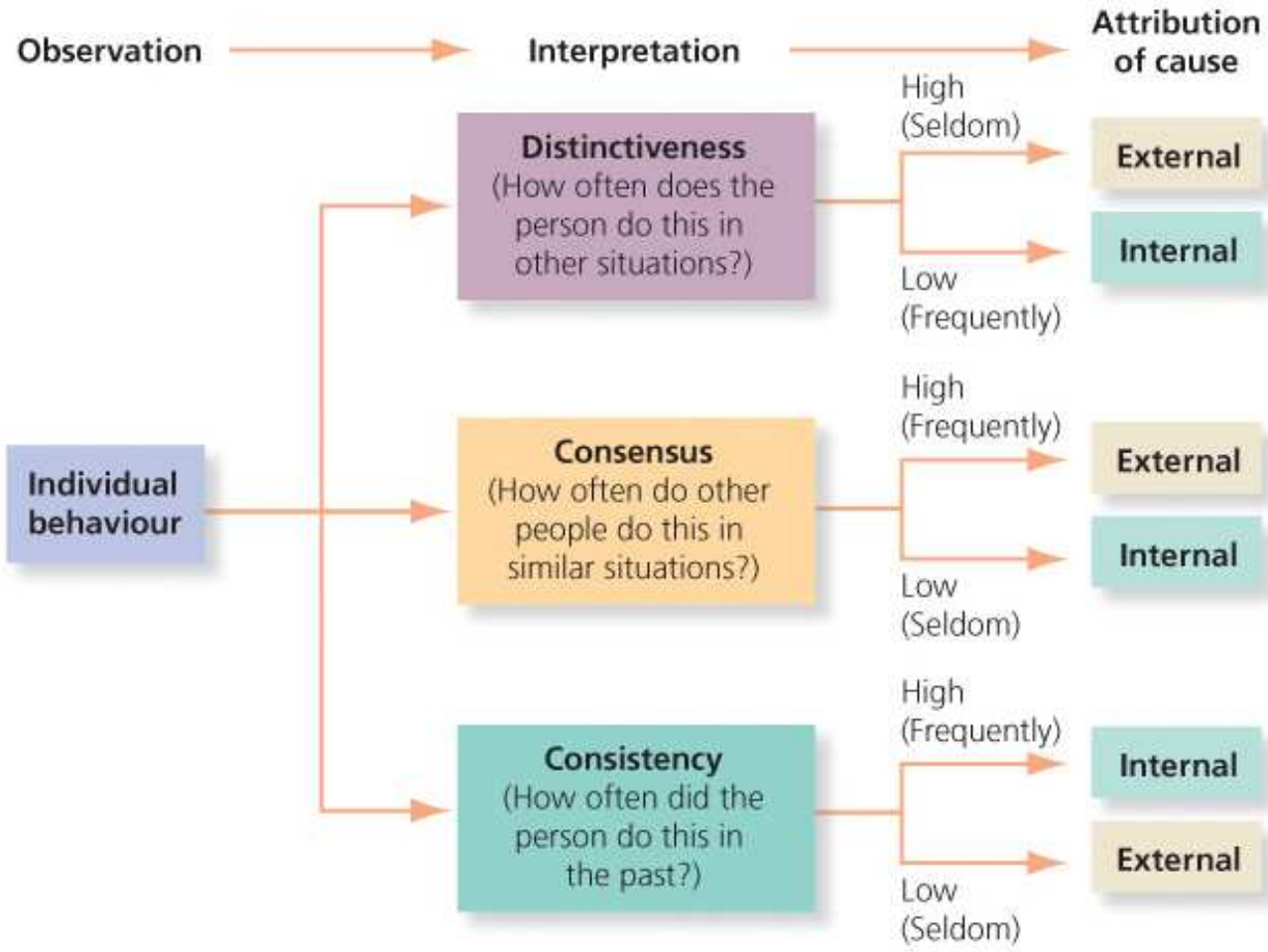
Exhibit 2-2 Attribution Theory

EXHIBIT 2-2 Attribution Theory



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How Attributions Get Distorted

- **Fundamental Attribution Error**
  - The tendency to underestimate external factors and overestimate internal factors when making judgments about others' behaviour.

- **Self-Serving Bias**
  - The tendency to attribute one's successes to internal factors while putting the blame for failures on external factors.

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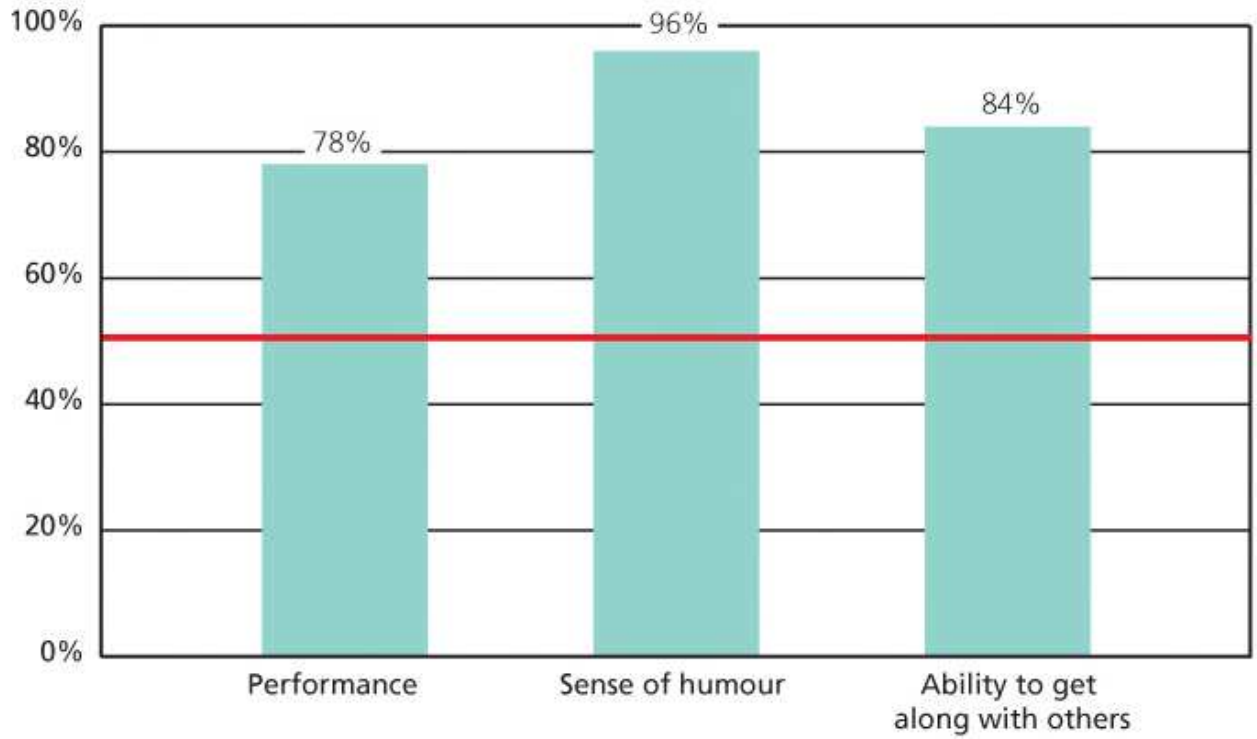
Exhibit 2-3 Percentage of Individuals Rating Themselves Above Average on Each Attribute

EXHIBIT 2-3 Percentage of Individuals Rating Themselves Above Average on Each Attribute



Source: Based on C. Merkle and M. Weber, *True Overconfidence—The Inability of Rational Information Processing to Account for Overconfidence* (March 2009). Available at SSRN: http://ssrn.com/abstract=1373675.

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Perceptual Errors

- **Selective Perception**
  - People selectively interpret what they see based on their interests, background, experience, and attitudes.
- **Halo Effect**
  - Drawing a general impression about an individual based on a single characteristic, such as intelligence, likeability, or appearance.
- **Contrast Effects**
  - A person's evaluation is affected by comparisons with other individuals recently encountered.

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Perceptual Errors

- **Projection**
  - Attributing one's own characteristics to other people.
- **Stereotyping**
  - Judging someone on the basis of your perception of the group to which that person belongs.
- **Prejudice**
  - An unfounded dislike of a person or group based on their belonging to a particular stereotyped group.

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Why Do Perception and Judgment Matter?

- Most obvious applications of judgment shortcuts in the workplace:
  - Employment interviews
  - Performance expectations
  - Performance evaluations

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Why Do Perception and Judgment Matter?

- **Self-fulfilling Prophecy**
  - A concept that proposes a person will behave in ways consistent with how he or she is perceived by others.

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Personality

- **What is Personality?**
  - The stable patterns of behaviour and consistent internal states that determine how an individual reacts and interacts with others.

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Personality

- **Measuring Personality**
  - Research indicates that personality tests are useful in hiring decisions.
  - Scores on personality tests help managers forecast who is the best fit for a job.

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Personality

- **Means of measuring personality**
  - **Self-report surveys**
    - Individuals evaluate themselves on a series of factors
  - **Observer ratings**
    - Provide an independent assessment of personality.
    - Tend to be more accurate predictors of success on the job.

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Personality

- **Personality Determinants**
  - Heredity
  - Environmental factors
  - Situational conditions

- **Personality Traits**
  - Enduring characteristics that describe an individual's behaviour.
    - The Myers-Briggs Type Indicator (MBTI)
    - The Big Five Personality Model

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Myers-Briggs Type Indicator (MBTI)

- **MBTI:**
  - Personality test to determine how people usually act or feel in particular situations.

- **Classifications:**
  - Extroverted (E) or Introverted (I)
  - Sensing (S) or Intuitive (N)
  - Thinking (T) or Feeling (F)
  - Perceiving (P) or Judging (J)

- **Combined to form 16 personality types:**
  - Three examples:
    - INTJ
    - ESTJ
    - ENTP

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The Big Five Model

- **Five basic personality dimensions:**
  - Extraversion
  - Agreeableness
  - Conscientiousness
  - Emotional stability
  - Openness to experience

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Exhibit 2-4 Big Five Personality Traits

EXHIBIT 2-4 Big Five Personality Traits

	Low	High
Extraversion	Reserved Timid Quiet	Gregarious Assertive Sociable
Agreeableness	Cold Disagreeable Antagonistic	Cooperative Warm Empathetic Trusting
Conscientiousness	Easily distracted Disorganized Unreliable	Responsible Organized Dependable Persistent
Emotional Stability	Hostile Anxious Depressed Insecure	Calm Self-confident Secure
Openness to Experience	Unimaginative Inflexible Literal-minded Dull	Creative Flexible Curious Artistic

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Exhibit 2-6 How the Big Five Traits Influence OB

EXHIBIT 2-6 How the Big Five Personality Traits Influence OB

BIG FIVE TRAIT	WHY IS IT RELEVANT?	WHAT DOES IT AFFECT?
Emotional stability	• Less negative thinking and fewer negative emotions • Less hyper-vigilant	• Higher job and life satisfaction • Lower stress levels
Extraversion	• Better interpersonal skills • Greater social dominance • More emotionally expressive	• Higher performance* • Enhanced leadership • Higher job and life satisfaction
Openness	• Increased learning • More creative • More flexible and autonomous	• Training performance • Enhanced leadership • More adaptable to change
Agreeableness	• Better liked • More compliant and conforming	• Higher performance* • Lower levels of deviant behaviour
Conscientiousness	• Greater effort and persistence • More drive and discipline • Better organized and planning	• Higher performance • Enhanced leadership • Greater longevity

*In jobs requiring significant teamwork or frequent interpersonal interactions.

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The Dark Triad

- **The Dark Triad – a group of negative personality traits**
  - Machiavellianism
  - Narcissism
  - Psychopathy

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Machiavellianism

- **Degree to which an individual is:**
  - pragmatic
  - maintains emotional distance
  - believes that ***the ends can justify the means***

- **High Machs vs. Low Machs**
  - manipulate more
  - win more
  - are persuaded less
  - persuade others more

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Narcissism

- The tendency to be arrogant, have a grandiose sense of importance, require excessive admiration, and have a sense of entitlement.

- Narcissists tend to think that they are *better* leaders than their colleagues; but their supervisors tend to rate them as *worse.*

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Psychopathy

- The tendency for a lack of concern for others and a lack of guilt or remorse when one's actions cause harm.
- Related to the use of hard influence tactics (threats, manipulation) and bullying work behaviour (physical or verbal threatening).
- They may be cunning, which helps them gain power in an organization, but they do not use that power toward healthy ends for themselves or their organization.

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Other Personality Attributes That Influence OB

- **Additional Personality Attributes relevant to OB:**
  - Core Self-Evaluation
  - Self-Monitoring
  - Proactive Personality

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Core Self-Evaluation

- **People differ in the degree to which they:**
  - Like or dislike themselves
  - See themselves as effective, capable, and in control of their environment

- **People with positive core self-evaluations perform better because they:**
  - Set more ambitious goals
  - Are more committed to their goals
  - Persist longer at attempting to reach those goals

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Self-Monitoring

- An individual's ability to adjust behaviour to external, situational factors.

- High self-monitors tend to:
  - Pay closer attention to the behaviour of others
  - Be more capable of conforming than low self-monitors
  - Be more mobile in their careers
  - Receive more promotions
  - Be more likely to occupy central positions in an organization

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Proactive Personality

- A person who identifies opportunities, shows initiative, takes action, and perseveres until meaningful change occurs.
- People with a proactive personality will have:
  - Higher levels of job performance
  - Career success
- Actions may be positive or negative depending on the organization and situation.

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What Are Emotions and Moods?

- **Affect**
  - Generic term that covers a broad range of feelings people experience, including emotions and moods.
- **Emotions**
  - Intense feelings that are directed at someone or something.
- **Moods**
  - Feelings that tend to be less intense than emotions and that lack a contextual stimulus.

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Exhibit 2-8 Affect, Emotions, and Moods

EXHIBIT 2-8 Affect, Emotions, and Moods

Affect

Defined as a broad range of feelings that people experience. Affect can be experienced in the form of emotions or moods.

Emotions

- Caused by specific event
- Very brief in duration (seconds or minutes)
- Specific and numerous in nature (many specific emotions such as anger, fear, sadness, happiness, disgust, surprise)
- Usually accompanied by distinct facial expressions
- Action oriented in nature

Moods

- Cause is often general and unclear
- Last longer than emotions (hours or days)
- More general (two main dimensions—positive affect and negative affect—that are composed of multiple specific emotions)
- Generally not indicated by distinct expressions
- Cognitive in nature

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Choosing Emotions: Emotional Labour

- Emotional labour: When an employee expresses organizationally desired emotions during interpersonal transactions at work.
  - **Emotional dissonance**
  - **Felt emotions**
  - **Displayed emotions**
  - **Surface acting**
  - **Deep acting**

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Why Should We Care About Emotions in the Workplace?

- Emotions provide important information about how we understand the world around us.

- People who know their own emotions and are good at reading others' emotions may be more effective in their jobs.

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Emotional Intelligence

- **Emotional Intelligence (EI)**
  - refers to an individual's ability to:

1. **Perceive emotions in self and others**
2. **Understand the meaning of these emotions**
3. **Regulate one's emotions accordingly in a cascading model**

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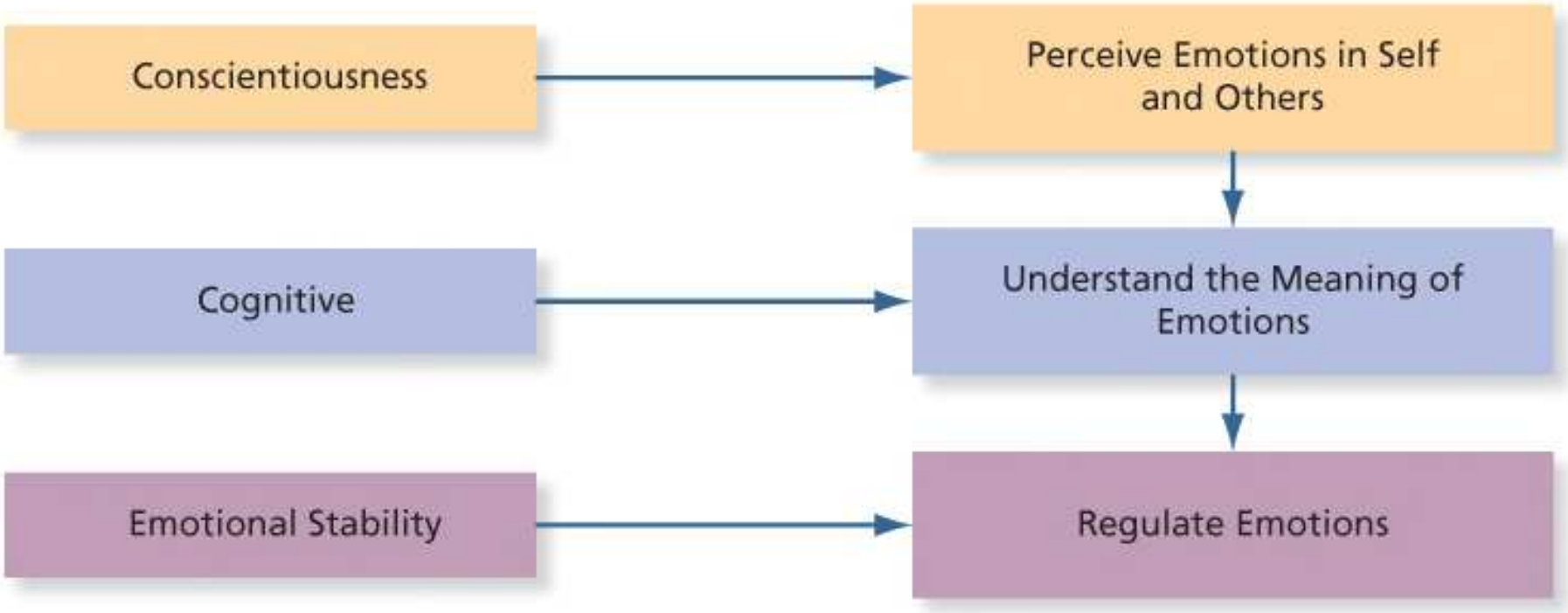
Exhibit 2-9 A Cascading Model of Emotional Intelligence

EXHIBIT 2-9 A Cascading Model of Emotional Intelligence



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Emotional Intelligence

The Case for EI

- Intuitive appeal
- EI predicts criteria that matter
- EI is biologically based

The Case Against EI

- EI researchers do not agree on definitions
- EI cannot be measured
- The validity of EI is suspect

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Negative Workplace Emotions

- Negative emotions can lead to negative workplace behaviours called employee deviance:
  - Production (leaving early, intentionally working slowly)
  - Property (stealing, sabotage)
  - Political (gossiping, blaming co-workers)
  - Personal aggression (sexual harassment, verbal abuse)

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Emotion Regulation

- To identify and modify the emotions you feel

- Emotion management ability is a strong predictor of task performance and organizational citizenship behaviours

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Emotion Regulation

- Common strategies employed to change emotions include:
- Surface acting
- Deep acting
- Acknowledging rather than suppressing emotional responses
- Venting

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Global Implications

- Potential global differences in the four areas from the chapter:
  1. **Perception**
     - Studies suggest that perceptual differences in culture affect what we focus on and what we remember.
  2. **Attribution**
     - Most studies suggest that there are differences across cultures in the attributions people make.

Continued…

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Global Implications

3. **Personality**
   - The five personality factors identified in the Big Five model appear in almost all cross-cultural studies.
4. **Emotions**
   - Studies suggest some cultures value and experience certain emotions more than others. Intensity also varies to some degree.

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Summary

1. **People act on the basis of their perception of reality.**

2. **Personality attributes provide a framework for predicting behaviour.**

3. **People who are good at reading the emotions of others are generally more effective in the workplace.**

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OB at Work: For Review

1. What is perception? What factors influence our perception?
2. What is attribution theory? What are the three determinants of attribution? What are the implications of attribution theory for explaining organizational behaviour?
3. What is personality? How do we typically measure it? What factors determine personality?
4. What is the Myers-Briggs Type Indicator? What are its strengths and weaknesses?

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OB at Work: For Review

5. What are the key traits in the Big Five Personality model?
6. How do the Big Five personality traits predict behaviour at work?
7. What is the difference between emotions and moods?
8. What impact does emotional labour have on employees?
9. What is the evidence for and against the existence of emotional intelligence?

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OB at Work: For Review

10. What are some strategies for emotion regulation and their likely effects?

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OB at Work: For Managers

1. Consider screening job candidates for high conscientiousness—as well as the other Big Five personality traits, depending on the criteria your organization finds most important. Other traits, such as core self-evaluation or narcissism, may be relevant in certain situations.
2. Although the MBTI has been widely criticized, it may have a place in organizations. You may consider the results helpful for training and development; the results can also help employees better understand themselves, help team members better understand one another, open up communication in work groups, and possibly reduce conflicts.

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OB at Work: For Managers

3. To foster effective decision making, creativity, and motivation in employees, model positive emotions and moods as much as is authentically possible.
4. Regulate your intense emotional responses to an event by recognizing the legitimacy of the emotion and being careful to vent only to a supportive listener who is not involved in the event.
5. Be careful not to ignore co- workers' and employees' emotions; do not assess others' behaviour as if it were completely rational. As one consultant aptly put it, "You can't divorce emotions from the workplace because you can't divorce emotions from people." 180 Managers who understand the role of emotions and moods will significantly improve their ability to explain and predict their co-workers' and employees' behaviour.

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Breakout Group Exercises

Form small groups to discuss the following topics. Each person in the group should first identify 3-5 key personal values.

1. Think back to your perception of this course and your instructor on the first day of class. What factors might have affected your perceptions of what the rest of the term would be like?
2. Describe a situation where your perception turned out to be wrong. What perceptual errors did you make that might have caused this to happen?

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