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Instructor's Manual to Accompany

Organizational Behavior 7/e

by Steven L. McShane and Mary Ann Von Glinow

Chapter 2:

Individual Behavior, Personality, and Values

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2 Introduction to the Field of Organizational Behavior

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1. Describe the four factors that directly influence individual behavior and performance.
2. Summarize the five types of individual behavior in organizations.
3. Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
4. Summarize Schwartz's model of individual values and discuss the conditions in which values influence behavior.
5. Describe three ethical principles and discuss three factors that influence ethical behavior.
6. Describe five values commonly studied across cultures.

CHAPTER GLOSSARY

ability -- the natural aptitudes and learned capabilities required to successfully complete a task

achievement-nurturing orientation – a cross-cultural value describing the degree to which people in a culture emphasize competitive versus co-operative relations with other people.

collectivism -- a cross-cultural value describing the degree to which people in a culture emphasize duty to groups to which people belong, and to group harmony

competencies -- skills, knowledge, aptitudes, and other personal characteristics that lead to superior performance

conscientiousness – A personality dimension describing people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious.

counterproductive work behaviors (CWBs) -- voluntary behaviors that have the potential to directly or indirectly harm the organization

extraversion – a personality dimension describing people who are outgoing, talkative, sociable, and assertive.

five-factor model (FFM) -- The five abstract dimensions representing most personality traits: conscientiousness, emotional stability, openness to experience, agreeableness and extroversion.

individualism – a cross-cultural value describing the degree to which people in a culture emphasize independence and personal uniqueness

mindfulness -- A person's receptive and impartial attention to and awareness of the present situation as well as to one's own thoughts and emotions in that moment

moral intensity -- the degree to which an issue demands the application of ethical principles.

moral sensitivity -- A person's ability to recognize the presence of an ethical issue and determine its relative importance.

motivation -- the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior

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

neuroticism – A personality dimension describing people who tend to be anxious, insecure, self-conscious, depressed, and temperamental.

organizational citizenship behaviors (OCBs) -- various forms of cooperation and helpfulness to others that support the organization's social and psychological context

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

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

presenteeism -- attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors

role perceptions – the extent to which a person understands the job duties assigned to or are expected of him or her.

uncertainty avoidance – a cross-cultural value describing the degree to which people in a culture tolerate ambiguity (low uncertainty avoidance) or feel threatened by ambiguity and uncertainty (high uncertainty avoidance)

CHAPTER SUMMARY BY LEARNING OBJECTIVE

2-1 Describe the four factors that directly influence individual behavior and performance.

Four variables—motivation, ability, role perceptions, and situational factors—which are represented by the acronym MARS, directly influence individual behavior and performance. Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior; ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task; role perceptions are the extent to which people understand the job duties (roles) assigned to them or expected of them; and situational factors include conditions beyond the employee's immediate control that constrain or facilitate behavior and performance.

2-2 Summarize the five types of individual behavior in organizations.

There are five main types of workplace behavior. Task performance refers to goal-directed behaviors under the individual's control that support organizational objectives. Organizational citizenship behaviors consist of various forms of cooperation and helpfulness to others that support the organization's social and psychological context. Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization. Joining and staying with the organization refers to agreeing to become an organizational member and remaining with the organization. Maintaining work attendance includes minimizing absenteeism when capable of working and avoiding scheduled work when not fit (i.e., low presenteeism).

2-3 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.

Personality is the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics. Personality traits are broad concepts about people that allow us to label and understand individual differences. Personality is developed through hereditary origins (nature) as well as socialization (nurture). The "Big Five" personality dimensions include

conscientiousness, agreeableness, neuroticism, openness to experience, and extroversion. Conscientiousness and emotional stability (low neuroticism) predict individual performance in most job groups. Extraversion is associated with performance in sales and management jobs, whereas agreeableness is associated with performance in jobs requiring cooperation, and openness to experience is associated with performance in creative jobs.

Based on Jungian personality theory, the Myers-Briggs Type Indicator (MBTI) identifies competing orientations for getting energy (extraversion vs. introversion), perceiving information (sensing vs. intuiting), processing information and making decisions (thinking vs. feeling), and orienting to the external world (judging vs. perceiving). The MBTI improves self-awareness for career development and mutual understanding but is more popular than valid.

2-4 Summarize Schwartz's model of individual values and discuss the conditions in which values influence behavior.

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. Com- pared to personality traits, values are evaluative (rather than descriptive), more likely to conflict, and formed more from socialization than heredity. Schwartz's model organizes 57 values into a circumplex of 10 dimensions along two bipolar dimensions: openness to change to conservation and self-enhancement to self- transcendence. Values influence behavior when the situation facilitates that connection and when we actively think about them and understand their relevance to the situation. Values congruence refers to how similar a person's values hierarchy is to the values hierarchy of another source (organization, person, etc.).

2-5 Describe three ethical principles and discuss three factors that influence ethical behavior.

Ethics refers to the study of moral principles or values that deter- mine whether actions are right or wrong and outcomes are good or bad. Three ethical principles are utilitarianism, individual rights, and distributive justice. Ethical behavior is influenced by the degree to which an issue demands the application of ethical principles (moral intensity), the individual's ability to recognize the presence and relative importance of an ethical issue (moral sensitivity), and situational forces. Ethical conduct at work is supported by codes of ethical conduct, mechanisms for communicating ethical violations, the organization's culture, and the leader's behavior.

2-6 Describe five values commonly studied across cultures.

Five values often studied across cultures are individualism (valuing independence and personal uniqueness); collectivism (valuing duty to in-groups and group harmony); power distance (valuing unequal distribution of power); uncertainty avoidance (tolerating or feeling threatened by ambiguity and uncertainty); and achievement- nurturing orientation (valuing competition vs. cooperation).

LECTURE OUTLINE (WITH POWERPOINT® SLIDES)

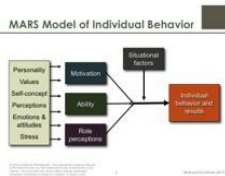## Individual Behavior, Personality, and Values

Individual Behavior,
Personality, and Values
Slide 1

Iceland Foods Group

Iceland Foods Group has become one of the hottest food retailers in the United Kingdom by focusing on employee motivation, skill development, and role perceptions.

Iceland Foods Group
Slide 2

MARS Model of Individual Behavior

An individual's voluntary behavior and performance is influenced by motivation, ability, role perceptions, and situational factors represented by the acronym MARS
- Need to understand all four factors to diagnose and influence individual behavior and performance

MARS Model of
Individual Behavior
Slide 3

Employee Motivation

Internal forces (cognitive and emotional conditions) that affect a person's voluntary choice of behavior
- Direction – motivation is goal-directed, not random
- Intensity – amount of effort allocated to the goal
- Persistence – continuing the effort for a certain amount of time

Employee Motivation
Slide 4

Employee Ability

Employee Ability

Slide 5

Employee Ability

Natural aptitudes and learned capabilities required to successfully complete a task
- Aptitudes – natural talents that help people learn specific tasks more quickly and perform them better
- Learned capabilities – skills and knowledge

Person-job matching – produces higher performance and tends to increase the employee's well-being
- Select applicants who demonstrate the required competencies
- Provide training to enhance individual performance and results
- Redesign the job so employees perform only tasks they are currently able to perform

Role Perceptions

Role Perceptions

Slide 6

Role Perceptions

The extent to which people understand the job duties (roles) assigned to or expected of them.

Role perceptions are clearer (role clarity) when we:
- understand which tasks or consequences we are accountable
- understand the priority of tasks and performance expectations
- understand the preferred behaviors/procedures for tasks

Benefits of clear role perceptions:
- More accurate/efficient job performance (due to clearer direction of effort)
- Better coordination with others
- Higher motivation due to clearer link between effort and outcomes

Situational Factors

Situational Factors

Slide 7

Situational Factors

Environmental conditions beyond the individual's immediate control that constrain or facilitate behavior and performance
- Constraints – e.g. time, budget, work facilities, consumer preferences, economic conditions
- Cues – clarity and consistency of cues provided by the environment to employees regarding their role obligations e.g. lack of signs of nearby safety hazards

Types of Individual Behavior

Slide 8

Types of Individual Behavior (five categories)

Task performance
- Goal-directed behaviors under the individual's control that sup- port organizational objectives
- Involve working with people, data, things, and ideas
- Performance includes:
  - Proficiency -- working efficiently
  - Adaptability -- responding to, coping with, and supporting new circumstances and work patterns
  - Proactivity -- anticipates and initiates new work patterns aligned with environmental changes

Organizational citizenship behaviors (OCBs)
- Various forms of cooperation and helpfulness to others that support the organization's social and psychological context
- Directed toward:
  - individuals -- e.g. adjusting work schedule to accommodate coworkers
  - organization -- e.g., supporting the company's public image
- OCBs are not necessary "discretionary" behaviors (employees don't have to perform them) because:
  - ➥ (a) employees believe some OCBs are part of their job
  - ➥ (b) companies consider some OCBs a condition of employment
- OCBs increase individual and team performance (due to mutual support), but may contribute to work-family conflict and limit career progress

Types of Individual Behavior (cont'd)

Slide 9

Counterproductive work behaviors
- Voluntary behaviors that have the potential to directly or indirectly harm the organization -- e.g. harassing co-workers, creating unnecessary conflict, avoiding work obligations

Joining & staying with the organization
- Forming the employment relationship and staying with the organization

Maintaining work attendance
- Absences due to situation (weather), motivation (avoiding stressful workplace)
- Presenteeism – attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors

Defining Personality
- Relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics
  - External traits and internal states
- Personality traits
  - Clusters of internally-caused behavior tendencies
  - Traits apparent across situations, but situation may suppress behavior tendencies

Defining Personality
Slide 10

Personality in Organizations

Defining Personality

Relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics
- External traits – observable behaviors
- Internal states – infer thoughts, values, and emotions from observable behaviors

Personality traits -- categories of behavior tendencies caused by internal characteristics (not environment)

Traits apparent across situations, but situation may suppress behavior tendencies
- e.g. talkative people may talk less in a library where "no talking" rules are explicit and enforced

Nature vs. Nurture of Personality
- Influenced by nature
  - Heredity explains about 50 percent of behavioral tendencies and 30 percent of temperament
  - Minnesota studies – twins had similar personalities
- Influenced by nurture
  - Socialization, learning
  - Personality stabilizes in young adulthood
    - Executive function steers behavior guided by our self-concept

Nature vs Nurture of Personality
Slide 11

Nature vs Nurture of Personality

Nature: Heredity explains about 50 percent of behavioral tendencies and 30 percent of temperament preferences
- e.g. Minnesota studies found that some types of twins have similar personalities not due to similar environments

Nurture: Socialization, life experiences, and other interactions with the environment also affect personality

Personality stabilizes in young adulthood (about age 30, possibly older)
- We form a clearer and more rigid self-concept as we get older
- Executive function (part of the brain that manages goal-directed behavior) tries to keep our behavior consistent with self-concept

Five-Factor Personality
Model (CANOE)
Slide 12

Five-Factor Model of Personality (CANOE or OCEAN)

Conscientiousness
- High: organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious
- Low: careless, disorganized, and less thorough

Agreeableness
- High: trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible
- Low: uncooperative, intolerant of others' needs, more suspicious, self-focused

Neuroticism
- High: anxious, insecure, self-conscious, depressed, and temperamental
- Low (high emotional stability): poised, secure, and calm

Openness to experience
- High: imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive
- Low: resistant to change, less open to new ideas, and more conventional and fixed in their ways

Extraversion
- High: outgoing, talkative, energetic, sociable, and assertive
- Low (Introversion): quiet, cautious, and less interactive with others

Five-Factor Personality
& Individual Behavior
Slide 13

Five Factor Personality & Individual Behavior

Conscientiousness and emotional stability (low neuroticism)
- Strongest personality predictors of individual performance for most jobs

Extroversion
- Higher performance in sales and management jobs
- Contributes to social interaction and persuasion -- useful where employees must interact with and influence people

Agreeableness
- Higher performance in jobs where employees are expected to be helpful and cooperative e.g. teams, customer relations

Openness to experience
- More creative and adaptable to change

Five-factor dimensions cluster around:
- Getting Along (many org citizenship behaviors) -- Agreeableness, conscientiousness, emotional stability (and maybe extraversion)
- Getting ahead (task performance, innovation) -- Openness to experience, extraversion, conscientiousness, and emotional stability

But need to avoid "linear correlation" assumption that higher of each dimension is better -- more likely an optimal level for each

Jungian Personality
Theory
Slide 14

Jungian Personality Theory

Swiss psychiatrist Carl Jung proposed that personality is primarily represented by the individual's preferences regarding perceiving and judging information

Myers-Briggs Type Indicator (MBTI)
- Estimates Jungian personality types
- Most widely used personality test
- Improves self-awareness and mutual understanding -- i.e. good for career counseling and executive coaching
- Poor at predicting job performance, effective leadership, or team development

Myers-Briggs Type
Indicator (MBTI)
Slide 15

Myers-Briggs Type Indicator (MBTI)

Extroversion versus introversion (E – I)
- Similar to five-factor dimension

Perceiving information (S – N)
- Sensing – perceiving information directly through the five senses to acquire factual and quantitative details
- Intuition – relies on insight and subjective experience

Judging i.e. making decisions (T – F)
- Thinking – rely on rational cause-effect logic and systematic data collection to make decisions
- Feeling – rely on emotional responses to the options as well as how those choices affect others

Orientation toward the outside world (P – J)
- Perceiving – open curious, flexible, adapt spontaneously to events, prefer to keep options open
- Judging – prefer order and structure; want to resolve problems quickly

Jungian and Myers-
Briggs Types
Slide 16

Jungian and Myers-Briggs Types

(See notes in previous slide for details)

Values in the Workplace

Values in the Workplace
Slide 17

Stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations
- Define right/wrong, good/bad
- Tell us what we "ought" to do (moral compass)
- Direct our motivation and, potentially, our decisions and behavior

Value system -- hierarchy of preferences which is relatively stable and long-lasting

Values differ from personality traits
- Values are evaluative (what we ought to do); personality traits are descriptive (what we tend to do)
- Values conflict with each other (e.g. valuing excitement conflicts with valuing stability); personality traits have minimal conflict
- Values affected more by nurture (socialization, reinforcement) than nature (heredity); personality about equally affected by nature and nurture

Schwartz's Values Model

Schwartz's Values Model
Slide 18

Dominant model of personal values was developed and tested by social psychologist Shalom Schwartz and many others

Clusters 57 specific values into 10 broad value categories which are further clustered into four quadrants

Schwartz's Values Model

Schwartz's Values Model
Slide 19

10 broad values categories are mapped on to four quadrants

Openness to change
- Extent to which a person is motivated to pursue innovative ways

Conservation
- Extent to which a person is motivated to preserve the status quo

Self-enhancement
- How much a person is motivated by self-interest

Self-transcendence
- Motivation to promote the welfare of others and nature

Personal Values and Behavior

Personal Values and
Behavior
Slide 20

Values direct our motivation, so guide our decisions, behavior, and performance

But there is a "disconnect" between values and behavior because:
- Situation -- may prevent or discourage people from acting consistently with their values (both opportunity and counter motivation effects)
- Awareness (salience) -- we apply values when we actively think about them and understand their relevance to the situation -- problem is that values are abstract, so their relevance isn't obvious

To increase values-consistent behavior:
- Maintain work environment that supports and is consistent with personal and organizational values (e.g., resources, rewards)
- Remind employees of their (and company's) most important values
- Improve employee sensitivity to values relevance (i.e., increase moral sensitivity -- see ethics discussion below)

Values Congruence*

Values Congruence
Slide 21

Values congruence – how similar a person's values hierarchy is to the values hierarchy of the organization, a co-worker, or another source

Person-organization values congruence
- Person's values are similar to the organization's dominant values

Espoused-enacted values congruence
- Consistency between the values apparent in our actions – enacted values and what we say we believe in (espoused values)
- Especially important for people in leadership positions because any gap undermines their perceived integrity

Organization-community values congruence
- Similarity of an organization's dominant values with the values of the community or society in which it conducts business

* Note: We use "values" (plural) because values operate as a set, not individually, and because "value" is easily confused with the economic concept of worth of something relative to price

Three Ethical Principles
Slide 22

Ethical Values and Behavior

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

Three Ethical Principles

Utilitarianism
- Seek the greatest good for the greatest number of people
- Focuses on the consequences of our actions, not on how we achieve those consequences

Individual rights principle
- Reflects the belief that everyone has entitlements that let her or him act in a certain way e.g. freedom of speech, fair trial
- Problem of conflicting rights e.g. right to privacy conflicts with another's right to know

Distributive justice principle
- People who are similar should receive similar benefits and burdens e.g. two employees who contribute equally in their work
- Inequalities are acceptable when they benefit the least well off

Influences on Ethical Conduct

1. Moral intensity
- The degree to which an issue demands the application of ethical principles

2. Moral sensitivity (ethical sensitivity)
- A person's ability to recognize the presence of an ethical issue and determine its relative importance
- Enables quicker and more accurate estimation of an issue's moral intensity
- Moral sensitivity increases with the person's
  1. empathy
  2. subject expertise
  3. direct experience with these moral dilemmas
  4. mindfulness
- Mindfulness
  - A person's receptive and impartial attention to and awareness of the present situation as well as to one's own thoughts and emotions in that moment
  - Involves actively monitoring the environment, so increases moral sensitivity

3. Situational influences
- External forces to act contrary to moral principles and personal values

Supporting Ethical Behavior

Corporate code of ethics
- Statement about desired practices, rules of conduct, and philosophy about the organization's relationship to stakeholders and the environment
- Problem: Limited effect on ethical conduct

Systems for communicate and impartially investigating wrongdoing
- Confidential ethics hotlines and websites
- Ethics ombudspersons

Ethical leadership and shared values
- Ethical conduct and vigilance of corporate leaders – role model ethical standards that employees are more likely to follow

Values Across Cultures

Individualism

Individualism
Slide 25

A cross-cultural value describing the degree to which people in a culture emphasize independence and person uniqueness

Highly individualist people value personal freedom, self-sufficiency, control over their own lives, and appreciation of their unique qualities

Collectivism
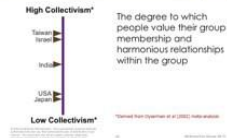
Collectivism
Slide 26

Extent to which we value our duty to groups to which we belong and to group harmony

Highly collectivist people define themselves by their group memberships, emphasize their personal connection to others in their in-groups, and value the goals and well-being of people within those groups

Note: Contrary to popular belief, individualism is not the opposite of collectivism – the two concepts are unrelated (both horizontally and vertically)

Power Distance
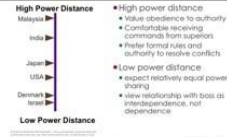
Power Distance
Slide 27

Extent to which people accept unequal distribution of power in a society

High power distance
- Accept and value unequal power
- Value obedience to authority
- Comfortable receiving commands from superiors without consultation
- Prefer to resolve conflicts through formal rules rather than directly

Low power distance
- Expect relatively equal power sharing
- View relationship with boss as interdependent, not dependence
- Expect power sharing and consultation in decisions affecting them
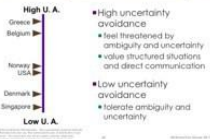
Uncertainty Avoidance
Slide 28

Uncertainty Avoidance

Degree to which people tolerate ambiguity or feel threatened by ambiguity and uncertainty

Low uncertainty avoidance
- Tolerate ambiguity and uncertainty

High uncertainty avoidance
- Feel threatened by ambiguity and uncertainty
- Value structured situations, clear documentation, and direct rather than indirect or ambiguous communications
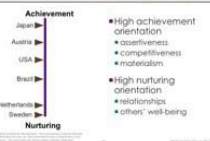
Achievement-Nurturing
Slide 29

Achievement-Nurturing

Reflects a competitive versus cooperative view of relations with other people

High achievement orientation
- Value assertiveness, competitiveness, materialism
- Appreciate people who are tough and favor acquisition of money and material goods

Nurturing orientation
- Emphasize relationships and the well-being of others
- Focus on human interaction and caring rather than competition and personal success
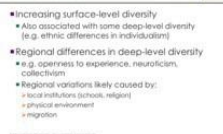
Cultural Diversity within the United States
Slide 30

Cultural Diversity within the United States

Increasing surface-level diversity

Also associated with some deep-level diversity (e.g. racial differences in individualism)

Regional differences in deep-level diversity
- e.g. openness to experience, neuroticism, collectivism

Regional variations likely caused by:
- local institutions (schools, religion)
- physical environment
- migration

Individual Behavior, Personality, and Values

Individual Behavior,
Personality, and Values
Slide 31

SOLUTIONS TO CRITICAL THINKING QUESTIONS

1. **A federal government department has high levels of absenteeism among the office staff. The head of office administration argues that employees are misusing the company's sick leave benefits. However, some of the mostly female staff members have explained that family responsibilities interfere with work. Using the MARS model, as well as your knowledge of absenteeism behavior, discuss some of the possible reasons for absenteeism here and how it might be reduced.**

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

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

2. **It has been said that all employees are motivated. Do you agree with this statement?**

   All elements of the MARS model help us understand the critical influences on individual's voluntary behavior and performance. If any of those components is missing, then their subsequently behavior and performance would likely not be high. But let's take the case of motivation for example. Motivation can take many forms (direction), intensity and varying levels of persistence. The employee who comes in late, spends half his day gossiping at the coffee machine, and goes home with some property of the organization –is that person motivated? Yes, of course s/ he is! It is just not motivation congruent with the organizations goals. So goal congruence is also important when we discuss motivation. Sometimes some of our most motivated employees do nothing! The organization's goal is
   to ensure that the direction that motivation takes is congruent with the direction in which the organization is going!

3. **Studies report that heredity has a strong influence on an individual's personality. What are the implications of this influence in organizational settings?**

   There are a number of issues that student might -- and should -- raise in response to this question. First, the strong effect of heredity suggests that applicant selection is an important way to improve job performance and employee well-being (by ensuring their work matches their personality). Although we might try to change an employees style of behavior, their inherent style is strongly determined already. This is why many companies refer to "hire for attitude, train for skill"

A second implication is that training for some types of behavior (fun-oriented, detailed, talkative, etc.) might be less successful than employer assume. It would be better to transfer people into jobs that more closely match their personality.

4. **All candidates applying for a management trainee position are given a personality test that measures the five dimensions in the five-factor model. Which personality traits would you consider most important for this type of job? Explain your answer.**

The textbook provides some information to help students answer this question. First, conscientiousness and emotional stability (low neuroticism) are important because they best predict individual performance in almost every job group. Both are motivational components of personality because they energize a willingness to fulfill work obligations within established rules (conscientiousness) and to allocate resources to accomplish those tasks (emotional stability). Various studies have reported that conscientious employees set higher personal goals for themselves, are more motivated, and have higher performance expectations than do employees with low levels of conscientiousness. They also tend to have higher levels of organizational citizenship and work better in organizations that give employees more freedom than in traditional "command and control" workplaces.

The other important personality dimension is extroversion, because it is associated with performance in sales and management jobs, where employees must interact with and influence people. One or more other personality dimensions might also be relevant to management trainees, but these three stand out.

5. **Compare and contrast personality with personal values, and identify values categories in Schwartz's values circumplex that likely relate to one or more personality dimensions in the five-factor personality model.**

This question has two parts. The first part (compare/contrast) involves defining both concepts and then pointing out similarities and differences. Personality is the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics. Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. Both concepts are characteristics of individuals, are relatively abstract, and have many dimensions (specific personality traits and specific individual values). The main difference between these two concepts is that personality is descriptive whereas values are evaluative. Personality refers (descriptively) to behavioral tendencies. Values refer
to what people "ought" to do; they indicate that some things have more valence (good/bad) than other things. A second distinction is that specific values conflict with other specific values, whereas personality traits have much less conflict with each other. A third distinction is that personality is more strongly influenced by heredity than are personal values. Heredity has some influence on our values, but socialization and life experience play a stronger role compared to the effect on personality.

The second part of this question asks student to identify specific Schwartz's values categories with personality dimensions. This is possible because personality and values are associated with each other. Several studies have reported correlations between Schwartz's list of values and the Big Five personality dimensions. None of this detail is provided in the textbook, but students can try to associate personality traits with personal values through their definitions.

The table below summarizes a meta-analysis of of studies relating the Big Five personality dimensions with personal values:

Exhibit: Meta-Analytic Results for Big Five Personality Dimensions and Personal Values (Schwartz Model)

	Conscient-iousness	Emotional Stability	Extraversion	Agreeableness	Openness to Experience
Power			0.19	−.34	
Achievement	0.26		0.23		
Hedonism					
Stimulation		0.11	0.26		0.29
Self-direction					0.49
Universalism				0.23	0.46
Benevolence				0.48	
Conformity	0.29	0.05			−.35
Tradition				0.35	−.27
Security	0.22	−.02		0.07	

Source: Parks, L., & Guay, R. P. (2009). Personality, values, and motivation. *Personality and Individual Differences*, 47(7), 675-684.

For earlier writing on the relationships among personality traits and personal values, see: Olver, J. M., & Mooradian, T. A. (2003). Personality traits and personal values: a conceptual and empirical integration. *Personality and Individual Differences*, 35(1), 109-125; Aluja, A., & García, L. F. (2004). Relationships between Big Five personality factors and values. *Social Behavior & Personality*, 32(7), 619-626.

This table indicates the following:

Openness to experience -- generally the strongest association with specific values, particularly higher self- direction, universalism, and stimulation, and lower conformity and tradition.

Agreeableness -- seems to have the 2nd highest link to specific values. these values include higher benevolence, tradition, and universalism, as well as lower power and security.

Conscientiousness -- This personality dimension has some connection to personal values, notably conformity, achievement, and security.

Extraversion -- This Big Five personality dimension is correlated significantly (all positively) with stimulation, achievement, and power.

Emotional Stability (low neuroticism) -- This personality dimension is reported to have the weakest association with any of Schwartz's values. The three values that minimally relate are stimulation, conformity, and (barely) security.

6. **This chapter discussed values congruence mostly in the context of an employee's personal values versus the organization's values. But values congruence also relates to the juxtaposition of other pairs of value systems. Explain how values congruence is relevant with respect to organizational versus professional values (i.e., values of a professional occupation, such as physician, accountant, pharmacist).**

    The textbook explains that values congruence comes in different forms, such as individual with organization and organization with society. This question asks about values congruence between the organization and a professional group (accountants, lawyers, engineers, teachers etc.). For example, an engineer working for an auto manufacturer may be asked to design a gas tank that minimizes cost beyond established minimum engineering standards. In this case values incongruence may occur because the engineer's profession dictates that public safety be paramount in all design considerations.

7. **"All decisions are ethical decisions." Comment on this statement, particularly by referring to the concepts of moral intensity and moral sensitivity.**

    This sweeping statement is false. For a decision to have an ethical dimension it has to have some moral intensity associated with it. Moral intensity is a characteristic of the situation. It refers to the degree to which an issue demands the application of ethical principles. "Who should be laid off?" would have high moral intensity. On the other hand, a decision to take an umbrella to work because it might rain has no moral intensity. This is because morally intense issues involve others in the society who may think the decision is good or evil, or the issue quickly affects people.

    Moral sensitivity refers to a characteristic of the decision maker, not the situation. Faced with the same issue, two decision makers may be more or less moral sensitive. This means that people differ in their ability to recognize the presence and determine the relative importance of an ethical issue.

    Moral intensity and moral sensitivity are different, but they go hand-in-hand. An issue with high moral intensity might be decided without the required ethical consideration because the decision maker doesn't recognize its ethical importance (i.e., the person has low moral sensitivity). Thus, both concepts are important factors in the extent to which we apply ethical principles to issues.

8. **The organization for which you have been working for five years is suffering from a global recession. In response, it changes your compensation structure. Discuss the role of moral intensity, moral sensitivity, and situational influences in this context.**

    Moral intensity is the degree to which an issue demands application of ethical principles. In this situation, the organization is facing financial instability and needs your support, nevertheless, this is just one of the factors which contributes to the moral intensity of the issue. Moral sensitivity is a personal characteristic that enables people to recognize the presence of an ethical issue and determine its relative importance. Even after having worked for five years in the organization, it depends on you as a person, and also on the information that you have about the situation, higher moral sensitivity leads to higher empathy. Situational factors could be a pressure from top management, peer pressure, social pressure and family responsibilities, and your comfort zone within the organization. Based on these situational factors, you may choose to stay with the organization, accept the new compensation or look for work elsewhere.

9. **People in a particular South American country have high power distance and high collectivism. What does this mean, and what are the implications of this information when you (a senior executive) visit employees working for your company in that country?**

    In high power distance cultures, people tend to accept the power differential which exists in their society. This extends to the workplace as well. I would expect the employees to address me by my surname. I would not interpret this as being aloof or unfriendly. The social interchange between the employees and I would be formal.

    High collectivism would encourage me to celebrate the achievements of everyone as a group. Any discussion would emphasize and focus on improving or maintaining group harmony and teamwork.

CASE STUDY: PUSHING PAPERS CAN BE FUN

Case Synopsis

The chief of police in a large city government describes the problem of getting his officers to do paperwork. The officers enjoy working with the public and apprehending criminals, not sitting at a desk. The paperwork is boring, but can make the difference in convictions. The Chief has no financial rewards (budget crunch) and promotions are determined by seniority, not the quality of paperwork. Officers were trained to perform street work, not fill out forms. Arrests, not paperwork, get noticed. Conviction success is due to too many factors to be a performance criterion.

Suggested Answers to Case Questions

1. **What performance problems is the captain trying to correct?**

   The main problem in this case is poor police reporting of incidents, as well as the resulting lost cases in court.

2. **Use the MARS model of individual behavior and performance to diagnose the possible causes of the unacceptable behavior.**

   Motivation. There are several facts that suggest that the poor paperwork is due to lack of motivation. First, officers come into this profession because they want to work with the public and catch criminals, not sit in an office filling out reports. Thus, the paperwork task does not fulfill their needs for personal growth. Second, social rewards (praise, recognition) result from the outside activities, not paperwork. Third, financial rewards do not encourage people to do paperwork. Promotions are based on seniority, so they motivate officers to stay with the force, not to complete paperwork. Competitions did not work, either.

   Ability. It isn't certain that officers are able to complete the paperwork task well enough. They don't seem to receive any training in this area. However, the captain's discussion of the report competition suggests that at least some officers are able to perform this task well enough.

   Role Perceptions. The captain seems to have emphasized the importance of paperwork to the officers, and they probably have learned that some cases have been lost due to poor reports. Thus, it is reasonable to conclude that many officers know that the quality of reports is an important of their job. At the same time, it may be possible that the captain has not emphasized the importance of report writing to the officers. Moreover, there is no evidence that rookies have clear role perceptions about this task when they first enter the department.

   Situational Factors. There is no information about factors beyond the officers' control that might hinder or facilitate their job performance in report writing. It may be possible that more time and other resources are needed to complete the reports better, but this information is not given in the case.

3. **Has the captain considered all possible solutions to the problems? If not, what else might he do?**

   The captain has looked a variety of incentives to motivate officers to complete the paperwork, but other strategies might be considered. For example, the Crown counsel might meet occasionally with officers to describe examples where good or bad paperwork influenced the success of their cases. The captain might try to publicly recognize officers who have contributed to a successful case mainly due to their thorough reports.

   The police chief might also consider the possibility that some officers lack the competencies to perform the report writing task. A needs assessment might determine who should receive formal training in report writing. A "train the trainer" approach might be considered where officers who are most effective at report writing receive special training to teach other officers. This might add further social esteem to performance in report writing.

CLASS EXERCISE: TEST YOUR KNOWLEDGE OF PERSONALITY

Purpose

This exercise is designed to help students think about and understand the effects of the Big Five personality dimensions on individual preferences and outcomes.

Instructions (Large Class)

Below are several questions relating to the Big Five personality dimensions and various preferences or outcomes. Answer each of these questions relying on your personal experience or best guess. Later, the instructor will show you the answers based on scholarly results. You will not be graded on this exercise, but it may help you to better understand the effect of personality on human behavior and preferences.

Instructions (Small Class)

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

2. The instructor will reveal the answers based on scholarly results. (Note: The instructor might create a competition to see which team has the most answers correct.)

Exercise Answers

1. **You have been asked to select job applicants for a nine-month over-winter assignment working in an Antarctic research station with a dozen other people. Assuming that all candidates have equal skills, experience, and health, identify the level of each personality dimension that would be best for people working in these remote, confined, and isolated conditions.**

   Answer:

   Conscientiousness -- average (but possibly below average relating to : high tolerance to lack of achievement and low need for order)

   Agreeableness -- above average

   Neuroticism -- Low (relatively high emotional stability) (this seems to be the most significant factor) Openness to

   experience -- above average, but ambiguous findings because also high tolerance of lack of stimulation and does not become bored easily

   Extroversion -- below average (i.e., moderately introverted and low need for social interaction, "but socially adept")

   Sources: Musson, D. M., Sandal, G. M., Harper, M., & Helmreich, R. L. (2002). Personality testing in antarctic expeditioners; cross cultural comparisons and evidence for generalizability, 53rd International Astronautical Congress, The World Space Congress. Houston: International Astronautical Federation; Sarris, A. (2006). Personality, Culture Fit, and Job Outcomes on Australian Antarctic Stations. Environment and Behavior, 38(3), 356-372; Palinkas, L. A., & Suedfeld, P. (2008). Psychological effects of polar expeditions. The Lancet, 371(9607), 153-163.

2. **Listed below are several jobs. Please check no more than two personality dimensions that you believe are positively associated with preferences for each occupation.**

    Answer:

    Budget analyst: Conscientiousness

    Corporate executive: Extroversion

    Engineer: Openness to experience

    Journalist: Openness to experience

    Life insurance agent: Extroversion

    Nurse: Extroversion and agreeableness

    Physician: Extroversion and agreeableness

    Production supervisor: Conscientiousness

    Public relations director: Openness to experience

    Research analyst: openness to experience School

    teacher: extroversion and agreeableness Sculptor:

    openness to experience

    Sources: Furnham, A., (2001) "Vocational preference and P-O fit: Reflections on Holland's Theory of Vocational Choice," Applied Psychology: An International Review, 50 (1), pp. 5-29; Tett, Robert P., and Dawn D. Burnett. "A personality trait-based interactionist model of job performance." Journal of Applied Psychology 88, no. 3 (2003): 500-517; Barrick, M. R. Murray R., M. K. Michael K. Mount, and R. Rashmi Gupta. "Meta-analysis of the relationship between the five-factor model of personality and Holland's occupational types." Personnel psychology 56, no. 1 (2003): 45.

    NOTE: There is ongoing debate regarding the association between vocational preference and personality. Sullivan & Hanson (2004) report that subdimensions of the Big 5 are better predictors of vocational interest than are the overall dimensions (e.g. subdimensions of extroversion -- such as enthusiasm and sociability).

    Assignment of some of these personality dimensions to specific occupations may be based on limited data. Also, although these are identified as the most significant personality predictors, other five-factor dimensions also likely have a significant influence on occupational preferences.

3. **On which two personality dimensions should team members have the highest scores, on average, to produce the best team performance?**

    Answer: agreeableness and conscientiousness

    Source: Peeters, Miranda A. G., Harrie F. J. M. van Tuijl, Christel G. Rutte, and Isabelle M. M. J. Reymen. "Personality and team performance: a meta-analysis." European Journal of Personality 20, no. 5 (2006): 377-396

4. **Rank-order (1=highest, 5 =lowest) the Big Five personality dimensions in terms of how much you think they predict a person's degree of life satisfaction. (Note: Personality dimensions are ranked by their absolute effect, so ignore the negative or positive direction of association.)**

RANK	PERSONALITY DIMENSION
1	Neuroticism (negative association)
2	Conscientiousness
3/4	Extroversion & agreeableness
5	Openness to experience

Source: DeNeve, K. M., and H. Cooper. "The Happy Personality: A Meta-Analysis of 137 Personality Traits and Subjective Well-Being." Psychological Bulletin 124 (1998): 197-229.

5. **Which two Big Five personality dimensions are positively associated with enjoyment of workplace humor?**

    Answer: Extroversion and agreeableness have the highest correlation with attitudes toward having fun at work.

    Source: Karl et al, "Is fun for everyone? Personality differences in healthcare providers' attitudes toward fun," Journal of Health and Human Services Administration, Spring 2007, pp. 409-447

CLASS EXERCISE: PERSONAL VALUES EXERCISE

Purpose

This exercise is designed to help students understand Schwartz's values model and relate its elements to their personal values and the values held by others in the class.

Materials

The instructor needs to prepare the following items prepared before class:

(a) One student handout (see next page) for each student. This handout is the list of 44 personal values. (See Comments for Instructors below for explanation of the 44 rather than 57 values.)

(b) Three (3) yellow sticky (Post-It) notes for each student

(c) Three (3) sticky notes in a different (preferably contrasting) color for each student.

(d) One copy (per class, NOT per student) of each of the ten (10) values categories signs. A miniature version of the 10 values categories signs is shown below. A ready-to-print PDF is available on the instructors' resource website. Print each sign in landscape (horizontal) format on 11 by 17 inches (A3) or larger paper for easier readability.

Preparing the Ten Values Category Signs

As indicated in the materials section above, the instructor needs to print one copy (per class, NOT per student) of each of the ten (10) values categories signs. Print each values category sign in landscape (horizontal) format on at least 11 inch by 17 inch (A3) paper for easy readability. These ten pages are posters or signs that students will see on the classroom walls.

Before class, the instructor places the ten large values category signs around the room. These signs must: (a) **be posted around the class room in the same order as Schwartz's values circumplex**, (b) be placed high on the wall so there is plenty of space for posting sticky notes below, and (c) have solid wall space below each sign so sticky notes will adhere. If possible, cover the values category signs with blank paper that can be easily removed when students have finished writing on their six sticky notes.

Place the ten signs around the room in the same order as Schwartz's values circumplex. For example, you might place security, power, and achievement (in that order clockwise) across the front of the class; hedonism and stimulation (in that order clockwise) along the left side wall; self-direction, universalism, and benevolence (in that order clockwise) across the back wall; and conformity and tradition along the right side wall. Of course, the number of values category signs posted on each wall depends on available wall space and student access to that space. Ideally, place signs on all walls and balance the number of signs around the room so students feel they are in the center of a classroom-sized values circumplex.

Place each sign high on the wall. This is so students can see them easily and there is enough space under the sign for students to place their sticky notes (see instructions below). Also, the wall space needs to be solid enough so the sticky notes adhere. If some walls are not suitable (e.g. walls have fabric), white boards or flip chart stands might be used.

If possible, cover each values category sign with blank paper so students can't see the text on each sign. These blank pages are removed quickly after students have written on their six sticky notes (Step #2).

Instructions

Distribute the first three materials (student handout page, three yellow sticky notes, and three sticky notes in the second color) to each student at the beginning of the exercise.

Step 1: Students are asked to pick three (3) of the 44 words/phrases on the student handout page that represent the MOST important values to them personally. Students print each of the three values on the three yellow-colored sticky notes provided. IMPORTANT: Remind students that they print only one value on each sticky note. Also, students do NOT put their name on these sticky notes (i.e. they remain anonymous).

Step 2: From the remaining 41 values statements on the student handout, students pick three (3) that represent the LEAST important values to them personally. Students print each of these three values on three sticky notes of the second color provided. Again, students print only one value on each note, and they do NOT put their name anywhere on the sticky note.

Step 3: When students have completed (or nearly completed) Step #2, the instructor removes the blank pages covering the 10 values category signs (if the signs were covered). Then, the instructor announces the following:

> Around the room are ten signs representing the values categories in Schwartz's values circumplex. Each sign names the specific values in your handout associated with that values category. Find the values category signs that list the specific values you printed on each of your six sticky notes. Post your yellow notes (the three most important values) IMMEDIATELY under the signs listing those specific values. Place your sticky notes in the second color (the three least important values) FAR below the corresponding values category signs. The second color sticky notes should be placed far enough below that all of the yellow sticky notes associated with that sign can be placed above the second color notes.

Step 4: Debrief the exercise with discussion about the resulting distribution of sticky notes and the issues students considered when choosing their most and least important values. Consider the following questions:

1. To what extent are the yellow and second color sticky notes clustered around the room? What values categories are they clustered around? What does this clustering mean for the values of people in this room? Do you think this clustering of values represents the values of most people in this department/faculty/program? Why or why not?

2. What do you notice about how you personally or how the class generally placed yellow compared to the second color notes? Are they located near each other or more at opposite sides of the circumplex? Why?

3. What were you thinking about to help you identify the most and least important values from the list? Did you reflect on your emotional feeling about each of them? Did you logically think about how often you use each of these values?

4. Consider the dominant values of the place where you work or do your education. Are the company's/school's values similar to the three most important values you identified here, or are they more in the opposing categories of the circumplex? Have you experienced values incongruence because of these differing values priorities?

Comments for Instructors

This recently-developed activity (no one I've met is aware of its existence elsewhere in this form) has quickly become one of the most popular and engaging classroom events for students. Schwartz's values circumplex comes alive as students move around the room to post their sticky notes, and the debriefing occurs literally "within" the collective reality of that circumplex. Students are fascinated (and sometimes surprised) by the clustering of sticky notes. They think more actively about personal values and the ten categories in the circumplex model.

I have conducted this exercise on three continents (North America, Asia, Australia) and with a wide range of participants (undergraduate students, graduate students, college faculty, executive program participants). All seem to enjoy the experience. Many participants photograph the class results for future reference. This activity is easiest in classes with less than 40 participants and in rooms with plenty of space near the walls. However, I have conducted it in a large lecture theatre with more than 100 participants. I have also conducted it where only some walls were useable (due to fabric on walls, lack of space between the wall and seating, or obstructing pillars).

The setup isn't as complex or difficult as it may seem. Just be sure to arrive well before class to tape the ten values categories signs around the room in the right order (have a copy of Schwartz's model handy so you get them in the right order!). I tape a blank page (Letter/A4 size is enough) over the text of each large sign because students might be influenced if they see the information on the signs.

In Step #3, as I verbally give students the instructions to post their notes, I pull the blank pages off to reveal the text on the ten signs. I also provide a small demonstration -- I put a yellow sticky note immediately under one of the signs and put a 2nd color note further below that sign. This shows that the 2nd color notes need to leave space above for any yellow sticky notes that others will post there. However, you might need to move some sticky notes around during the activity where students didn't leave space or misunderstood this instruction.

The class debriefing is almost always a delight. (At worst, students need debriefing questions to help them see the information and issues.) The yellow and 2nd color sticky notes always cluster in some meaningful way. Achievement, self-direction, and benevolence tend to receive the most yellow sticky notes among business students and faculty (across all countries). Conformity, tradition, and hedonism seem to attract the most 2nd color (least important values) sticky notes. I have not tried this activity with a non-business audience (e.g. engineering, fine arts), but I suspect the clusters would be noticeably different. One of the most interesting surprises is that "tradition" is consistently identified (in almost a dozen events) as one of the LEAST important values among business students and faculty in mainland China. Participants explain that (a) business students and faculty aren't representative of the population in China and/ or (b) what people believe in and value (e.g., self-direction) can differ from what society expects of them (e.g.
tradition).

An important observation during the debriefing is how sticky notes differ in the opposing categories. For example, "self-direction" tends to receive a large number of "most important (yellow) sticky notes whereas the opposing categories of security, conformity, and tradition either receive few yellow notes or have several notes of the other color (least important values). Similarly, "benevolence" receives many yellow sticky notes, whereas the opposing categories of stimulation and hedonism tend to attract more notes of the opposite color. While observing results, it can help to notice if the same specific values are listed in a cluster. For instance, most yellow notes under "Achievement" might state "capable" whereas few state "influential" or "ambitious".

The debriefing should also remind students that the 2nd color sticky notes merely indicate the least important values to participants. They may still consider their three least important values as important. Therefore, it would be incorrect to say that a values category with mostly 2nd color (least important values) sticky notes are disliked or rejected by participants. Rather, they are weighted much less than the other values categories when making decisions about right/ wrong and good/bad.

Finally, students might wisely ask: why does the handout list 44 values when Schwartz's model is based on 57 values? The answer is that Schwartz identified 44 values that fit squarely in each category. The other 13 values are also mostly associated with one category, but not as clearly as these 44 values. Therefore, we offer only the 44 values with the clearest fit into the ten values categories.

STUDENT HANDOUT: PERSONAL VALUES ACTIVITY

Instructions

This page has 44 words or phrases representing different personal values. Pick THREE (3) of these that represent the MOST important values to you personally. Print each of the three values on three YELLOW colored sticky/post-it notes (i.e. one value on each note).

From the remaining values on this page, pick THREE (3) of these that represent the LEAST important values to you personally. Print each of the three values on three sticky/post-it notes provided in the SECOND COLOR (i.e. one value on each note).

The instructor will next advise you what to do with the six sticky notes on which you wrote your most and least important values.

a varied life	independent
a world of beauty	influential
ambitious	loyal
an exciting life	moderate
authority	national security
broadminded	obedience
capable	pleasure
choosing own goals	politeness
clean	preserving my public image
creativity	protecting the environment
curious	reciprocation of favors
daring	respect for tradition
devout	responsible
enjoying life	self-discipline
equality	self-indulgent
family security	social justice
forgiving	social order
freedom	social power
helpful	successful
honest	unity with nature
honoring parents and elders	wealth
humble	wisdom

FOR INSTRUCTORS ONLY: This page shows miniature versions of the ten values categories signs that you will place around the classroom. Each category should be on a large page (at least 11 by 17 inch or A3). The instructors' web site for this book includes a PDF with these ten signs ready to print. If the PDF is unavailable, copy each cell below to a separate landscape (horizontal) oriented page in your preferred word processing software, clean up formatting, and set the print function output to 11 inch by 17 inch (A3) size. The values category label should be in large bold text and the specific values should be listed below the label in somewhat smaller text (as shown below).

POWER authority preserving my public image social power wealth	**ACHIEVEMENT** ambitious capable influential successful
HEDONISM enjoying life pleasure self-indulgent	**STIMULATION** a varied life an exciting life daring
SELF-DIRECTION choosing own goals creativity curious freedom independent	**UNIVERSALISM** a world of beauty broadminded equality protecting the environment social justice unity with nature wisdom
BENEVOLENCE forgiving helpful honest loyal responsible	**TRADITION** devout humble moderate respect for tradition
CONFORMITY honoring parents and elders obedience politeness self-discipline	**SECURITY** clean family security national security reciprocation of favors social order

TEAM EXERCISE: ETHICS DILEMMA VIGNETTES

Purpose

This exercise is designed to make students aware of the ethical dilemmas people face in various business situations, as well as the competing principles and values that operate in these situations.

Instructions (Small Class)

The instructor will form teams of 4 or 5 students. Team members will read each case below and discuss the extent to which the company's action in each case was ethical. Teams should be prepared to justify their evaluation using ethics principles and perceived moral intensity of each incident.

Instructions (Large Class)

Working alone, students read each case below and determine the extent to which the company's action in each case was ethical. The instructor will use a show of hands to determine the extent to which students believe case represents an ethical dilemma (high or low moral intensity), and the extent to which the main people or company in each incident acted ethically.

Comments for Instructors

There is, of course, no right answer to this exercise, but the process and application of ethics principles is important in the discussion. Students tend to get into debates about the merits and problems with each activity, but they also should dig deeper into the three ethics principles, and the moral intensity of each issue. Here are each of the vignettes along with background and comments:

Case One

A large European bank requires all employees to open a bank account with that bank. The bank deposits employee paychecks to those accounts. The bank explains that this is a formal policy which all employees agree to at the time of hire. Furthermore, failure to have an account with the bank shows disloyalty, which could limit the employee's career advancement opportunities with the bank. Until recently, the bank has reluctantly agreed to deposit paychecks to accounts at other banks for a small percentage of employees. Now, bank executives want to reinforce the policy. They announced that employees have three months to open an account with the bank or face disciplinary action.

Comments to instructors: This case occurred at Royal Bank of Scotland (RBS). (See "Royal Bank of Scotland Threatens Staff with Disciplinary Action," Personnel Today, 23 March 2007.) This incident is fairly well-balanced with two sides to the story, and students should figure out the conflicting moral principles involved. On the one side, employees should have the freedom to make personal decisions outside work without being influenced unduly by the employer. As union officials mentioned in response to this incident, grocery store employees are free to buy groceries at competitor stores, so why should RBS employees be required to bank with their own bank. Furthermore, there may be a legal issue of whether the bank can refuse to pay employees where they have a standard bank account (even if at another bank). On the other hand, failure to use your own employer's services is a sign of disrespect and disloyalty where those services are aimed at people similar to the employees. One might argue that failure to open an account at RBS should limit career opportunities because one would expect managers to demonstrate even more loyalty to the company. Perhaps most students would argue against disciplinary action, but a few might notice that employees agreed to this practice when they joined the organization. As such, failure to open a bank account may be a breach of the employment relationship

Case Two

A 16-year-old hired as an office administrator at a small import services company started posting her thoughts about the job on her Facebook site. After her first day, she wrote: "first day at work. omg!! So dull!!" Two days later, she complained "all i do is shred holepunch n scan paper!!! omg!" Two weeks later she added "im so totally bord!!!" These comments were intermixed with the other usual banter about her life. Her Facebook site did not mention the name of the company where she worked. Three weeks after being hired, the employee was called into the owner's office, where he fired her for the comments on Facebook and then had her escorted from the building. The owner argues that these comments put the company in a bad light, and her "display of disrespect and dissatisfaction undermined the relationship and made it untenable."

Comments to instructors: This case occurred at a small industrial services business in the United Kingdom (see: A. Levy, "Teenage office worker sacked for moaning on Facebook about her 'totally boring' job," Daily Mail, 26 February 2009). However, there are several similar cases involving Facebook, blogs, and other social media, where employees write negative comments about their employer. For example, this incident parallels two earlier cases in which (a) a Starbucks employee was fired for complaining about his boss's decision on a work issue and (b) an employee who worked in marketing for government in northern Canada was fired for posting artistic photos of garbage in the snow. To some people, the case of the teenage Facebook complainer is a clear case of an employee who should be dismissed because she lacks sufficient commitment to and appreciation of the job. The company owner later explained to media: "We were looking for a long-term relationship with Miss Swann as we do with all our staff. Her display of disrespect and dissatisfaction undermined the relationship and made it untenable." But others would say that the owner's activities were unethical because (a) the owner was snooping on the employee's private communication (although obviously open for others to read), (b) her statements may have been an accurate reflection of the work, (c) there is no evidence that her work performance was undermined by her statements or attitude, and (d) she did not name the company when writing these negative comments. To add interest to this class activity, look for the YouTube video in which the fired employee is interviewed. (Note: A news segment on this incident might still be available on YouTube.)

Case Three

Computer printer manufacturers usually sell printers at a low margin over cost and generate much more income from subsequent sales of the high-margin ink cartridges required for each printer. One global printer manufacturer now designs its printers so that they work only with ink cartridges sold in the same region. Ink cartridges purchased in the United States will not work with the same printer model sold in Europe, for example. This "region coding" of ink cartridges does not improve performance. Rather, it prevents consumers and grey marketers from buying the product at a lower price in another region. The company says this policy allows it to maintain stable prices within a region rather than continually changing prices due to currency fluctuations.

Comments to instructors: This case refers to actions by Hewlett Packard (HP). (See David Pringle and Steve Stecklow, "Electronics with borders," Wall Street Journal, 17 January 2005, B1.) Students might see both sides of the issue here. Although the sense of freedom to purchase globally may dominate the discussion, some students might agree with the concern that companies are buffeted by currency fluctuations to such an extent that they cannot adapt quickly enough to price changes and shifting supplies with those currency fluctuations. For instance, a large buyer of HP printer ink in Europe might ship much of that ink to the United States if the Euro rises appreciatively against the U.S. dollar, thereby causing a shortage of printer ink in Europe. Others may argue that this supply shift is a small portion of the supply of ink cartridges in most regions, so HP's actions are unfair. In terms of moral intensity, students may realize that few people are affected by HP's restrictions and that it has low proximity (not nearby), so moral intensity is low. In classes where most students believe there is no (or minimal) moral dilemma with HP's actions, I show the newspaper article and ask why the story was on the front business page of a leading newspaper!

Case Four

Judy Price is a popular talk show radio personality and opinionated commentator on the morning phone-in show of a popular radio station in a large U.S. city. Price is married to John Tremble, an attorney who was recently elected mayor of the city even though he had no previous experience in public office. The radio station's board of directors is very concerned that the station's perceived objectivity will be compromised if Price remains on air as a commentator and talk show host while her husband holds such a public position. For example, the radio station manager believes that Price gave minimal attention to an incident in which environmental groups criticized the city for its slow progress on recycling. Price denied that her views are biased and that the incident didn't merit as much attention as other issues that particular week. To ease the board's concerns, the station manager has transferred Price from a talk show host and commentator to the hourly news reporting position, where most of the script is written by others. Although technically a lower position, Price's total salary package remains the same. Price is now seeking professional advice to determine whether the radio station's action represents a form of discrimination on the basis of marital status.

Comments to instructors: This case is based on a discrimination case in Canada. At issue is the station's right to operate a business that maintains its integrity to the listeners, and the individual's right to perform her job without consideration of marital status. The law in this case tends to side with the employee: employers cannot use broad categorizations (such as marital status) to make decisions about individual employees. Rather, they must rely on information specific to that person. At the same time, the other point of view is that the station did rely on information specific to this person; marital status was simply one piece of information in their determination of risk. At some point, the individual's right must be limited by the employer's right to minimize potential damage to the goodwill of its business.

Case Five

For the past few years, the design department of a small (40-employee) company has been using a particular software program, but the three employees who use the software have been complaining for more than a year that the software is out of date and is slowing down their performance. The department agreed to switch to a competing software program, costing several thousand dollars. However, the next version won't be released for six months and buying the current version will not allow much discount on the next version. The company has put in advance orders for the next version. Meanwhile, one employee was able to get a copy of the current version of the software from a friend in the industry. The company has allowed the three employees to use this current version of the software even though they did not pay for it.

Comments to instructors: This case is adapted from a real situation in another industry. It is undoubtedly common enough, and there are several variations of software piracy. The case refers to a practice that software companies would easily conclude is software piracy and therefore obviously unethical. Perhaps most students would concur, although many would support the company's action on the grounds that the software firm would receive an unfair windfall (having one purchase just before the new version is released). Moral intensity figures strongly here. The company is small and only intends to purchase a few copies. The period of illegal use is also only six months.

SELF-ASSESSMENT: ARE YOU INTROVERTED OR EXTROVERTED?

Purpose

This self-assessment is designed to help students to estimate the extent to which you are introverted or extroverted.

Overview and Instructions

The statements in this scale represent the 10-item introversion-extroversion scale in the International Personality Item Pool. This is the short version, so it estimates overall introversion-extroversion but not specific facets within the personality dimension. Students can use the scoring key in Appendix B to calculate their results, or complete the scale on the student CD for self-scoring. This exercise is completed alone so students assess themselves honestly without concerns of social comparison. Class discussion will focus on the meaning and implications of extroversion and introversion in organizations.

Feedback for the IPIP Introversion-Extroversion Scale

Extroversion characterizes people who are outgoing, talkative, sociable, and assertive. It includes several facets, such as friendliness, gregariousness, assertiveness, activity level, excitement-seeking, and cheerfulness. The opposite of extroversion is introversion, which refers to the personality characteristics of being quiet, shy, and cautious. Extroverts get their energy from the outer world (people and things around them), whereas introverts get their energy from the internal world, such as personal reflection on concepts and ideas. Introverts are more inclined to direct their interests to ideas rather than to social events.

This is the short version of the IPIP Introversion-Extroversion Scale, so it estimates overall introversion-extroversion but not specific facets within the personality dimension. Scores range from 0 to 40. Low scores indicate introversion; high scores indicate extroversion. The norms in the following table are estimated from results of early adults (under 30 years old) in Scotland and undergraduate psychology students in the United States. However, introversion- extroversion norms vary from one group to the next; the best norms are likely based on the entire class you are attending or with past students in this course.

Score	Interpretation
35-40	High extroversion
28-34	Moderate extroversion
21-27	In-between extroversion and introversion
7-20	Moderate introversion
0-6	High introversion