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CHAPTER 2
PERCEPTION, PERSONALITY, AND EMOTIONS

CHAPTER OUTLINE

Perception
    Factors Influencing Perception
        The Perceiver
        The Target
        The Situation
    Perceptual Errors Attribution
        Theory Selective
        Perception Halo
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        Contrast Effects
        Projection
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    Why Do Perception and Judgment Matter?
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Personality
    What Is Personality?
    Measuring Personality
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LEARNING OUTCOMES

1. What is perception?
2. What is personality and how does it affect behaviour?
3. Can emotions help or get in the way when we are dealing with others?

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 such as locus of control 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?

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?

What is affective events theory?

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 two sets of exercises:

1) A perception exercise (a handout for doing this exercise can be found at the end of this chapter).

2) A review of their personality tests (they are asked to fill these out ahead of time) and then I collect numbers for each of the different types (Type A, Type B, etc.) This gives them some insights into personality distributions.

The video "How Bad Is Your Boss?" illustrates how the personalities of bosses relate to their attitudes and values, motivations, and ways of making decisions.

Be sure to examine "Exploring Topics on the Web" in the supplemental section below for possible additional ideas to cover in class or assign for homework.

Be sure to examine the supplemental section below for additional exercises that can be used in class.

ANNOTATED LECTURE OUTLINE

	Notes
A. Perception	
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.	

	Notes
B. Factors Influencing Perception	
(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.	

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 so, 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.

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.

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?   **Notes**

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.

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.

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.

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.

Teaching Tip: *The perception exercise in the supplemental section below helps to illustrate how one's perceptions affect their behaviour on teams.*

E. Personality

Notes

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 as personality influences behaviour.

3. Personality Determinants

– *Heredity*: 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.

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 2-5 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.

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.

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 2-6 How the Big Five Traits Influence OB)

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.

5. 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: *I often have the students fill out the personality inventories located at the end of the chapter, and then have them work in groups to analyze the results. Specifically I 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?*

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.

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.

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.*

Risk-Taking: Refers to a person's willingness to take chances or risk.

The propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice.

High risk-taking managers made more rapid decisions and used less information in making their choices.

Type A and Type B Personalities

Type A Personalities

Always moving, walking, and eating rapidly.
Feel impatient with the rate at which most events take place. Strive to think or do two or more things at once.
Cannot cope with leisure time.
Are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.

In North American culture, Type A characteristics tend to be highly prized and positively associated with ambition, competitiveness and the successful acquisition of material goods. They emphasize quantity over quality. They are rarely creative because they will not take the time necessary to develop unique solutions.

Type B Personalities

Never suffer from a sense of time urgency with its accompanying impatience.

Feel no need to display or discuss either their achievements or accomplishments unless exposure is demanded by the situation.

Play for fun and relaxation, rather than to exhibit their superiority at any cost.

Can relax without guilt.

Type Bs are the ones who make it to the top more often. Promotions usually go to those who are wise rather than to those who are merely hasty.

Teaching Tip: *Have students identify their behaviours on this dimension. Most will be able to describe some of their A or B traits. Then ask them which type is likely to be more successful before covering the material below.*

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   **Notes**

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.

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 2-7 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.

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.*

You can also use the Ethical Dilemma Exercise to raise discussion on the ethicalness of emotional labour.

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.

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.

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. Not enough research proves value of EI.

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.

Affective Events Theory (AET) demonstrates that employees react emotionally to things that happen to them at work and that this reaction influences their job performance and satisfaction.

(See Exhibit 2-8 Affective Events Theory)

Tests of AET suggest the following:

An emotional episode is a series of emotional experiences.

Current emotions influence job satisfaction at any given time. Moods and emotions fluctuate over time.

Emotion-driven behaviours are short in duration.

Emotions typically have a negative influence on job performance.

Messages from AET:

Emotions provide valuable insights into how workplace events influence employee performance and satisfaction.

Emotions and events that cause them should not be ignored because they accumulate.

G. Global Implications   **Notes**

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 model 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 by culture.

    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 and Implications** | **Notes** |

1. What is perception?

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

2. What is personality and how does it affect behaviour?

Personality is the stable patterns of behaviour and consistent internal states that determine how an individual reacts to and interacts with others. A review of the personality literature offers general guidelines that can lead to effective job performance. As such, it can improve hiring, transfer, and promotion decisions.

3. Can emotions help or get in the way when we are dealing with others?

Emotions are intense feelings that are directed at someone or something. Positive emotions can be motivating for everyone in the workplace. Negative emotions may make it difficult to get along with others.

OB AT WORK: FOR REVIEW

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

1. Define perception*.*

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

2. What is attribution theory? What are its implications for explaining behaviour in organizations?

Attribution theory describes how we explain the cause of our and other individuals' behaviour. In organizations, co-workers and supervisors react to, make decisions about, and take action based on their attributions about an individual's behaviour. An implication for explaining organizational behaviour is that appropriate actions should be taken only when the attribution is correct.

3. What is stereotyping? Give an example of how stereotyping can create perceptual distortion.

Stereotyping is judging someone on the basis of our perception of the group to which he or she belongs. An example: if you're blonde, you aren't an intellectual.

4. Give some positive results of using shortcuts when judging others.

When judging others, the use of shortcuts can be valuable because they allow for making reasonably accurate predictions rapidly. For instance, stereotyping makes assimilating easier, permits consistency, and reduces the need to deal with an unmanageable number of stimuli.

5. Describe the factors in the Big Five Personality Model. Which factor shows the greatest value in predicting behaviour? Why does it?

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. Highly agreeable 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.

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.

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.

Of the five factors "conscientiousness" predicted job performance across all occupational groups. Individuals who are dependable, reliable, careful, thorough, able to plan, organized, hardworking, etc. tend to have a high job performance record.

6. *What behavioural predictions might you make if you knew that an employee had (a) a negative core self-evaluation? (b) a low Mach score? (c) low self-monitoring? (d) a Type A personality?*

These predictions: (a) An employee with a negative core self-evaluation may be less productive, especially in managerial positions, than an individual with a positive core self-evaluation. (b) An individual with a high Mach should work hard and is likely to be aware of organizational politics and consistently concerned with performance. An individual with a low Mach score would be predicted to be little concerned with manipulating and controlling others. (c) An employee with low self-monitoring pays less attention to the behaviour of others and is less capable of conforming than is a low self-monitor. (d) A Type A personality could be demanding, impatient, concerned with deadlines and performance, and aggressive.

7. *To what extent do people's personalities affect how they are perceived?*

Perception is not reality, but rather what is observed and interpreted. A person's personality may get in the way of other aspects of the individual that are less observable. For instance, someone who is outgoing may be considered more trustworthy than someone who is shy, even though personality may not be correlated with this characteristic at all.

8. *What is emotional labour and why is it important to understanding OB?*

Emotional labour refers to the demand organizations make on their employees to display "appropriate" emotions during interpersonal transactions. Emotional labour creates dilemmas for employees when their job requires them to exhibit emotions that are different from their actual feelings. For instance, you may have to work with people to whom you find it very difficult to be friendly. If your job requires you to interact with these people on a regular basis, you'll have to fake friendliness, and this could be stressful.

9. *What is emotional intelligence and why is it important?*

Emotional intelligence refers to an assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures. It's composed of five dimensions: self-awareness, self-management, self-motivation, empathy, and social skills. People who know their own emotions and are good at reading others' emotions may be more effective in their jobs.

10. *Explain affective events theory. What are its implications for managing emotions?*

AET recognizes that emotions are a response to an event in the individual work environment. The environment creates work events that can be hassles, uplifts, or both. These work events trigger positive or negative emotional reactions that are moderated by the employee's personality and mood. AET offers two important messages. First, emotions provide valuable insights into understanding employee behaviour. Second, emotions in organizations and the events that cause them shouldn't be ignored, even when they appear to be minor. This is because they accumulate. It's not the intensity of hassles and uplifts that leads to emotional reactions, but more the frequency which they occur.

OB AT WORK: FOR CRITICAL THINKING

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

1. *How might the differences in experience of students and instructors affect each of their perceptions of classroom behaviour (for example, students' written work and class comments)?*

Students may have fewer comparison points than instructors, and may be used to being number one in their previous class. But this does not necessarily make them the top student the instructor has ever had. Students may overvalue the effort they put in, whereas instructors emphasize output. Students generally do not have experience reading the papers of their peers, so are often unaware of the range of quality in written material.

2. *An employee does an unsatisfactory job on an assigned project. Explain the attribution process that this person's manager will use to form judgments about this employee's job performance.*

The manager will consider whether the behaviour is internally or externally generated, and then look at:

(1) distinctiveness, (2) consensus, and (3) consistency. *Internally* caused behaviour is that believed to be under the personal control of the individual. *Externally* caused behaviour is seen as resulting from outside causes; that is, the person is seen as having been forced into the behaviour by the situation.

Distinctiveness refers to whether an individual displays different behaviours in different situations. If everyone who is faced with a similar situation responds in the same way, we can say the behaviour shows *consensus*. Finally, an observer looks for *consistency* in a person's actions. Does the person respond the same way over time?

Thus, the manager would consider whether the employee generally performs at about the same level on other related tasks as on the current task to determine distinctiveness. The manager would consider how other employees perform to determine consensus Finally, if the employee's performance on this current task is consistent over time (high consistency), the manager likely to hold the employee primarily responsible for task performance (internal attribution).

3. *One day your boss comes in and he's nervous, edgy, and argumentative. The next day he is calm and relaxed. Does this behaviour suggest that personality traits aren't consistent from day to day?*

This doesn't offset the fact that personality traits tend to be stable and consistent. Personality changes to reflect situations. It also varies moderately from day to day. This situation reflects changes in mood or emotion more than in basic personality traits. The boss' crankiness could be due more to the morning commute than to personality!

4. *What, if anything, can managers do to manage emotions? Are there ethical implications in any of these actions? If so, what?*

Managers should be aware of the role that emotions play in the workplace. Anxiety, fear, frustration, doubt, happiness, excitement, and similar emotions can all influence one's behaviour. Given the same objective data, managers should expect that people may make different choices when they're angry and stressed-out than when they're calm and collected. Negative emotions can result in a limited search for new alternatives and a less vigilant use of information. On the other hand, positive emotions can increase problem solving and facilitate the integration of information.

Managers should also try to identify the emotional elements in conflict and to get the conflicting parties to work through their emotions. The manager who ignores the emotional elements in conflicts, focusing singularly on rational and task-focused concerns, is unlikely to be very effective in resolving those conflicts.

5. *Give some examples of situations where the overt expression of emotions might enhance job performance.*

When an employee is courteous rather than hostile in interactions with co-workers or clients, this may lead to greater productivity. Leaders can use emotional displays to "charge the troops," getting individuals to be inspired with their work.

POINT/COUNTERPOINT SUMMARY AND ANALYSIS

Summary

Point: Organizations today realize that good customer service means good business. An integral part of customer-service training is to set forth display rules to teach employees to interact with customers in a friendly, helpful, professional way. Asking employees to act friendly is good for them, too. Research shows that employees of organizations that require them to display positive emotions actually feel better as a result.

Counterpoint: Organizations have no business trying to regulate the emotions of their employees. Employees should not be openly nasty or hostile, of course, but who appreciates a fake smile? Research shows that forcing display rules on employees takes a heavy emotional toll on them.

Analysis

Display rules are used to teach employees in the service industry how to interact with customers in a positive way. Starbucks expects its cashiers to be friendly and to ensure that patrons are happy and willing to buy. Happy customers mean more sales and higher revenues.

Here are some questions that might guide your discussion: Is it a good thing for a company to require specific behaviours from service industry employees? Is this a common practice? If so, is there evidence that friendly, smiling employees is actually linked with greater profits? Or, do companies with display rules face specific challenges related to the imposed behaviour. Is it difficult to find and retain staff? Do employees tend to jump to competitors who do NOT use display rules? Do businesses that encourage their employees to be themselves and show their true feelings have an advantage? Is the psychological health of an employee who is free of display rules different than that of an employee who follows the rules? When an employee is hiding emotions in response to display rules (surface acting) this is less stressful than if an employee actually tries to modify his or her own true feelings (deep acting) in an effort to be true to the display rules.

COMMENTS ON LEARNING ABOUT YOURSELF EXERCISE: How Machiavellian Are You?

The higher the score, the more Machiavellian the person is. Among a random sample of American adults, the national average was 25.

COMMENTS ON LEARNING ABOUT YOURSELF EXERCISE: Are You a High Self-

Monitor? High self-monitors are defined as those with scores of 53 or higher.

COMMENTS ON LEARNING ABOUT YOURSELF EXERCISE: Are You a Risk-Taker?

These situations were based on a longer questionnaire. The results are an indication of a general orientation toward risk rather than a precise measure. The lower a person scores, the more risk-taking they are.

COMMENTS ON LEARNING ABOUT YOURSELF EXERCISE: Are You a Type A?

This instrument measures the degree to which a person is competitive and rushed for time. The Type A personality describes someone who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time. More specifically, Type As are always moving, walking, and eating rapidly; feel impatient with the pace of most events; strive to do two or more things at once; do not cope well with leisure time; and are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire. Type Bs are the exact opposites.

A total of 120 or more indicates that a person is a hard-core Type A. Scores below 90 indicate that a person is a hard-core Type B. The following gives more specifics:

> 120 or more points = A+ personality type
>
> 106-119 = A
>
> 100-105 = A-
>
> 90-99 = B+
>
> Less than 90 = B

Those who score in the "A" categories need to be aware of tendencies to focus on quantity over quality. They may do better in jobs that are routine and rely on speed rather than creativity for success. In addition, Type As often experience moderate to high levels of stress.

COMMENTS ON LEARNING ABOUT YOURSELF EXERCISE: What's Your EI at Work?

A score below 70 indicates a problem. EI is not unimprovable. Says Dan Goleman, author of *Working With Emotional Intelligence*, "Emotional intelligence can be learned, and in fact we are each building it, in varying degrees, throughout life. It's sometimes called maturity. EQ is nothing more or less than a collection of tools that we can sharpen to help ensure our own survival."

COMMENTS ON 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.

3. *Compare your scores on the Learning About Yourself Exercises at the end of the chapter. What conclusions could you draw about your group based on these scores?*

A variety of responses are possible. Students may find that all of them are risk-takers for instance, or that only one of them is. They should be encouraged to think about how diverse or homogeneous they are as a group, and how this might affect the way they'd behave when they work together.

COMMENTS ON WORKING WITH OTHERS EXERCISE: Evaluating Your Stereotypes

After the students identify themselves, ask the students to discuss how their stereotypes affected their perceptions of the students' traits. Have them explain why they matched the volunteers the way they did. Ask them what kinds of physical characteristics they associate with the traits, if any, and whether that led them to their conclusions.

Some questions you might ask during the discussion: What are your assumptions about different groups

(men, women, older people, etc.)? How did you develop these assumptions? What can you do to correct your assumptions? What can you do when you hear others stereotyping people?

From that discussion, suggest that stereotyping is a former of judgment shortcut, and that it can lead to errors, which undoubtedly did happen when they tried to identify the students who belonged to various traits. When one uses shortcuts, they ignore the specific character of the individual, and this can lead to misunderstandings. You could tie this discussion into employment discrimination as well.

COMMENTS ON ETHICAL DILEMMA EXERCISE: Hiring Based on Body Art

When Christine Giacomoni applied for a job at the Sherwood Park (Alberta) location of the Real Canadian Superstore, she was wearing a nose stud.[i] She got the job. Six months later, however, she was told that she could no longer wear her small nose stud at work. The company had just recently decided to apply their policy for front-line workers about no nose studs to employees like Giacomoni, who worked in the deli.

The United Food and Commercial Workers (UFCW), Giacomoni's union, grieved this action for her. The complaint ended up in front of a labour arbitrator. The union argued that that company was out of touch with reality. The company argued that nose studs offended customers. They hired Ipsos Reid to survey shoppers and the results of the poll indicated that "a significant portion" of shoppers would stop shopping at a store that allowed employee facial piercings.

Ultimately, a judge ruled against Real Canadian Superstore's policy. Meanwhile, Giacomoni left to take a job at TELUS, in part because of the store's policy against her piercing. TELUS does not mind that she has a nose stud.

Many employees are aware that tattoos and body piercings can hurt one's chances of being hired. Consider Russell Parrish, 29, who lives near Orlando, Florida, and has dozens of tattoos on his arms, hands, torso, and neck. In searching for a job, Parrish walked into 100 businesses, and in 60 cases, he was refused an application. "I want a career," Parrish says, "I want the same shot as everybody else."

Employers are mixed in their reactions to employees with tattoos or piercings. At Vancouver-based Whitespot, employees cannot have visible tattoos (or pink or blue hair). They are allowed a small, simple nose stud. BC's Starbucks shops don't allow any pierced tongues or visible tattoos. Staff may not wear more than two reasonably sized earrings per ear. At Victoria-based Arq Salon, nearly everyone has a tattoo, "We work in an artistic field," manager Yasmin Morris explains, then adds that staff cannot wear jeans. "We don't want people to look too casual."

A survey of employers revealed that 58 percent indicated that they would be less likely to hire someone with visible tattoos or body piercings. The career centre at the University of Calgary's Haskayne School of Business advises students to "start out understated" when it comes to piercing. "We coach our students to be conservative and if they do have any facial piercings, we suggest they remove them for the first interview until they find out what the culture's like in the organization," centre director Voula Cocolakis said. "We don't want them to be taken out of the 'yes' pile because of a facial piercing. We want them to interview and compete in the job market based on their qualifications."

In-house policies toward tattoos vary because, legally, employers can do as they wish. As long as the rule is applied equally to everyone (it would not be permissible to allow tattoos on men but not on women, for example), policies against tattoos are perfectly legal. Though not hiring people with tattoos is discrimination, it is not a form of discrimination that is covered by the Canadian Human Rights Commission.

Thirty-six percent of those aged 18 to 25, and 40 percent of those aged 26 to 40, have at least one tattoo, whereas only 15 percent of those over 40 do, according to a fall 2006 survey by the Pew Research Center. One study in *American Demographics* suggested that 57 percent of senior citizens viewed visible tattoos as "freakish."

This dilemma is based on R. R. Hastings, "Survey: The Demographics of Tattoos and Piercings," *HR Week*, February 2007, http://www.shrm.org; and H. Wessel, "Taboo of Tattoos in the Workplace," *Orlando (Florida) Sentinel*, May 28, 2007, http://www.tmcnet.com/usubmit/2007/05/28/2666555.htm; S. O'Donnell, "Popularity

of Piercing Pokes Holes in Traditional Workplace Standards," *Edmonton Journal*, March 12, 2006, p. A1; K. Dedyna, "Picture-Perfect Workers? TATTOOS: Inky Designs Gain Acceptance with Bosses, Clients," *Province* (Vancouver), August 28, 2005, p. A50.

Teaching Notes

The following questions can be used as a group Q & A in class or to assign the questions as a journal entry or short homework assignment.

Questions:

1. How does the matter of perception explain why some employers ban tattoos while others don't mind them?
2. Is it fair for employers to reject applicants who have tattoos?
3. Is it fair to require employees, if hired, to conceal their tattoos?
4. Should it be illegal to allow tattoos to be a factor at all in the hiring process?

Students' responses to these questions will vary.

CASE INCIDENT: The Upside of Anger?

Summary

This case presents an employee, Laura, discussing in a very frank and open way the negative emotional climate in her workplace. Laura describes the workplace as very cold and unproductive. She very directly says that managers don't like employees showing emotions and use fear as a tool to "keep employees in line". They don't seem to want to know that there is anything wrong in the working environment. It seems that Laura has been able to accept and adapt to the culture in her behaviour, at the same time expressing her dislike of the situation. It is obvious that for her this is now "just a job" and she focuses on her goal which seems to be to leave the company.

Questions

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

1. Do you think Laura is justified in her responses to her organization's culture?   Why of why not?

Most students would agree. The culture encourages and fosters the type of behaviour and responses provided by Laura. There appears to be a disconnect, however, between Laura's true feelings and the organizational culture.

2. Do you think Laura's strategic use and display of emotions serve to protect her?

Yes. The organization's culture is hostile and not conducive to open displays of emotion. Therefore, Laura's selective use of specific emotions serves her well.

3. Assuming that Laura's description is accurate, how would you react to the organization's culture?

Students will provide a range of different perspectives. Most, however, would state that they would quit.

4. Research shows that acts of co-workers (37 percent) and management (22 percent) cause more negative emotions for employees than do acts of customers (7 percent). What can Laura's company do to change its emotional climate?

Cultural overhaul is indicated here. It would probably be best to change the management structure and personnel. Bring in a CEO and a management team that create and foster a fundamentally different approach. Transforming this organization's culture would take a considerable amount of time.

Source: J. Perrone and M. H. Vickers, "Emotions as Strategic Game in a Hostile Workplace: An Exemplar Case," *Employee Responsibilities and Rights Journal* 16, no. 3 (2004), pp. 167–78.

CASE INCIDENT: The Nice Trap?

Summary

Does being "nice" in business matter? Can you be too nice? This case study explores the personality trait of "agreeableness" and how it fits into business. Research indicates that people high in this trait generally have a lower level of career success and learn less money. Even though agreeableness is a highly valued characteristic in hiring decisions. Companies go out of their way to hire employees, even CEOs who display a nice personality in job interviews. Yet in the long run these individuals are not able to produce the performance levels that those low in agreeableness can. In general, organizations with "nice" CEOs led less successfully.

Questions

1. *Do you think there is a contradiction between what employers want in employees (agreeableness) and what kinds of employees (those who are not agreeable) actually perform best? Why or why not?*

If research is any indication, absolutely. Hiring decisions value such things as a likeable personality, fit into teamwork and pleasant manners. Yet in the long run what matters is performance even though they may be less agreeable.

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?*

Agreeableness is highly valued in employees and jobs that deal directly with customers. It may be less valuable in situations where unpopular decisions need to be made. And it may be even harmful in organizational crisis situations.

3. *In research we conducted, we found that the negative effects of agreeableness on earnings is stronger for men than for women (that is, being agreeable hurt men's earning more than women's) Why do you think this might be the case?*

Women are generally viewed as the gentler and kinder gender. They bring the inherent "nurturing" perception even to business situations. Therefore agreeable women are being accepted as affirming their inherent characteristics. In other words, we expect women to be "nice". Men, on the other hand, are expected to be more aggressive, pushy, and bold. These characteristics may be viewed as more desirable in relation to organizational productivity. Men who are too agreeable are viewed as soft and ineffective.

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.

KEY TERMS

Affect - A broad range of feelings that people experience.

Affective events theory - The theory that employees react emotionally to things that happen to them at work and that this emotional reaction influences their job performance and satisfaction.

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 asks if everyone faced with a similar situation responds in the same way.

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

Contrast effects - The concept that our reaction to a 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.

Deep acting - Trying to modify one's true inner feelings based on display rules.

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 - Inconsistencies between the emotions people feel and the emotions they project.

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

Emotional stability - A personality factor that describes the degree to which a person is calm, self-confident, and secure.

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.

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 based on 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.

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

Perception - A 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 - An unfounded dislike of a person or group based on their belonging to a particular stereotyped group.

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.

Risk-taking - A person's willingness to take chances or risks.

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.

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 and forgoing emotional expressions in response to display rules.

Type A personality - A personality with aggressive involvement in a chronic, incessant struggle to achieve more and more in less and less time and, if necessary, against the opposing efforts of other things or other people.

Type B personality - A personality that is described as easy-going, relaxed, and patient.

SUPPLEMENTAL MATERIAL

1) Exploring Topics on the Web
2) Additional *Case Incident: Using the Predictive Index*
3) Handout Master for Additional *Case Incident: Using the Predictive Index*
4) Handout Master for Additional *Working with Others Exercise*: Perception

EXPLORING TOPICS ON THE WEB

1. Learn more about Attribution Theory. 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.

2. 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.

3. 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.

4. 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.

5. 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.

ADDITIONAL CASE INCIDENT: Using the Predictive

Index *Summary*

Laura McCann was CEO of a New York City-based private-label clothing manufacturer. She was concerned that a number of her staff members were unhappy with their jobs, including some of her highest-ranking managers. Moreover, she and her partner were constantly at each other's throats.

After a number of employees took a personality test, the Predictive Index test, McCann found that the cause of all the trouble was that nearly half of those on the company's management team had personalities that didn't fit their job descriptions. What's more, McCann and her partner couldn't have been more poorly matched.

As a result of these findings, McCann started a totally new business with new partners and a largely different staff.

Questions

1. Contrast the Predictive Index to the Big 5 framework. How is it similar? Different?

The Predictive Index measures dominance, extroversion, patience, and precision. The Big 5 framework measures extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Thus both measure extroversion. Precision and conscientiousness may be related to each other. Otherwise the scales do not measure similar attributes.

2. "Anyone with half-a-brain can fake a personality test. I can be anything an employer wants me to be." Do you agree or disagree with this statement? Support your position.

A good personality test is designed to ask questions in multiple ways, so it is not always obvious what is the "right" answer. Moreover, to "trick" the employer you would need to know the specific traits for which they were hiring, and these might not be so obvious. Nevertheless, if a test is measuring something like honesty, some of the questions may be "obvious" and you might be able to score differently that you true personality. The downside of trying to fake a personality test is that if it is measuring your fit for a job, and you score as if you fit the job, but really don't, you may find yourself in an unhappy situation.

3. Could a test of Emotional Intelligence have been more effective in helping Laura McCann make her decision than the Predictive Index? Explain your position.

The Predictive Index examined the personality-job fit, thus finding that many were not suited to the jobs they had. This is different from Emotional Intelligence, which is less linked to scores for specific jobs.

4. Do you think Laura McCann's actions were justified based on the results of a five-minute personality test? Explain.

The results of the tests seemed to verify McCann's observation that things weren't working out very well. Thus, the tests pointed her in a direction she might not have taken on her own. Personality tests can be reliable, though their use should not be taken lightly.

Source: Based on C. Caggiano, "Psycho Path," *INC.*, July 1998, pp. 77-85.

Masters for Chapter 2

1) Handout master for *Case Incident: "Using the Predictive Index*".

2) Handout master for *Working With Others Exercise*: *Perception*

HANDOUT MASTER

CASE INCIDENT: Using the Predictive Index

Should a personality test be the impetus for overthrowing a company? Laura McCann thought so.

Laura McCann was CEO of a New York City-based private-label clothing manufacturer. She and her partner had owned the company for seven years. The firm made money, but it also was a source of aggravation for her as well as many of her managers. McCann had been concerned that a number of her staff members were unhappy with their jobs, including some of her highest-ranking managers. Moreover, she and her partner were constantly at each other's throats.

In late 1997, McCann stumbled upon a personality test, the Predictive Index, which changed the way she looked at her business and led to her decision to reinvent the company.

McCann had met a consultant in psychometric testing. He was a strong advocate of the Predictive Index- a simple checklist of 86 adjectives. The test takes about five minutes to complete. Respondents go through the 86 adjectives twice, once checking those terms that they feel describe "the way you are expected to act by others"; and again, this time checking those that "you yourself believe really describe you." Examples of adjectives? Fussy, selfish, fearful, conscientious, tolerant, loyal. Once scored, the Predictive Index identifies four scales that purport to characterize any personality: dominance, extroversion, patience, and precision.

McCann had her partner and all the managers in her company take the Predictive Index test. The results, according to the test consultant, indicated that the cause of all the trouble was that nearly half of those on the company's management team had personalities that didn't fit their job descriptions. What's more, McCann and her partner couldn't have been more poorly matched.

Within a month of seeing these results, McCann took action. "The test helped me realize that all this difficulty we were having wasn't a personal thing. It just wasn't meant to be." McCann bought out her partner; restructured her management team, keeping just a well-chosen few; and started a totally new business with new partners and a largely different staff.

Questions

1. Contrast the Predictive Index to the Big 5 framework. How is it similar? Different?

2. "Anyone with half-a-brain can fake a personality test. I can be anything an employer wants me to be." Do you agree or disagree with this statement? Support your position.

3. Could a test of Emotional Intelligence have been more effective in helping Laura McCann make her decision than the Predictive Index? Explain your position.

4. Do you think Laura McCann's actions were justified based on the results of a five-minute personality test? Explain.

Source: Based on C. Caggiano, "Psycho Path," *INC.*, July 1998, pp. 77-85.

HANDOUT MASTER

WORKING WITH OTHERS EXERCISE: Perception

In the new OB 292 project team, two members obviously have different perceptions on just about everything the team does. Kevin 'sees' the project one way; Kim 'sees' it differently. They have different perceptions about team goals, methods, values and the roles team members should play.

Kevin gives the impression he wants "to be in charge" and he argues aggressively to get his way. Kim, who is more reserved, offers thoughtful ideas in rebuttal, and usually consults with the other group members for their views and support. Privately, Kevin bad-mouths Kim to anyone who will listen. He says that he has been on successful teams many times and 'knows' the best ways to operate the team. He says that Kim is a "*control freak*" and "*the only one on the team holding up progress*". Kim, on the other hand, only conveys her feelings about Kevin when team members are present, but she has repeatedly said out loud, "*There are more ways of getting this team started than just yours! Too bad you have a closed mind!*"

For the most part, the other team members perceive Kim and Kevin to have a "personality conflict", and they are avoiding getting involved. The team is ineffective so far, and there's pressure to get the team on track because of the impending class assignment deadline.

Agree on answers to the following questions, then report back on your group's conclusions. Time: 30 minutes.

What *main* factors may account for the different perceptions held by Kevin and

Kim? In each *perceiver*?

In the *targets*?

In the *current situation*?

What are some '*short cuts*' each may be taking in judging the other? Are these judgments correct?
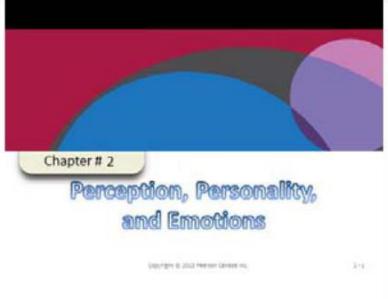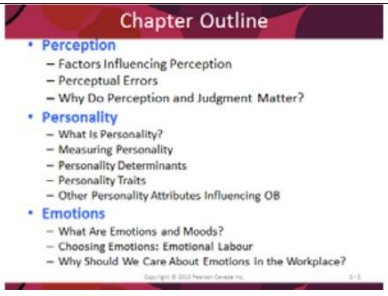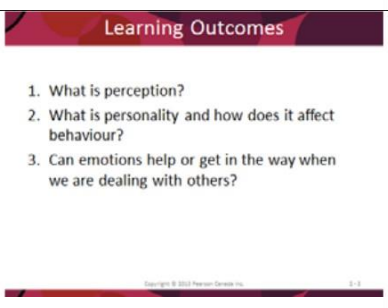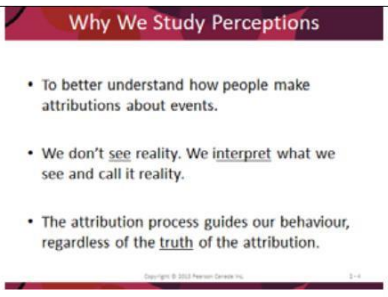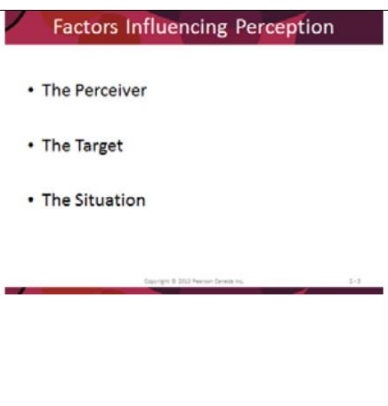
To what extent might the *current situation* be affecting the different perceptions?

To what extent might each person's apparent *personality* be the cause for the current conflict? Define their respective personalities.

If behaviour such as this happens often, how can perceptions be changed to that people in conflict like Kevin and Kim can reach consensus? List some ideas.

Source: Larry Anderson, Faculty of Commerce, UBC

ANNOTATED POWER POINT SLIDES

1		
2		Material pertinent to this discussion is found under "Snapshot Summary" at the end of the chapter.
3		Material pertinent to this discussion is found at the beginning of the chapter.
4		An extra slide to help motivate the lecture.
5		Material pertinent to this discussion is found under "Factors Influencing Perception." A number of factors operate to shape and sometimes distort perception. (1) The Perceiver who is affected by personal characteristics such as attitudes, personality, motives, interests, past experiences, and expectations. (2) 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 (3) 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.
6	Exhibit 2-1 Factors That Influence Perception	Material pertinent to this discussion is found in "Factors Influencing Perception."
7	Perceptual Errors • Attribution Theory • Selective Perception • Halo Effect • Contrast Effects • Projection • Stereotyping	Material pertinent to this discussion is found under "Perceptual Errors."
8	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?	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: (1) Distinctiveness: Does the individual display different behaviour in different situations? (2) Consensus: If everyone who is faced with a similar situation responds in the same way, we can say the behaviour shows consensus. (3) Consistency. Is the person's actions consistent over time?

9	Exhibit 2-2 Attribution Theory	Material pertinent to this discussion is found under "Perceptual Errors."

10	**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.
		Material pertinent to this discussion is found under "Perceptual Errors."

11	Exhibit 2-3 Percentage of Individuals Rating Themselves Above Average on Each Attribute	Material pertinent to this discussion is found under "Perceptual Errors."

12	**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.
		Material pertinent to this discussion is found under "Perceptual Errors."

13	**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.
		Material pertinent to this discussion is found under "Perceptual Errors."

14	**Why Do Perceptions and Judgment Matter?** • Most obvious applications of judgment shortcuts in the workplace: – Employment interviews – Performance expectations – Performance evaluations	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 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!
15	**Why Do Perceptions 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.	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.
16	**Personality** • **What is Personality?** – The stable patterns of behaviour and consistent internal states that determine how an individual reacts and interacts with others.	Material pertinent to this discussion is found under "Personality."

17	**Personality** • **Measuring Personality** — Research indicated that personality tests are useful in hiring decisions. — Scores on personality tests help managers forecast who is the best fit for a job. Copyright © 2013 Pearson Canada Inc. 2 - 17	Material pertinent to this discussion is found under "Personality."
18	**Personality** • **Means of measuring personality** — **Self-report surveys** • Individuals evaluate themselves on a series of factors — **Observer-ratings surveys** • Provide an independent assessment of personality. • tend to be more accurate predictors of job success on the job. Copyright © 2013 Pearson Canada Inc. 2 - 18	Material pertinent to this discussion is found under "Measuring Personality."
19	**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 Model Copyright © 2013 Pearson Canada Inc. 2 - 19	Material pertinent to this discussion is found under "Personality Determinants." *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.

20	**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
		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
		
		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.

21	**The Big Five Model** • **Five Basic Personality Dimensions:** – Extraversion – Agreeableness – Conscientiousness – Emotional Stability – Openness to Experience	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.
22	**Exhibit 2-5 Big Five Personality Factors**	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.
23	**Exhibit 2-6 How the Big Five Traits Influence OB**	Material pertinent to this discussion is found under "Personality Traits."
24	**Other Personality Attributes Influencing OB** • Core Self-Evaluations • Risk-Taking • Machiavellianism • Type A Personality • Narcissism • Type B Personality • Proactive Personality • Self-Monitoring	Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB." There are self-awareness exercises in the chapter for each of these traits.
25	**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	Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB."
26	**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	Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB." 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.

27	**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 © 2013 Pearson Canada Inc. 2-27	Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB."

28	**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
	
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		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.

29	**Risk-Taking** • Refers to a person's willingness to take chances, a quality that affects how much time and information managers require before they make a decision. Copyright © 2013 Pearson Canada Inc. 2-29	Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB." Risk-Taking: The individual's willingness to take chances, a quality that affects how much time and information managers require before they make a decision. A study of two groups of managers showed that high risk-taking managers make more rapid decisions and use less information in making their choices than low risk-taking managers. Interestingly, the decision accuracy was the same for both groups. A self-assessment for risk-taking is found at the end of the chapter.
30	**Type A Personality** • Always moves, walks, and eats rapidly • Impatient • Multitasks • Dislikes leisure time • Obsessed with numbers, measures success in terms of how many or how much of everything is acquired Copyright © 2013 Pearson Canada Inc. 2-30	Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB." Type A Personality: This type of individual is "aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time." A self-assessment for Type A or B is found at the end of the chapter.
31	**Type B Personality** • Never suffers from a sense of time urgency • Does not need to display or discuss achievements or accomplishments • Plays for fun and relaxation, not to win • Can relax without guilt Copyright © 2013 Pearson Canada Inc.	Material pertinent to this discussion is found under "Other Personality Attributes Influencing OB." Type B Personality: Just the opposite of Type A. They are rarely harried by desires to obtain a wildly increasing number of things or participate in an endlessly growing series of events in an ever decreasing amount of time. A self-assessment for Type A or B is found at the end of the chapter.

32	Proactive Personality • A person who identifies opportunities, shows initiative, takes action, and perseveres until meaningful change occurs.	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.
33	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.	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.
34	Exhibit 2-7 Affect, Emotions and Moods	Material pertinent to this discussion is found under "What are Emotions and Moods?"
35	Choosing Emotions: Emotional Labour • When an employee expresses organizationally desired emotions during interpersonal transactions at work. – Emotional Dissonance – Felt Emotions – Displayed Emotions – Surface Acting – Deep Acting	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.

36	**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	Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
37	**Emotional Intelligence** • **Emotional Intelligence** – refers to an individual's ability to: 1. Be self-aware 2. Detect emotions in others 3. Manage emotional cues and information	Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
38	**Emotional Intelligence** **The Case for EI** **The Case Against EI** • Intuitive appeal • EI is too vague a concept • EI predicts criteria that matter • EI cannot be measured • EI is biologically based • The validity of EI is suspect	Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
39	**Negative Workplace Emotions** • Negative emotions can lead to negative workplace behaviours: – Production (leaving early, intentionally working slowly) – Property (stealing, sabotage) – Political (gossiping, blaming co-workers) – Personal aggression (sexual harassment, verbal abuse)	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.
40	**Affective Events Theory (AET)** • Employees react emotionally to things that happen to them at work • This emotional reaction influences their job performance and satisfaction.	Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"

41		Material pertinent to this discussion is found under "Why Should We Care About Emotions in the Workplace?"
42		Material pertinent to this discussion is found under "Global Implications."
43		Material pertinent to this discussion is found under "Global Implications."
44		Material pertinent to this discussion is found at the end of the chapter.
45		Material pertinent to this discussion is found at the end of the chapter.

46	**OB at Work: For Review** 6. What behavioural predictions might you make if you knew that an employee had (a) an negative core self-evaluation? (b) a low Mach score? (c) low self-monitoring? (d) a Type A personality? 7. To what extent do people's personalities affect how they are perceived? 8. What is emotional labour and why is it important to understanding OB? 9. What is emotional intelligence and why is it important? 10. Explain affective events theory. What are its implications for managing emotions?	Material pertinent to this discussion is found at the end of the chapter.
47	**OB at Work: For Critical Thinking** 1. How might the differences in experience of students and instructors affect their perceptions of classroom behaviour (e.g., students' written work and class comments)? 2. An employee does an unsatisfactory job on an assigned project. Explain the attribution process that this person's manager will use to form judgments about this employee's job performance. 3. One day your boss comes in and he is nervous, edgy, and argumentative. The next day he is calm and relaxed. Does this behaviour suggest that personality traits aren't consistent from day to day? 4. What, if anything, can managers do to manage employees' emotions? Are there ethical implications in any of these actions? If so, what? 5. Give some examples of situations where expressing emotions might enhance job performance.	Material pertinent to this discussion is found at the end of the chapter.
48	**Breakout Group Exercises** Form small groups to discuss the following topics. 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? 3. Compare your scores on the *Learning About Yourself Exercises* at the end of the chapter. What conclusions could you draw about your group based on these scores?	Material pertinent to this discussion is found at the end of the chapter.