

Organizational Behavior

Arab World Edition

Robbins, Judge, Hasham

Chapter 2:

Foundations of Individual Behavior: Personality and Values

Compiled and Edited by

Lecturer:

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Chapter Learning Objectives

This chapter will enable you to:

1. Contrast the two types of ability: intellectual and physical.
2. Identify the key biographical characteristics and describe how they are relevant to OB.
3. Define learning and outline the principles of the three major theories of learning.
4. Define shaping and show how it can be used in OB.
5. Define personality, describe how it is measured, and explain the factors that determine an individual's personality.

Chapter Learning Objectives (cont'd)

6. Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses.
7. Identify the key traits in the Big Five personality model and demonstrate how the Big Five traits predict behavior at work.
8. Identify other personality traits relevant to OB.
9. Define values, demonstrate the importance of values, and contrast terminal and instrumental values.
10. Show the relationship between individual personality and the workplace.
11. Identify Hofstede's five value dimensions of national culture.

Ability

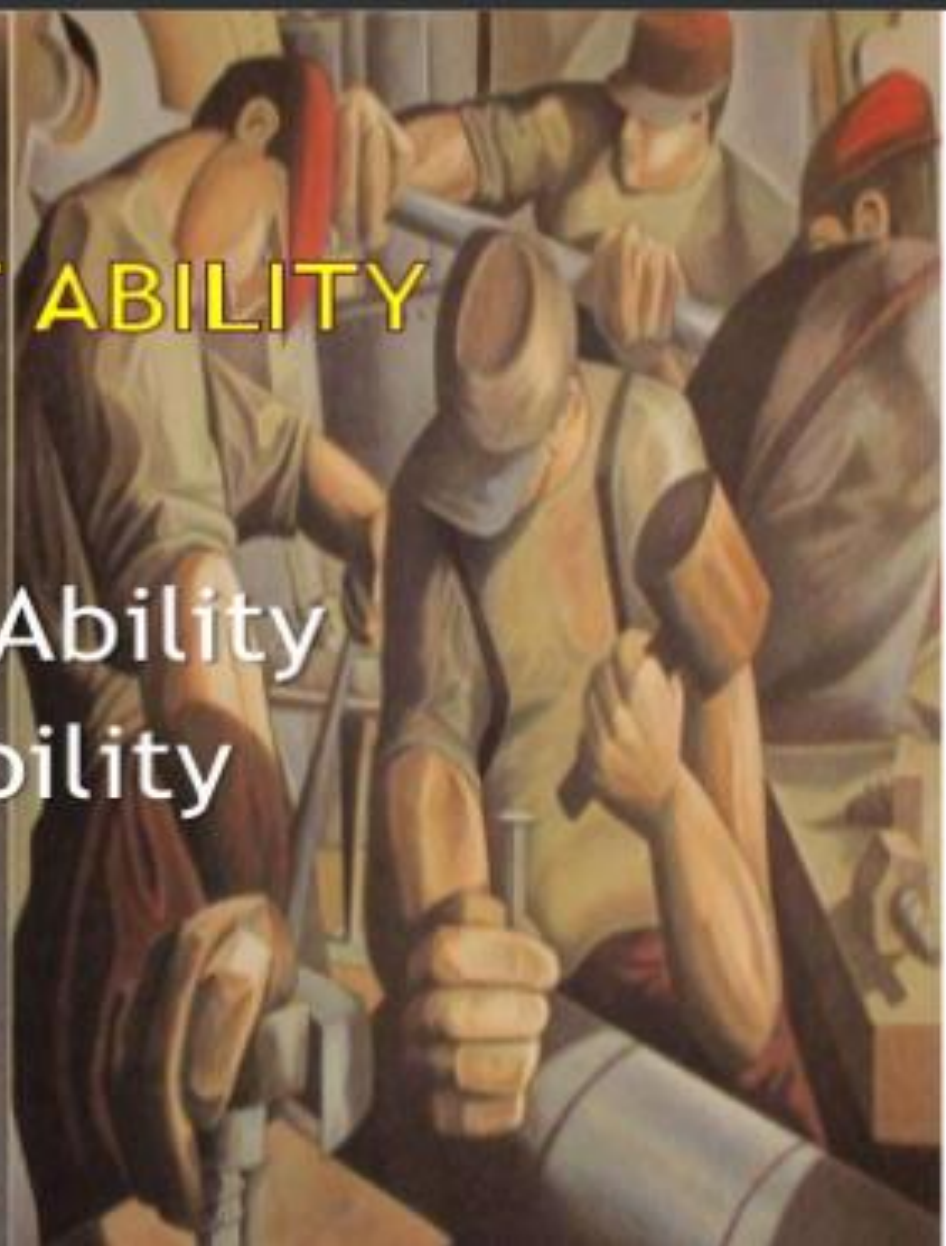
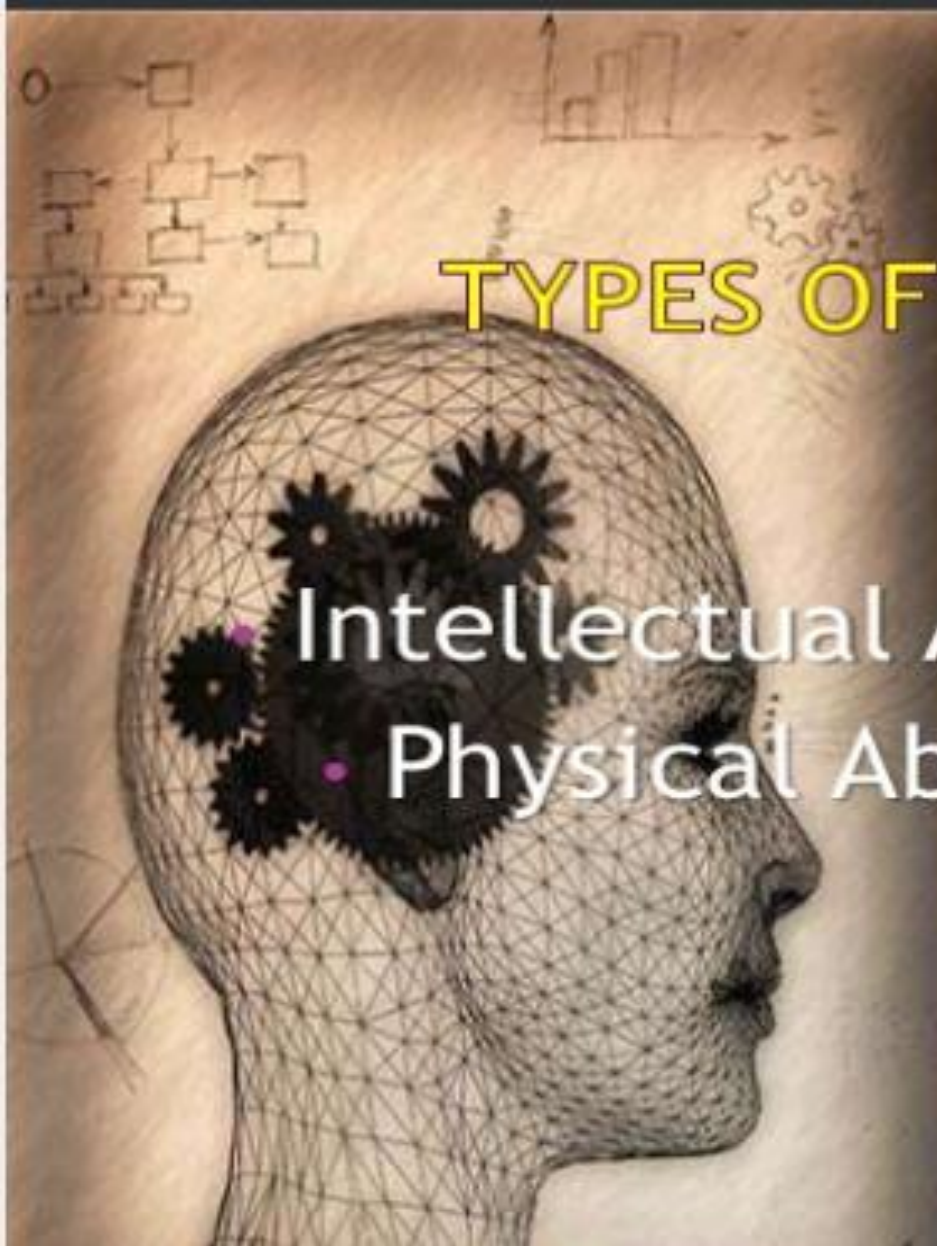
Ability is an individual's capacity to perform the various tasks in a job.

- Other synonymous words that mean the same for ability are skill and competence
- People no matter how motivated they are, have both strengths and weaknesses in terms of ability that make them either superior or inferior to others in performing certain tasks or activities.

TYPES OF ABILITY

• Intellectual Ability

• Physical Ability



Ability

1) Intellectual Abilities

- The abilities (capacity) needed to perform (do) mental activities like thinking and reasoning and problem solving.

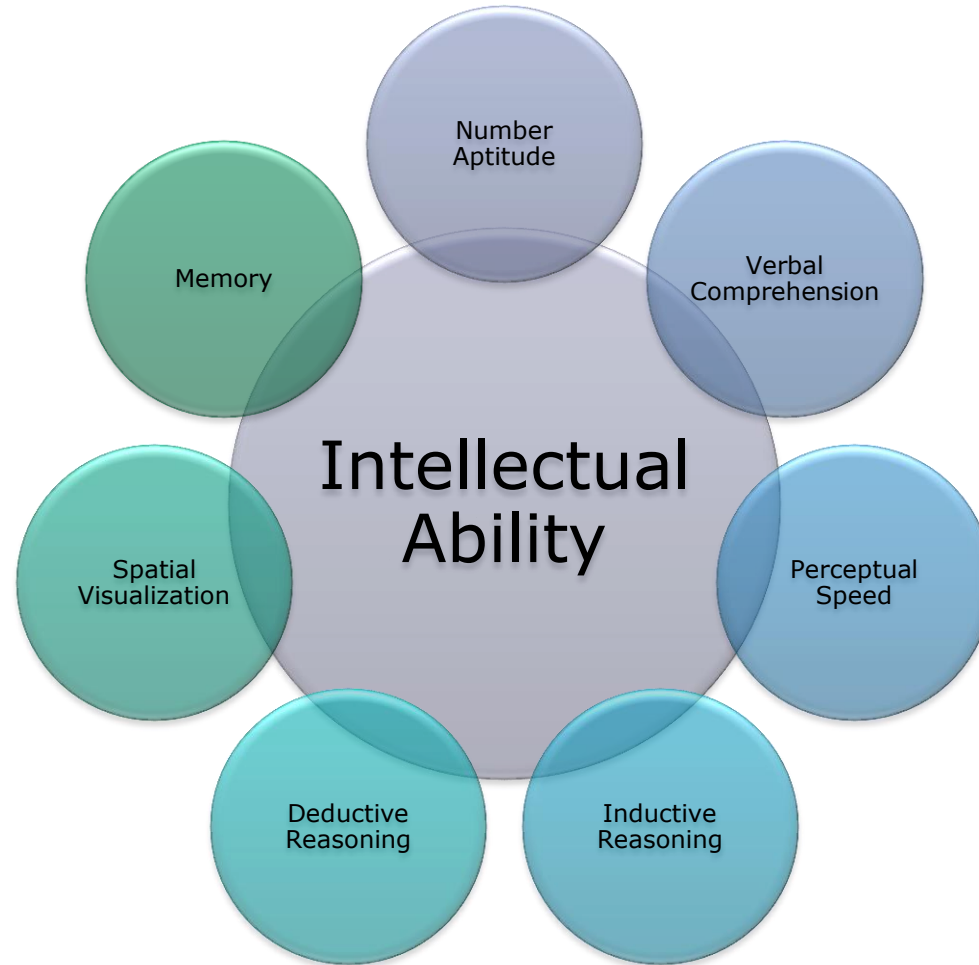
Ability

- Smart people generally earn more money and attain higher levels of education.
- Tests such as SAT, CAT, GMAT etc. are designed to discover a person's general intellectual abilities.
- They are also more likely to emerge as leaders of groups.

Ability

- Interestingly, while intelligence is a big help in performing a job well, it doesn't make people happier or more satisfied with their jobs.
- So, no correlation between intelligence and job satisfaction. Why?
- Although intelligent people perform better and tend to have interesting jobs, they are also more critical in evaluating their job conditions. Thus, smart people have it better, but they also expect more.

Dimensions of Intellectual Ability

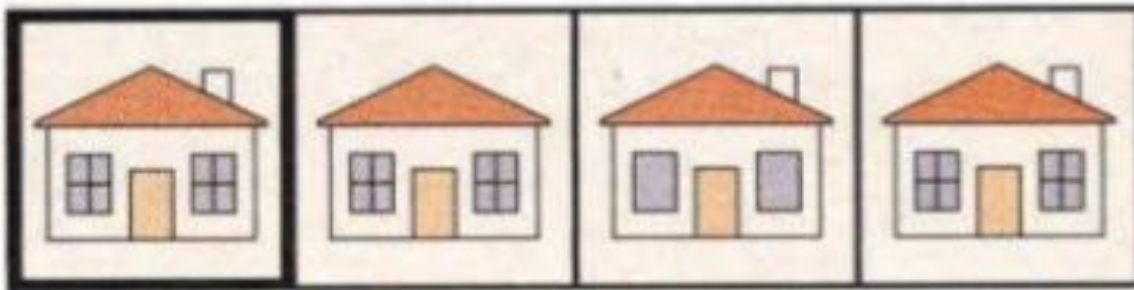


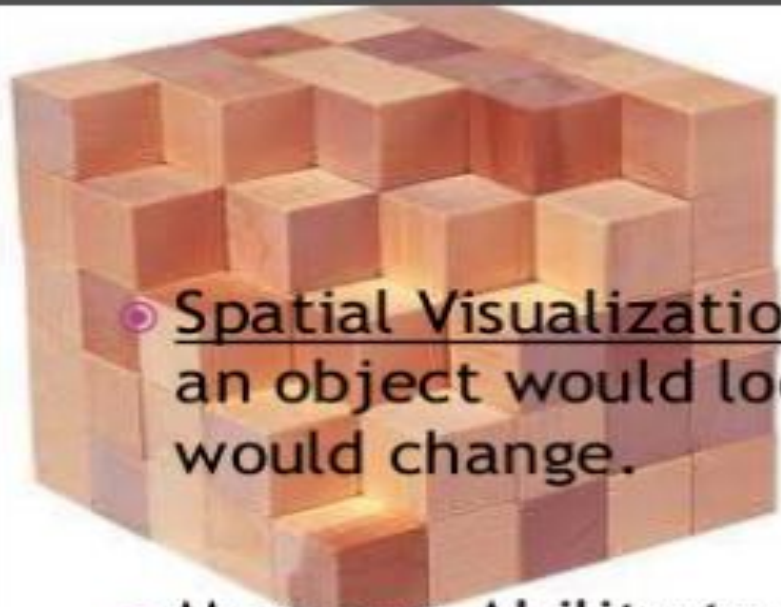
DIMENSIONS OF INTELLECTUAL ABILITY

- Number Aptitude: Ability to do speedy and accurate arithmetic.
- Verbal Comprehension: Ability to understand what is read or heard and the relationship of words to each other.



- ◉ Perceptual Speed : Ability to identify visual similarities & differences, quickly & accurately.
- ◉ Inductive Reasoning: Ability to identify a logical sequence in a problem & then solve a problem.
- ◉ Deductive Reasoning: Ability to use logic & assess the implications of an argument.





- ◉ Spatial Visualization: Ability to imagine how an object would look if its position in space would change.
- ◉ Memory: Ability to retain and recall past experiences.

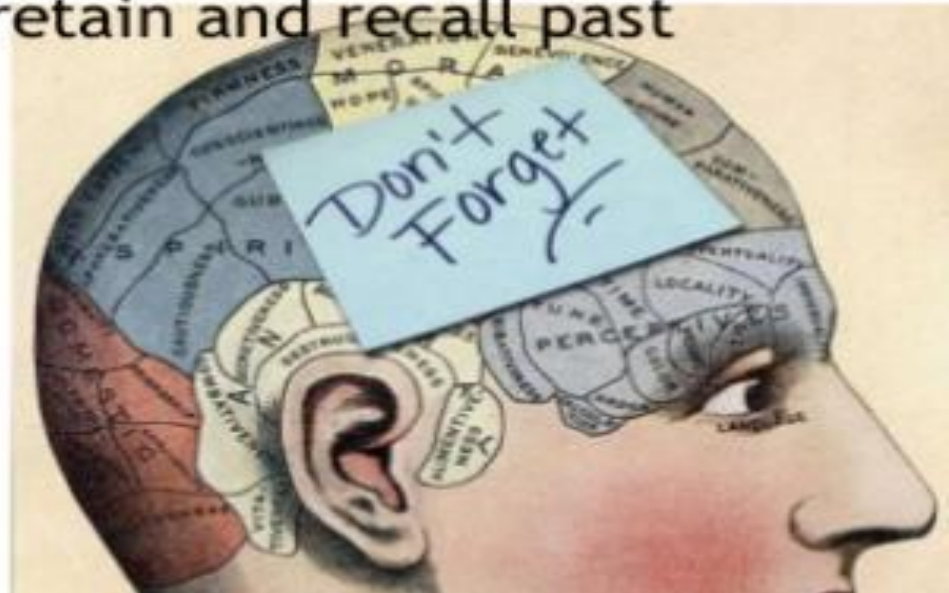


TABLE 2-1 Dimensions of Intellectual Ability

Dimension	Description	Job Example
Number aptitude	Ability to do speedy and accurate arithmetic	Accountant: Computing the sales tax on a set of items
Verbal comprehension	Ability to understand what is read or heard, and the relationship of words to each other	Plant manager: Following corporate policies on hiring
Perceptual speed	Ability to identify visual similarities and differences quickly and accurately	Fire investigator: Identifying clues to support a charge of arson
Inductive reasoning	Ability to identify a logical sequence in a problem and then solve the problem	Market researcher: Forecasting demand for a product in the next time period
Deductive reasoning	Ability to use logic and assess the implications of an argument	Supervisor: Choosing between two different suggestions offered by employees
Spatial visualization	Ability to imagine how an object would look if its position in space were changed	Interior decorator: Redecorating an office
Memory	Ability to retain and recall past experiences	Salesperson: Remembering the names of customers

Ability

2) Physical Abilities

- The capacity to do tasks demanding stamina, dexterity, strength, and similar characteristics.
- Nine basic abilities have been identified which are involved in the performance of physical tasks.

Nine Basic Physical Abilities

Strength Factors

1. Dynamic strength
2. Trunk strength
3. Static strength
4. Explosive strength



Nine Basic Physical Abilities

Flexibility Factors

5. Extent flexibility
6. Dynamic flexibility

Other Factors

7. Body coordination
8. Balance
9. Stamina



Nine Basic Physical Abilities

TABLE 2-2 Nine Basic Physical Abilities

Strength Factors

- | | |
|-----------------------|---|
| 1. Dynamic strength | Ability to exert muscular force repeatedly or continuously over time |
| 2. Trunk strength | Ability to exert muscular strength using the trunk (particularly abdominal) muscles |
| 3. Static strength | Ability to exert force against external objects |
| 4. Explosive strength | Ability to expend a maximum of energy in one or a series of explosive acts |

Flexibility Factors

- | | |
|------------------------|---|
| 5. Extent flexibility | Ability to move the trunk and back muscles as far as possible |
| 6. Dynamic flexibility | Ability to make rapid, repeated flexing movements |

Other Factors

- | | |
|----------------------|---|
| 7. Body coordination | Ability to coordinate the simultaneous actions of different parts of the body |
| 8. Balance | Ability to maintain equilibrium despite forces pulling off balance |
| 9. Stamina | Ability to continue maximum effort requiring prolonged effort over time |

Biographical Characteristics

Biographical characteristics are personal characteristics that are readily available in an employee's personnel file.

Biographical characteristics: Are personal characteristics such as age, gender, race, and length of tenure that are objective and easily obtained from personnel records.

Biographical Characteristics

Age

- What is the relationship between age and job **performance**?
- There is a widespread belief that job performance declines with increasing age.

Biographical Characteristics

Age

- Evidence indicates that employers think about older workers differently.
- Older workers bring experience, judgment, a strong work ethic, and commitment to quality.
- But, older workers are also perceived as lacking flexibility and as being resistant to new technology.

Biographical Characteristics

- Lower **turnover** with older employees.
- As workers get older, they have fewer alternative job opportunities.
- In addition, older workers are less likely to resign (leave) than are younger workers **because**:
 - ❖ their **long tenure** tend to provide them with higher **wage rates**,
 - ❖ **longer paid vacations**, and more attractive pension funds.

Biographical Characteristics

- It is assumed that age is inversely related to absenteeism.
- The age – **Absence** relationship is a function of whether the absence is **avoidable** or **unavoidable**.
- In general, older employees have lower rates of avoidable absence, such as a shopping trip than do younger employees.

Biographical Characteristics

- However, they have higher rates of unavoidable absence such as health problems, due to the poorer health associated with aging and the longer recovery period that older workers need when injured.

Biographical Characteristics

- How does age affect **productivity**?
- There is a widespread belief that productivity declines with age.
- It is often assumed that an individual's skills particularly speed, agility, strength, and coordination decrease over time, that job boredom and lack of intellectual stimulation contribute to reduced productivity.

Biographical Characteristics

- Some reviews find that age and job performance are unrelated.
- This finding seems to be true for almost all types of jobs, both professional and non professional.
- In sum, any decline in physical skills due to age has no impact on productivity; if there is some decline due to age, it is often replaced by gains due to **experience**.

Biographical Characteristics

- The final concern is the relationship between age and **job satisfaction**.
- In general, satisfaction tends to increase among professionals as they age, whereas it falls among nonprofessionals during middle age and then rises again in the later years.
- The most feasible explanation is that studies are mixing professional and non professional employees.

Biographical Characteristics

Gender

- Very few differences exist between men and women that affect **job performance**.
- But, psychological studies have found that women are more willing to follow authority, and that men are more aggressive and more likely than women to have expectations of success; but those differences are minor in many work situations.

Biographical Characteristics

Gender

- What about **turnover** and **absence** rates?
- According to **turnover**, the evidence shows **no** significant differences.
- According to **absence**, women have higher rates of absenteeism than men do.
- That is because cultural aspects have historically placed **home** and **family** responsibilities on the woman.

Biographical Characteristics

- Despite this, and because of economic difficulties, roles have changed, or even reversed.
- In addition to caring for the home and the children, women also become secondary breadwinners.
- Moreover, most men are involving themselves at home and assisting women with their domestic responsibilities.

Biographical Characteristics

Race

- The biological heritage people use to identify themselves according to their roots (The country they originally come from).
- Race has been stressed in OB because of its relationship to employment outcomes such as
- **personnel selection decisions,**
- performance evaluations,
- pay and **workplace discrimination.**

Biographical Characteristics

Race

- All people are treated equally and in accordance with their competencies and qualifications.
- Contentious issue: differences exist, but could be more culture-based than race-based.

Biographical Characteristics

Tenure

- **Extensive reviews** have been conducted on the seniority – **productivity** relationship
- Tenure is expressed as the number of years an individual has been with the organization, expressed as **work experience** which appears to be a good predictor of employee **productivity**.

Biographical Characteristics

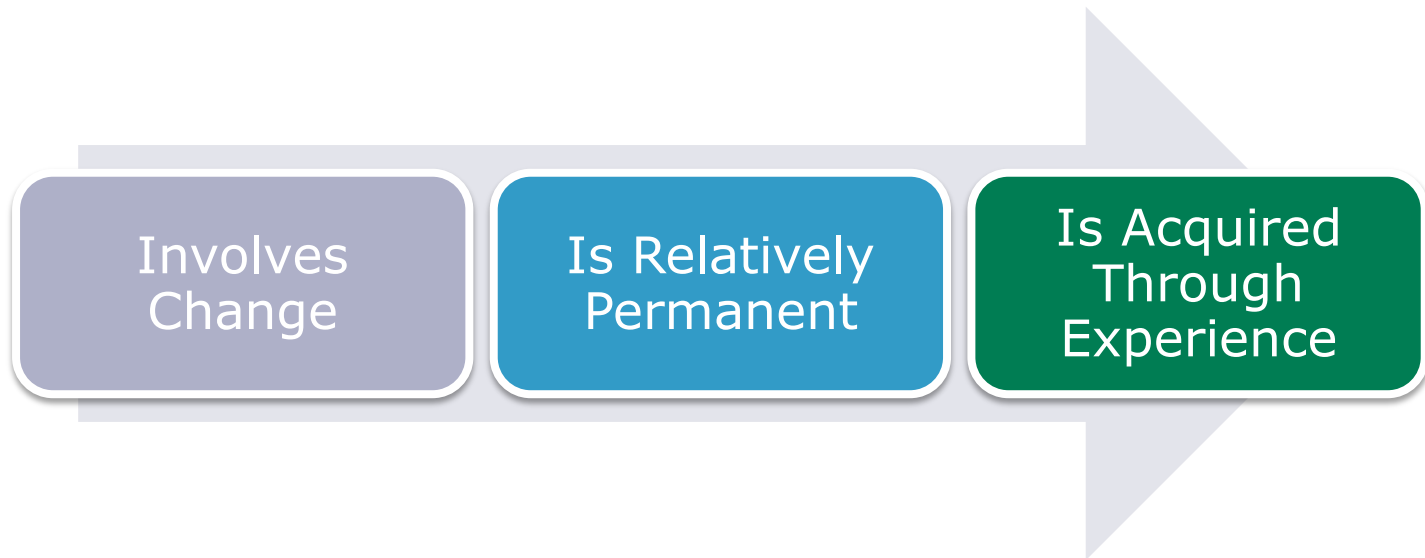
Tenure

- Seniority is demonstrated to be negatively related to absenteeism.
- The evidence indicates that tenure and satisfaction are positively related
-

Learning

Learning is any relatively permanent change in behavior that occurs as a result of experience

Learning components:



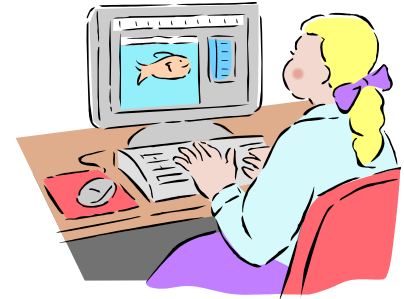
Learning

- 1) Change may be good or bad from an organizational point of view.
- People can learn unfavorable as well as unfavorable behaviors.
- 2) The change must be obvious because some changes may be only a result of tiredness (or a sudden burst of energy) and thus may not represent learning.

Learning

- 3) Some of the experience is necessary for learning.
- Experience may be acquired directly through observation or practice, or it may be acquired indirectly, as through reading.

Theories of Learning



Three theories have been offered to explain the process by which we acquire patterns of behavior.

These are:

- 1) Classical conditioning**
- 2) Operant conditioning**
- 3) Social learning**

Theories of Learning



See the following Videos:

[https://www.youtube.com/watch?v=H6LEcM0E0io
&feature=em-share_video_user](https://www.youtube.com/watch?v=H6LEcM0E0io&feature=em-share_video_user)

[https://www.youtube.com/watch?v=imkbuKom
PXI](https://www.youtube.com/watch?v=imkbuKomPXI)

[https://www.youtube.com/watch?v=RTVQHhbh
YbA](https://www.youtube.com/watch?v=RTVQHhbhYbA)

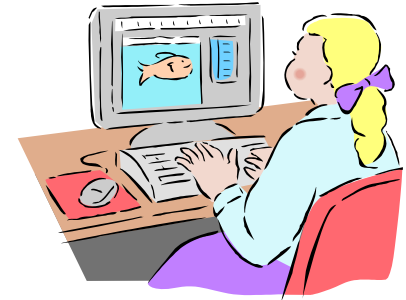
Theories of Learning



1) Classical Conditioning

- A type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.

Theories of Learning



1) Classical Conditioning

- In an organizational setting, classical conditioning is very practical.
- EX: At one manufacturing plant, every time the top executives from the head office were scheduled to make a visit, the plant management would clean up the administrative offices and wash the windows.

Theories of Learning



1) Classical Conditioning

- People had learned to associate the cleaning of the windows with a visit from the head office.
- Therefore, classical conditioning is passive.
- Something happens and we react in a specific way.

Theories of Learning



1) Classical Conditioning

- It is encouraged to in response to a specific, recognizable event and becomes a simple reflexive behavior.

Before conditioning



→
response

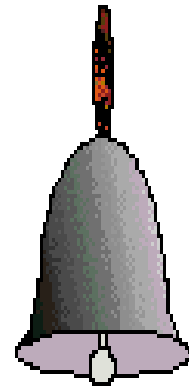


Salivation

**Unconditioned
stimulus**

**Unconditioned
response**

Before conditioning



→
response

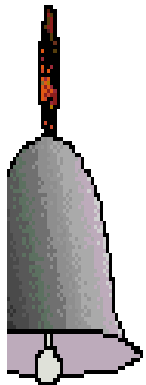


No salivation

**Neutral
stimulus**

**No conditioned
response**

During conditioning



+



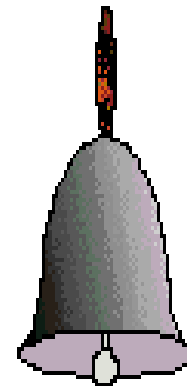
→
response



Salivation

**Unconditioned
response**

After conditioning



→
response



Salivation

**Conditioned
stimulus**

**Conditioned
response**

Classical Conditioning

Pavlov's Dog Drool

Key Concepts:

- Unconditioned stimulus
 - A naturally occurring phenomenon.
- Unconditioned response
 - The naturally occurring response to a natural stimulus.

Key Concepts:

- Conditioned stimulus
 - An artificial stimulus introduced into the situation.
- Conditioned response
 - The response to the artificial stimulus.

This is a passive form of learning. It is reflexive and not voluntary—not the best theory for OB learning.

- This is a passive form of learning- something happens, and we react in a specific way.
- It is voluntary rather than reflexive.

2) Operant Conditioning

- Operant conditioning is a type of associative learning in which a person's behavior changes according to consequences associated with that behavior.

2) Operant Conditioning

- A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment.
- Operant conditioning argues that behavior is a function of its consequences.
- That is, people learn to behave to get something they want or avoid something they don't want.

Theories of Learning



2) Operant Conditioning

- Operant behavior means voluntary or learned behavior in contrast to reflexive or unrelated behavior.
- The tendency to repeat such behavior is influenced by the reinforcement (Types of support) or lack of reinforcement brought about by the consequences of the behavior.

Theories of Learning



2) Operant Conditioning

- The concept of operant conditioning was part of a broader concept of *behaviorism*.
- **Behaviorism:** A theory that argues that behavior follows stimuli in a relatively thinking matter.

Operant Conditioning

Skinner's Behaviorism

Key Concepts:

- Conditioned behavior: voluntary behavior that is learned, not reflexive.
- Reinforcement: the consequences of behavior which can increase or decrease the likelihood of behavior repetition.

Operant Conditioning

Skinner's Behaviorism

Key Concepts:

- Pleasing consequences increase likelihood of repetition.
- Rewards are most effective immediately after performance.
- Unrewarded/punished behavior is unlikely to be repeated.

Theories of Learning

- An extension of Operant conditioning is the **social learning theory**.

3) Social-Learning Theory: The view that people can learn through observation and direct experience.

- Individuals can also learn by
 - ❖ observing what happens to other people,
 - ❖ by being told about something,
 - ❖ as well as by direct experiences.

Social-Learning Theory

- The influence of models is central to the social learning viewpoint. Four processes have been found to determine the influence that a model will have on an individual:
 - **1) Attentional processes**
 - **2) Retention processes**
 - **3) Motor reproduction processes**
 - **4) Reinforcement processes**

Social-Learning Theory

Key Concepts:

- **1) Attentional processes**
 - People learn by paying attention to a model's critical features.
- **2) Retention processes**
 - People learn by remembering the model's action.

Social-Learning Theory

Key Concepts:

- **3) Motor reproduction processes**
 - People learn not just by watching the model, but by actually doing.
- **4) Reinforcement processes**
 - People learn to show the model's behavior when they know that positive incentives or rewards are provided..

Shaping: A Managerial Tool

- ❖ Systematically reinforcing each successive step that moves an individual closer to the desired response.
- There are four methods of shaping behavior:
 - 1) Positive reinforcement
 - 2) Negative reinforcement
 - 3) Punishment
 - 4) Extinction

Reinforcer: strengthens a response



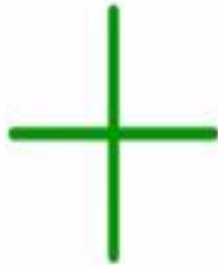
You can borrow
the car on the
weekend if you
study every night
this week

Punisher: weakens a response



No more
Nintendo until
your grades
are up!

Reinforcer: strengthens a response



BY ADDING
A STIMULUS



BY REMOVING
A STIMULUS

Punisher: weakens a response

Negative Reinforcement

BY REMOVING
A STIMULUS

If you get good grades, you
don't have to get a summer job!



1:18 / 2:02



Learning: Negative Reinforcement vs. Punishment



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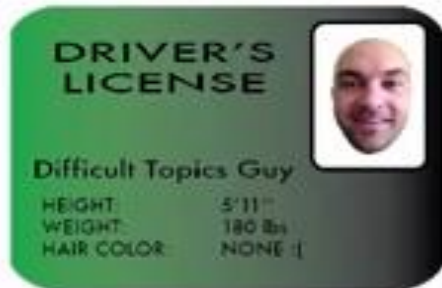
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Punisher: weakens a response



BY ADDING
A STIMULUS



BY REMOVING
A STIMULUS

Shaping: A Managerial Tool

Four Methods of Shaping Behavior:

1. Positive reinforcement

- Providing a reward for a desired behavior (learning).
- Or: Following a response with something pleasant

Shaping: A Managerial Tool

- *EX:*
- A boss who praises an employee for a job well done
- A mother gives her son praise (positive stimulus) for doing homework (behavior).
- The little boy receives \$5.00 (positive stimulus) for every A he earns on his report card (behavior).
- A father gives his daughter candy (positive stimulus) for cleaning up toys (behavior).

Shaping: A Managerial Tool

Four Methods of Shaping Behavior:

2) Negative reinforcement

- Removing an **unpleasant consequence** when the desired behavior occurs (learning).
- Or: Following a response by withdrawal of some thing unpleasant

Shaping: A Managerial Tool

Four Methods of Shaping Behavior:

- EX: If your college instructor asks a question and you don't know the answer, looking through your lecture notes is less likely to make the instructor call on you because you are avoiding eye contact.
- This is a negative reinforcement because you have learned that looking busily through your notes prevents the instructor from calling on you.

Shaping: A Managerial Tool

Other examples:

- Bob does the dishes (behavior) in order to avoid his mother nagging (negative stimulus).
- Natalie can get up from the dinner table (negative stimulus) when she eats 2 bites of her broccoli (behavior)

Shaping: A Managerial Tool (cont'd)

3) Punishment

- Applying an undesirable condition to eliminate an undesirable behavior (“unlearning”).
- Or: Causing an unpleasant condition in an attempt to eliminate an undesirable behavior.
- EX: Giving an employee a 2 – day suspension from work without pay for stealing from the office.

Shaping: A Managerial Tool (cont'd)

4) Extinction

- Withholding reinforcement of a behavior to cause its stop (“unlearning”).
- Or: Eliminating any reinforcement that is maintaining a behavior .

Shaping: A Managerial Tool (cont'd)

- EX: An effective way for instructors to discourage students from asking questions in class is to **ignore** them when they raise their hands to ask questions. Hence, students stop raising their hands since it is met with an absence of reinforcement.

Shaping: A Managerial Tool (cont'd)

- Both positive and negative reinforcement result in learning.
- However, both punishment and extinction weaken behavior and tend to decrease its subsequent frequency.
- In shaping behavior, a critical issue is the timing of reinforcement.

Schedules of Reinforcement: A Critical Issue

schedule refers to how often reinforcement is provided.

There are two major types:

- 1) **Continuous Reinforcement**
- 2) **Intermittent (Partial) Reinforcement**

Schedules of Reinforcement: A Critical Issue

1) Continuous Reinforcement

- A desired behavior is reinforced each time it is demonstrated.

- For example, if a teacher observes a student carefully working on an assignment while other students are moving noisily about, that teacher should reinforce the right student with praise in order to encourage the positive behavior to continue.
- The teacher should, then, **continue** to reinforce this behavior every time it occurs in order to attach a strong relationship between the positive behavior and the reinforcement.

Schedules of Reinforcement: A Critical Issue

2) Intermittent Reinforcement

- A desired behavior is reinforced often enough to make the behavior worth repeating but **not every time** it is demonstrated.
- Multiple frequencies.

Types of Intermittent Reinforcement



1) Ratio schedules

- Depends on the **number** of responses the subject has made.

2) Interval schedules

- Depends on the **time** between reinforcements.
- How much time has passed since the previous reinforcement.

Types of Intermittent Reinforcement

- **1) Ratio schedules includes:**
 - **A) Fixed ratio schedule:** Initiating rewards after a fixed or constant number of responses.
 - EX: an example would be a student is rewarded for every **five books** they read.

Types of Intermittent Reinforcement

- **1) Ratio schedules includes:**
- **B) Variable – ratio schedule:** Varying the reward relative to the behavior of the individual.
- Ex: Sales people on commission.
- An example would be rewarding students for **some** homework assignments, but not all.

Types of Intermittent Reinforcement

- **2) Interval schedules includes:**

- A) Fixed – Interval schedule:**

- Rewards are spaced at uniform time intervals or after a set number of responses.
- The critical variable is time, which is held constant.
- In the classroom, this may be rewarding a student at the end of every class period or day for good behavior. It is important for the teacher to determine the right amount of work given the reward schedule.

Types of Intermittent Reinforcement

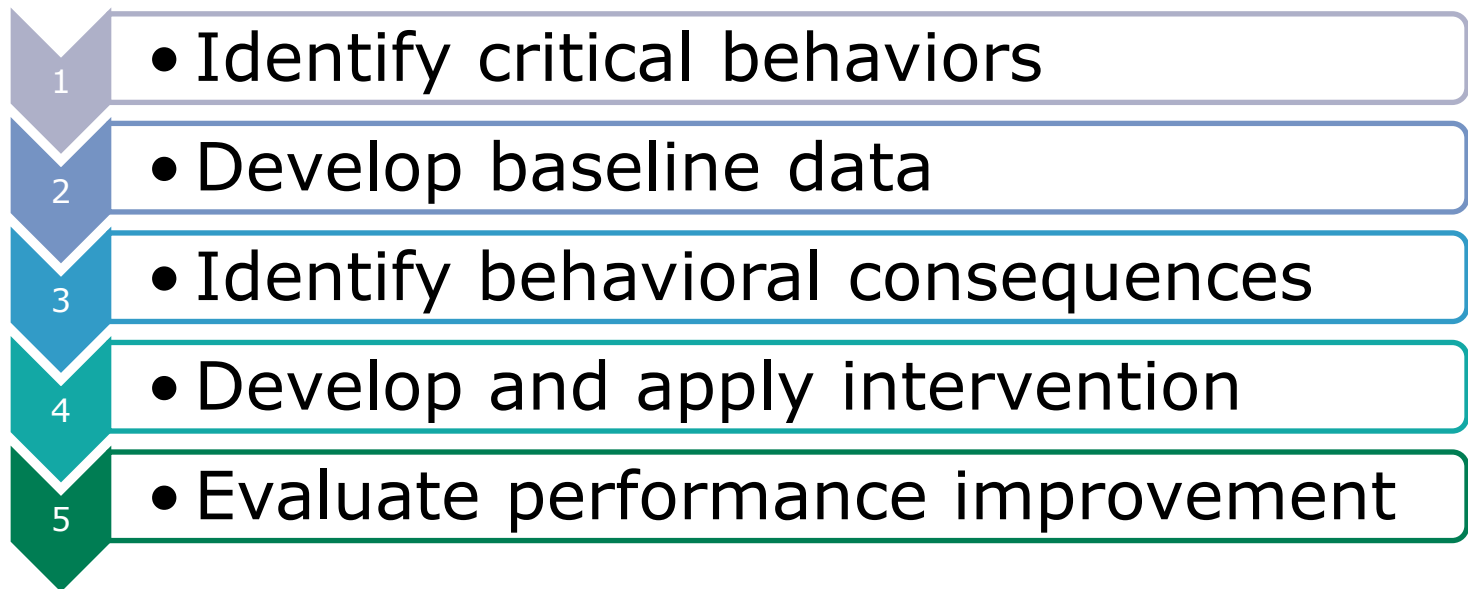
- **2) Interval schedules includes:**
- **B) Variable – Interval schedule:**
 - Distributing rewards in time so that reinforcements are unpredictable.

TABLE 2-3 Schedules of Reinforcement

Reinforcement Schedule	Nature of Reinforcement	Effect on Behavior	Example
Continuous	Reward given after each desired behavior	Fast learning of new behavior but rapid extinction	Compliments
Fixed-interval	Reward given at fixed time intervals	Average and irregular performance with rapid extinction	Weekly paychecks
Variable-interval	Reward given at variable time intervals	Moderately high and stable performance with slow extinction	Pop quizzes
Fixed ratio	Reward given at fixed amounts of output	High and stable performance attained quickly but also with rapid extinction	Piece-rate pay
Variable-ratio	Reward given at variable amounts of output	Very high performance with slow extinction	Commissioned sales

Behavior Modification (OB Mod)

- The application of reinforcement concepts to individuals in the work setting
- Follows the Five-Step Problem-Solving Model



Behavior Modification (OB Mod)

- **The first step** is to identify the critical behaviors that make a significant impact on the employee's job performance.
- **The second step** requires the manager to develop some baseline (standard) performance data; that is obtained by determining the number of times the identified behavior is occurring under present condition.

Behavior Modification (OB Mod)

- **The third step** is to perform a functional analysis to identify the behavioral consequences of performance.
- **The fourth step** is to develop and implement an intervention strategy to strengthen desirable performance behaviors and weaken undesirable behaviors.

Behavior Modification (OB Mod)

- **The fifth step** is to evaluate performance improvement to determine if the modifications that were made have been effective and rewarding to both the employee and the organization.

What is Personality?

- **Personality can be defined as those inner psychological characteristics that both determine and reflect how a person responds to the environment.**
- **Personality means how a person affects others and how he understands and views himself as well as the pattern of inner and outer measurable traits and the person-situation interactions. (Fred Luthans).**

What is Personality?

- **Personality** is the sum total of ways in which an individual reacts and interacts with others.
- It may be defined as those inner psychological characteristics that both determine and reflect how a person responds to his environment.

What is Personality?

The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.

Gordon Allport.

Personality



The relatively stable set of characteristics that influences an individual's behavior and lend it consistency.



Measuring Personality?

Measuring Personality: (Why is it so important to measure personality?)

- Scores on personality tests....
 - helpful managers in hiring decisions and help managers forecast who is best for a job.
 - To better understand and more effectively manage the people who work for them.

Measuring Personality

- The most common means of measuring personality is through ***self-report surveys***, with which individuals evaluate themselves on a series of factors, such as “I worry a lot about the future”

Measuring Personality

- ***self-report measures*** work well when well constructed, one weakness is that the respondent might lie or practice impression management to create a good impression.
- Another problem is **accuracy**.

A perfectly good candidate could have been in a bad mood when taking the survey, and that will make the scores less accurate.

Measuring Personality

- **Observer-ratings surveys** provide an independent assessment of personality—often better predictors.
- Here, a co-worker or another observer does the rating (sometimes with the subject's knowledge and sometimes not).

Measuring Personality

The implication is clear:

- use ***both observer ratings and self-report ratings of personality*** when ***making important employment decisions.***

Personality Theories

Trait Theory – understand individuals by breaking down behavior patterns into observable traits

Psychodynamic Theory – emphasizes the unconscious determinants of behavior

Humanistic Theory – emphasizes individual growth and improvement

Integrative Approach – describes personality as a composite of an individual's psychological processes

Personality Determinants

Heredit

Human behaviour is partly affected by heredity. The parent's qualities are passed on to the children through the molecular structure of genes located in the chromosomes.

In our day to day life, so many times we use the term "Like father like son" as "Like Mother like daughter".



Personality Determinants

Heredit

- Factors determined at conception: physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and bio-rhythms are generally considered to be either completely or substantially influenced by who your parents are—that is, by their biological, physiological, and inherent psychological makeup.



Personality Determinants

Heredity

- Researchers in many different countries have studied thousands of sets of identical twins who were separated at birth and raised separately. If heredity played little or no part in determining personality, you would expect to find few similarities between the separated twins.
- But twins raised apart have much in common, and a significant part of the behavioral similarity between them turns out to be associated with genetic factors.

Personality Determinants

Heredit

- One set of twins separated for 39 years and raised 45 miles apart were found to drive the same model and color car. They chain-smoked the same brand of cigarette, owned dogs with the same name, and regularly vacationed within three blocks of each other in a beach community 1,500 miles away.
- Researchers have found that genetics accounts for about 50 percent of the personality similarities between twins and more than 30 percent of the similarities in occupational and leisure interests.

Personality Determinants

Heredit

- Interestingly, twin studies have suggested parents don't add much to our personality development. The personalities of identical twins raised in different households are more similar to each other than to the personalities of brothers with whom the twins were raised.

The most important contribution our parents may make to our personalities is giving us their genes! This is not to suggest that personality never changes. People personality do change.

Personality Traits

- Early work on the structure of personality tried to identify and label enduring characteristics that describe an individual's behavior, including shy, aggressive, lazy, ambitious, loyal, and timid.
- When someone exhibits these characteristics in a large number of situations, we call them **personality traits** of that person.



Personality Traits

Traits are enduring (permanent) characteristics that describe an individual's behavior.

- The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important the trait.



Personality Traits

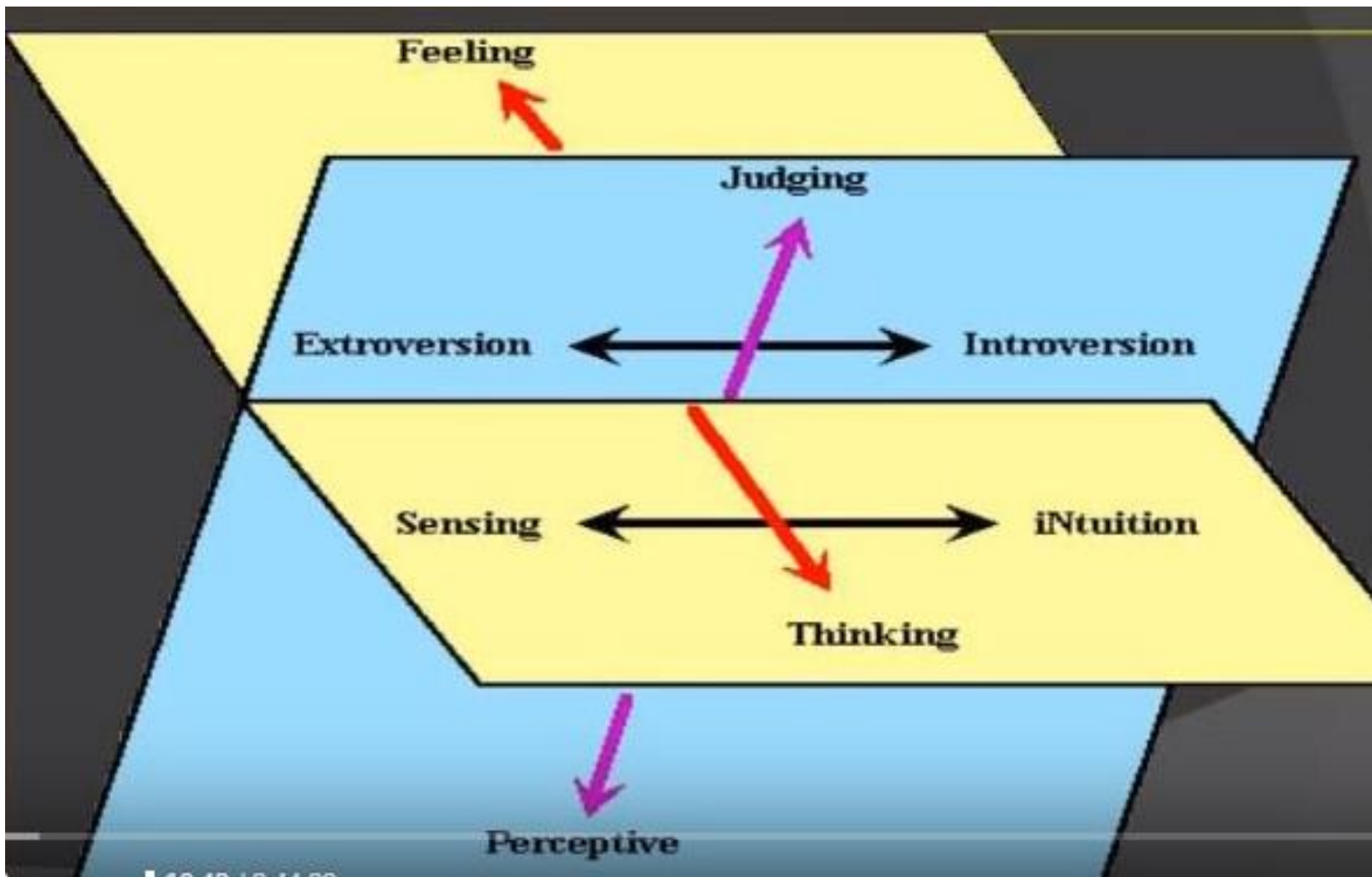
Two dominant frameworks are used to describe personality:

- **Myers-Briggs Type Indicator (MBTI)**
- **Big Five Model**



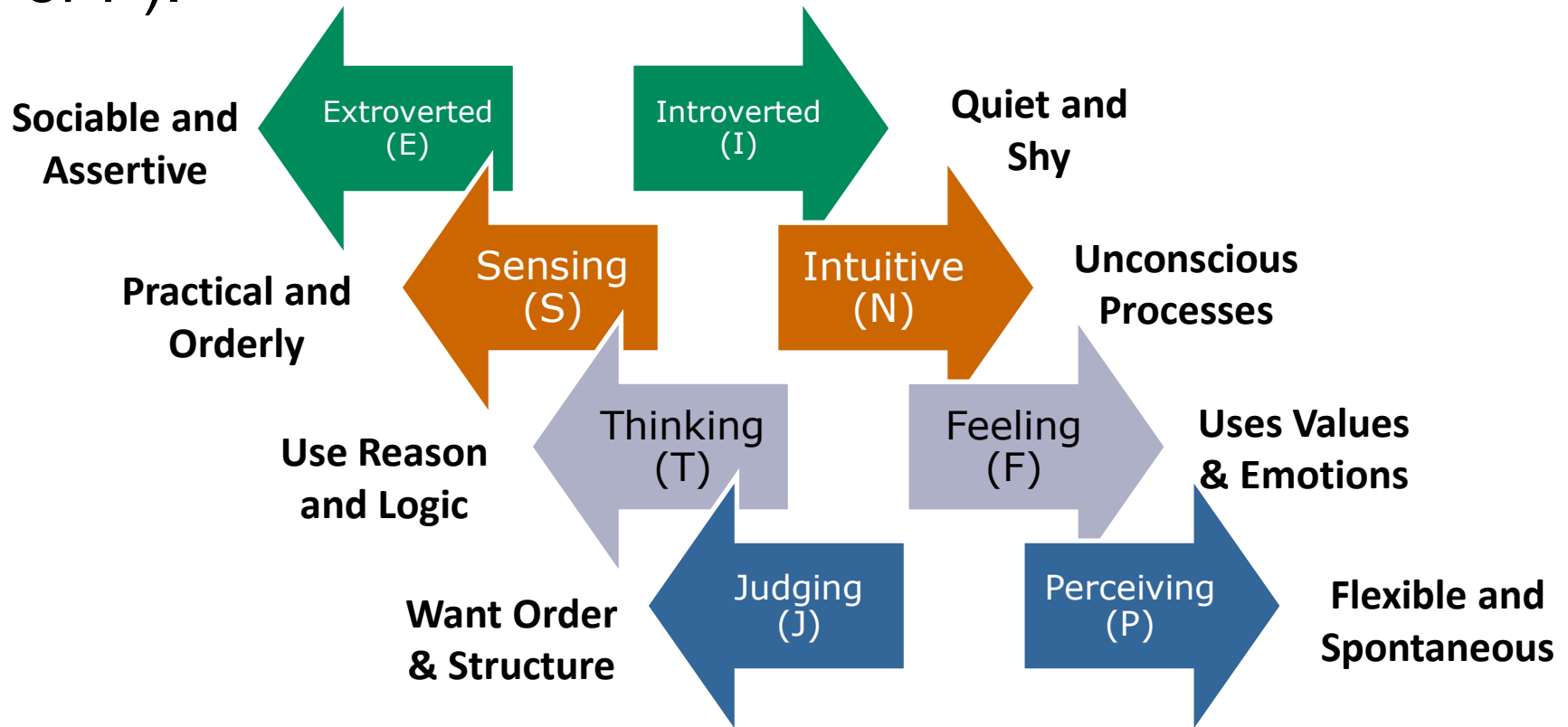
The Myers-Briggs Type Indicator

- Most widely used instrument in the world.
- It is a 100-question personality test that ask people how they usually feel or act in particular situations.
- Or: A personality test that taps four characteristics and classifies people into 1 of 16 personality types.



The Myers-Briggs Type Indicator

Respondents 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 Myers-Briggs Type Indicator

➤ These terms are defined as follows:

- ***Extraverted (E) versus Introverted (I):***

- Extraverted individuals are outgoing, sociable, and assertive.
- Introverts are quiet and shy.

The Myers-Briggs Type Indicator

- ***Sensing (S) versus Intuitive (N):***
 - ❑ Sensing types are practical and prefer routine and order. They focus on details.
 - ❑ Intuitives rely on unconscious processes and look at the “big picture.”

The Myers-Briggs Type Indicator

- ***Thinking (T) versus Feeling (F):***
 - ❑ Thinking types use reason and logic to handle problems.
 - ❑ Feeling types rely on their personal values and emotions.

The Myers-Briggs Type Indicator

- ***Judging (J) versus Perceiving (P):***
 - ❑ Judging types want control and prefer their world to be ordered and structured.
 - ❑ Perceiving types are flexible and spontaneous.

Myers-Briggs Types and Their Uses

These classifications together describe 16 personality types, identifying every person by one trait from each of the four pairs.

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

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Myers-Briggs Types and Their Uses

- Each of the sixteen possible combinations has a name, for instance:
 - Visionaries (INTJ) – original, stubborn, and driven.
 - Organizers (ESTJ) – realistic, logical, analytical, and business-like.
 - Conceptualizer (ENTP) – entrepreneurial, innovative, individualistic, and resourceful.

Myers-Briggs Types and Their Uses

- Research results on the validity of MBTI are mixed.
- One problem is that it forces a person into one type or another; that is, you're either introverted or extraverted. There is no in-between, though in reality people can be both extraverted and introverted to some degree.

Myers-Briggs Types and Their Uses

- MBTI is a good tool for self-awareness.
- But because results tend to be unrelated to job performance, managers probably shouldn't use it as a selection test for job candidates.

The Big Five Model of Personality Dimensions

- **Big Five Model** A personality assessment model that taps five basic dimensions. They are:
 - 1) **Extraversion**
 - 2) **Agreeableness**
 - 3) **Conscientiousness**
 - 4) **Emotional stability**
 - 5) **Openness to experience**

The Big Five Model of Personality Dimensions

1) Extraversion: A personality dimension describing someone who is sociable, gregarious, and assertive.

2) Agreeableness: A personality dimension that describes someone who is good natured, cooperative, and trusting.

The Big Five Model of Personality Dimensions

3) Conscientiousness: A personality dimension that describes someone who is responsible, dependable, persistent, and organized.

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

5) Openness to experience: A personality dimension that characterizes someone in terms of imagination, sensitivity, and curiosity.

The Big Five Model of Personality Dimensions

5) Openness to experience: A personality dimension that characterizes someone in terms of imagination, sensitivity, and curiosity.

The Big Five Model of Personality Dimensions



The Big Five Model of Personality Dimensions

- Highly agreeable people are cooperative, warm, and trusting.
- People who score low on agreeableness are cold, disagreeable, and aggressive.

The Big Five Model of Personality Dimensions

- A highly conscientious person is responsible, organized, dependable, and persistent.
- Those who score low on this dimension are easily unfocused, disorganized, and unreliable.

The Big Five Model of Personality Dimensions

- People with positive emotional stability tend to be calm, self-confident, and secure.
- Those with high negative scores tend to be nervous,, depressed, and insecure.

The Big Five Model of Personality Dimensions

- Extremely open people are creative, curious, and creatively sensitive.
- Those at the other end of the category are conventional and find comfort in the familiar.

How Do the Big Five Traits Predict Behavior?

- Certain traits have been shown to strongly relate to higher job performance:
- Employees who scored highly for conscientiousness, openness for experience, or agreeableness tend to have high scores for interpersonal performance.

How Do the Big Five Traits Predict Behavior?

- In other words, it seems that good Five – Factor model traits make people more effective, enhancing their communication and interpersonal skills as well as their team performance.

Model of How Big Five Traits Influence OB Criteria

BIG FIVE TRAITS	WHY IS IT RELEVANT?	WHAT DOES IT AFFECT?
Emotional stability	<ul style="list-style-type: none">• Less negative thinking and fewer negative emotions• Less hyper-vigilant	<ul style="list-style-type: none">• Higher job & life satisfaction• Lower stress levels
Extroversion	<ul style="list-style-type: none">• Better interpersonal skills• Greater social dominance• More emotionally expressive	<ul style="list-style-type: none">• Higher performance• Enhanced leadership• Higher job & life satisfaction
Openness	<ul style="list-style-type: none">• Increased learning• More creative• More flexible & autonomous	<ul style="list-style-type: none">• Training performance• Enhanced leadership• More adaptable to change
Agreeableness	<ul style="list-style-type: none">• Better liked• More compliant and conforming	<ul style="list-style-type: none">• Higher performance• Lower levels of deviant behavior
Conscientiousness	<ul style="list-style-type: none">• Greater effort & persistence• More drive and discipline• Better organized & planning	<ul style="list-style-type: none">• Higher performance• Enhanced leadership• Greater longevity

Personality Traits Relevant To OB

- Core Self-Evaluation
- Machiavellianism
- Narcissism
- Self-Monitoring
- Risk Taking

Other Personality Traits Relevant to OB

- Core self-evaluation
 - People with positive core self-evaluation like themselves and see themselves as capable and effective in the workplace
- Self-monitoring
 - Adjusts behavior to meet external, situational factors
- Proactive personality
 - Identifies opportunities, shows initiative, takes action, and perseveres

Other Personality Traits Relevant to OB

1) 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.
- Individuals have beliefs about their capabilities, competence, and worth as a person.

Other Personality Traits Relevant to OB

- 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.

Other Personality Traits Relevant to OB

- But what about job performance?
- People with **positive core self-evaluations** perform better than others because they set more ambitious goals, are more committed to their goals, and persist longer in attempting to reach these goals.

Other Personality Traits Relevant to OB

2) Machiavellianism

- The degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means.
- They like their jobs less, are more stressed by their work, and engage in more deviant work behaviors.

Other Personality Traits Relevant to OB

- **Machiavellianism** Flourish when:
 - they have direct interaction;
 - they work with insignificant rules and regulations;
 - their emotions distract others.
- Thus, in jobs that require bargaining skills (such as labor negotiation) or that offer substantial rewards for winning (such as commissioned sales), high Machs will be productive.

Other Personality Traits Relevant to OB (Cont'd)

3) Narcissism

- A **narcissist** is an arrogant, entitled, self-important person who needs excessive admiration.

Other Personality Traits Relevant to OB (Cont'd)

- It also tends to be selfish and exploitive and believe others exist for their benefit.
- Less effective in their jobs and are undesirable than others, particularly when it comes to helping other people.

Other Personality Traits Relevant to OB (Cont'd)

4) Self-Monitoring

- A personality trait that measures an individual's ability to adjust his / her behavior to meet external, situational factors.
- High self-monitors conform more and are more likely to become leaders.

Other Personality Traits Relevant to OB (Cont'd)

- high self-monitoring managers tend to be more movable in their careers, receive more promotions (both internal and cross organizational), and are more likely to occupy central positions in an organization.

Other Personality Traits Relevant to OB (Cont'd)

5) Risk Taking

- The willingness to take chances.
- May be best to align propensities with job requirements.
- Risk takers make faster decisions with less information.
- Creates positive change in the environment.

Other Personality Traits Relevant to OB (Cont'd)

- High risk-taking managers made more rapid decisions and used less information than did the low risk takers.
- Interestingly, decision accuracy was the same for both groups.
- Managers in large organizations may actually be more willing to take risks than entrepreneurs.

Other Personality Traits Relevant to OB (Cont'd)

6) Type A and B Personalities

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

Other Personality Traits Relevant to OB (Cont'd)

6) Type A and B Personalities

- **People with type A personality are:**
 - 1) Always moving, walking, and eating rapidly.
 - 2) Feel impatient with the rate at which most events take place.

Other Personality Traits Relevant to OB (Cont'd)

3) Strive to think or do two or more things at once.

4) Cannot cope with leisure time.

5) Obsessed with numbers, measuring their success in terms of how many or how much of every thing they acquire.

Other Personality Traits Relevant to OB (Cont'd)

- **Type B personality:**
- Rarely harried by the desire to obtain a widely increasing number of things or participate in an endless growing series of events in an ever decreasing amount of time.
- Type B people are the complete opposite.

Other Personality Traits Relevant to OB (Cont'd)

7) Proactive Personality

- People who identify opportunities, show initiative, take action, and persevere until meaningful change occurs.

- They create positive change in their environment, regardless of, or even in spite of, constraints or obstacles.
- Not surprisingly, they have many desirable behaviors that organizations covet.

- If an organization requires people with entrepreneurial initiative, proactives make good candidates; however, they're also more likely to leave an organization to start their own business.

- As individuals, proactives are more likely than others to achieve career success.
- They select, create, and influence work situations in their favor.
- They seek out job and organizational information, develop contacts in high places, engage in career planning, and demonstrate persistence in the face of career obstacles.

Values

❖ Values:

values have been defined as ideals or beliefs that a person holds desirable or undesirable.

- Basic convictions that “a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence

The Importance of Values

- Values lay the foundation for our understanding of people's attitudes and motivation and influence our perceptions.
- Values also generally influence attitudes and behavior.

Classifying Values – Rokeach Value Survey

- Milton Rokeach created the Rokeach Value Survey (RVS).
- It consists of two sets of values, each containing 18 individual value items

1) Terminal Values

2) Instrumental Values

Classifying Values – Rokeach Value Survey

1) Terminal Values

- Desirable end-states of existence; the goals that a person would like to **achieve during** his or her lifetime.
- **Some examples of terminal values:** Prosperity and economic success, Freedom, Health and well-being, World peace, Social recognition, an Comfortable life, Equality.

Classifying Values – Rokeach Value Survey

2) Instrumental Values

- Preferable modes of behavior or means of achieving one's terminal values. These values are more focused on personality traits and character.
- **Some examples of instrumental values:** Self-improvement, Autonomy and self-reliance, Personal discipline, kindness, Ambition, and Goal-orientation.

Classifying Values – Rokeach Value Survey

People in same occupations or categories tend to hold similar values, but:

- Values vary between groups
- Value differences make it difficult for groups to negotiate and may create conflict.

Value Differences Between Groups

TABLE 2-4 Mean Value Ranking of Executives, Union Members, and Activists (Top Five Only)

Executives		Union Members		Activists	
Terminal	Instrumental	Terminal	Instrumental	Terminal	Instrumental
1. Self-respect	1. Honest	1. Family security	1. Responsible	1. Equality	1. Honest
2. Family security	2. Responsible	2. Freedom	2. Honest	2. A world of peace	2. Helpful
3. Freedom	3. Capable	3. Happiness	3. Courageous	3. Family security	3. Courageous
4. A sense of accomplishment	4. Ambitious	4. Self-respect	4. Independent	4. Self-respect	4. Responsible
5. Happiness	5. Independent	5. Mature love	5. Capable	5. Freedom	5. Capable

Source: Based on W.C. Frederick and J. Weber, "The Values of Corporate Managers and Their Critics: An Empirical Description and Normative Implications," in W.C. Frederick and L.E. Preston (eds.), *Business Ethics: Research Issues and Empirical Studies* (Greenwich, CT: JAI Press, 1990), pp. 123–144.

Linking Personality and Values to the Workplace

Person–Job Fit

- The effort to match job requirements with personality characteristics is best articulated in John Holland's **personality–job fit theory**

John Holland's Personality-Job Fit Theory

- **personality–job fit theory:** A theory that identifies **six personality types** and proposes that the fit between personality type and occupational environment determines satisfaction and turnover.
- Holland presents **six personality types** and proposes that satisfaction and the propensity to leave a position depend on how well individuals match their personalities to a job.

Holland's Personality Typology & Occupations

TABLE 2-5 Holland's Typology of Personality and Congruent Occupations

Type	Personality Characteristics	Congruent Occupations
<i>Realistic</i> : Prefers physical activities that require skill, strength, and coordination	Shy, genuine, persistent, stable, conforming, practical	Mechanic, drill press operator, assembly-line worker, farmer
<i>Investigative</i> : Prefers activities that involve thinking, organizing, and understanding	Analytical, original, curious, independent	Biologist, economist, mathematician, news reporter
<i>Social</i> : Prefers activities that involve helping and developing others	Sociable, friendly, cooperative, understanding	Social worker, teacher, counselor, clinical psychologist
<i>Conventional</i> : Prefers rule-regulated, orderly, and unambiguous activities	Conforming, efficient, practical, unimaginative, inflexible	Accountant, corporate manager, bank teller, file clerk
<i>Enterprising</i> : Prefers verbal activities in which there are opportunities to influence others and attain power	Self-confident, ambitious, energetic, domineering	Lawyer, real estate agent, public relations specialist, small business manager
<i>Artistic</i> : Prefers ambiguous and unsystematic activities that allow creative expression	Imaginative, disorderly, idealistic, emotional, impractical	Painter, musician, writer, interior decorator

Key Points of the Model:

- There appear to be intrinsic differences in personality between people.
- There are different types of jobs.
- People in jobs that match their personality should be more satisfied and therefore turnover should reduce.

Linking Personality to the Workplace

Person–Organizational Fit

In addition to matching the individual's personality to the job, managers are also concerned with **Person-Organization Fit**.

- The person–organization fit essentially argues that people are attracted to and selected by organizations that match their values, and they leave organizations that are not compatible with their personalities.

Linking Personality to the Workplace

Person–Organizational Fit

- Can use the Big Five personality types to match to the organizational culture.
- **Examples:**
- People high on **extraversion** fit well with aggressive and team-oriented cultures.

Linking Personality to the Workplace

Person–Organizational Fit

- People high on **agreeableness** match up better with a supportive organizational climate than one focused on aggressiveness.
- People high on **openness to experience (Or open and flexible people)** fit better in organizations that emphasize innovation rather than standardization.

Linking Cultures and Behaviors

- **Hofstede's Framework:** Hofstede found that managers and employees vary on five value dimensions of national culture:
 - 1) Power Distance.
 - 2) Individualism VS Collectivism
 - 3) Masculinity Vs Femininity
 - 4) Uncertainty Avoidance.
 - 5) Time Orientation.

Linking Cultures and Behaviors

Hofstede's Framework: 1) Power Distance

- **Power Distance:** A national culture attribute that describes the extent to which a society accepts that power in institutions and organizations is distributed unequally.

Hofstede's Framework: 1) Power Distance

- **Low distance**

- Relatively equal power between those with status/wealth and those without status/wealth

- **High distance**

- Extremely unequal power distribution between those with status/wealth and those without status/wealth

Hofstede's Framework:

2) Individualism VS Collectivism

Individualism

- A national culture attribute that describes the degree to which people prefer to act as individuals rather than as members of groups and believe in individual rights.

Collectivism

- A national culture attribute that describes a tight social framework in which people expect others in groups of which they are a part to look after them and protect them.

Hofstede's Framework:

3) Masculinity Vs femininity

Masculinity:

- A national culture attribute that describes the extent to which culture favors traditional masculine work roles of achievement, **power** and **control**.

Hofstede's Framework:

3) Masculinity Vs Femininity

Femininity:

- A national culture attribute that indicates little differentiation between male and female roles, where women are treated as the equals of men in all aspects of the society.

Hofstede's Framework:

4) Uncertainty avoidance

Uncertainty avoidance A national culture attribute that describes the extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid them.

Hofstede's Framework:

4) Uncertainty avoidance

High Uncertainty Avoidance:

Society does not like ambiguous situations and tries to avoid them.

Low Uncertainty Avoidance:

Society does not mind ambiguous situations and embraces them.

Hofstede's Framework: Time Orientation

Long-term Orientation

- A national culture attribute that emphasizes the future, value thrift, persistence and tradition.

Short-term Orientation

- A national culture attribute that emphasizes the past and present, respect for tradition, and fulfillment of social obligations.
- People value the here and now; they accept change more readily and don't see commitments as impediments to change.

GLOBE Framework for Assessing Cultures

**Global Leadership and Organizational
Behavior Effectiveness (GLOBE) research
program.**

Identifies nine dimensions of national culture.

- Some—such as power distance, individualism /collectivism, uncertainty avoidance, gender differentiation (similar to masculinity versus femininity), and future orientation (similar to long-term versus short-term orientation)

- Similar to Hofstede's framework, but the main difference is that it added these two dimensions:

Humane Orientation:

- The degree to which a society rewards individuals for being generous, and kind to others.

Performance Orientation:

- The degree to which a society encourages and rewards group members for performance improvement and excellence.