

Personal Awareness and Growth Exercise

How Do You Score on the Big Five Personality Factors?

Objectives

1. To learn more about yourself.
2. To learn more about the Big Five personality dimensions, as introduced in this chapter.

Introduction

Personality is an extremely complex subject. There are many ways of measuring personality, as a quick Internet search will reveal. While the Big Five model is not universally accepted

as the best way of understanding personality, it is well established and is accompanied by abundant research. *Note:* The Big Five personality profile presented here is for instructional purposes only; it has not been validated and should not be used for personnel selection or evaluation purposes.

Instructions

Please circle one number on the scale for each pair of adjectives, reflecting your personality. Add the three circled numbers for each Big Five dimension to obtain subscores.

Personality Profile¹⁰⁷

Introversion–Extraversion

Quiet	1—2—3—4—5—6—7—8—9—10	Talkative
Shy	1—2—3—4—5—6—7—8—9—10	Outgoing
Retiring	1—2—3—4—5—6—7—8—9—10	Sociable
Subscore = ____		

Agreeableness

Critical	1—2—3—4—5—6—7—8—9—10	Trusting
Aggressive	1—2—3—4—5—6—7—8—9—10	Amiable
Cold	1—2—3—4—5—6—7—8—9—10	Affectionate
Subscore = ____		

Conscientiousness

Careless	1—2—3—4—5—6—7—8—9—10	Organized
Negligent	1—2—3—4—5—6—7—8—9—10	Self-disciplined
Inconsistent	1—2—3—4—5—6—7—8—9—10	Reliable
Subscore = ____		

Neuroticism–Emotional Stability

Anxious	1—2—3—4—5—6—7—8—9—10	Calm
Insecure	1—2—3—4—5—6—7—8—9—10	Self-reliant
Temperamental	1—2—3—4—5—6—7—8—9—10	Poised
Subscore = ____		

Openness to Experience

Narrow interests	1—2—3—4—5—6—7—8—9—10	Wide interests
Unimaginative	1—2—3—4—5—6—7—8—9—10	Imaginative
Imperceptive	1—2—3—4—5—6—7—8—9—10	Insightful
Subscore = ____		

Scoring

There are no right or wrong answers on this personality test. There is only an infinite variety of individual differences. You may want to take two passes through this profile. The first indicating how you are now and the second plotting how you would like to be. Any gaps would represent self-improvement challenges. Alternatively, if you have the courage, rate yourself and then have a close acquaintance rate you, for comparison purposes (and probably lively discussion).

Questions for Discussion

1. Any surprises? Explain. *no*

2. What important aspects of personality are overlooked in this particular profile?
3. What other adjective pairings could you use for each of the five dimensions?
4. Why do you have your particular personality traits? Nature (genetics)? Nurture (family traditions, culture, schooling, etc.)? Some combination of nature and nurture (in what proportion)?
5. Why is it supposedly so difficult to alter an individual's personality?

OB Exercise

What Are Your Self-Monitoring Tendencies?

Instructions

In an honest self-appraisal, mark each of the following statements as true (T) or false (F), and then consult the scoring key.

- ☒ 1. I guess I put on a show to impress or entertain others.
- ☒ 2. In a group of people I am rarely the center of attention.
- ☒ 3. In different situations and with different people, I often act like very different persons.
- ☒ 4. I would not change my opinions (or the way I do things) in order to please someone or win their favor.
- ☒ 5. I have considered being an entertainer.
- ☒ 6. I have trouble changing my behavior to suit different people and different situations.
- ☒ 7. At a party I let others keep the jokes and stories going.
- ☒ 8. I feel a bit awkward in public and do not show up quite as well as I should.
- ☒ 9. I can look anyone in the eye and tell a lie with a straight face (if for a right end).
- ☒ 10. I may deceive people by being friendly when I really dislike them.

Scoring Key

Score one point for each of the following answers:

1.T; 2.F; 3.T; 4.F; 5.T; 6.F; 7.F; 8.F; 9.T; 10.T

Score: _____

1-3 = Low self-monitoring

4-5 = Moderately low self-monitoring

6-7 = Moderately high self-monitoring

8-10 = High self-monitoring

SOURCE: Excerpted and adapted from M Snyder and S Gangestad, "On the Nature of Self-Monitoring: Matters of Assessment, Matters of Validity," *Journal of Personality and Social Psychology*, July 1986, p. 137.

Organizational Identification: A Social Aspect of Self-Concept with Ethical Implications

The dividing line between self and others is not a neat and precise one. A certain amount of blurring occurs, for example, when an employee comes to define him- or herself with a *specific* organization—a psychological process called *organizational identification*. According to an expert on this emerging OB topic, "**organizational identification** occurs when one comes to integrate beliefs about one's organization into one's identity."⁴³ Organizational identification goes to the heart of organizational culture and socialization (recall our discussion in Chapter 3).

Organizational identification

Organizational values or beliefs become part of one's self-identity.

Need Hierarchy Exercise

First, check each of the following statements, indicating whether it represents a basic need or an enriched want. Then indicate the need or want level each represents: P = Physical, E = Emotional, I = Intellectual, A = Altruistic.

Need	Want	Level(s)	
☐	☐	<u>I</u>	1. Pulling your hand back from a hot stove
☐	☒	<u>A</u>	2. Wanting to be recognized as a good person
☐	☒	<u>E</u>	3. Helping a failing student with homework
☒	☐	<u>I</u>	4. Planning a vacation
☒	☐	<u>A</u>	5. Giving to charity
☐	☒	<u>E</u>	6. Giving up heavy smoking
☒	☐	<u>P</u>	7. Feeling good when you've done something well
☐	☒	<u>I</u>	8. Being kind to someone you don't like
☒	☐	<u>P</u>	9. Looking for mental stimulation and challenge
☐	☒	<u>P</u>	10. Being thirsty
☐	☒	<u>A</u>	11. Recycling discards
☒	☐	<u>E</u>	12. Wanting to have a home and family you can count on
☒	☐	<u>E</u>	13. Feeling that someone has cared about you
☒	☐	<u>A</u>	14. Following safety rules in driving
☐	☒	<u>I</u>	15. Learning a new skill to expand your thinking
☒	☐	<u>E</u>	16. Helping people resolve conflicts
☐	☒	<u>A</u>	17. Solving math problems
☐	☒	<u>P</u>	18. Realizing your full potential to contribute to the betterment of the world
☐	☒	<u>E</u>	19. Wanting to be taken care of when you're seriously ill
☐	☒	<u>A</u>	20. Having a best friend

OB ASSESSMENTS

THE MEANING OF MONEY

How do you view money—what meaning do you attach to it? This assessment will tell you where you stand on the three facets of the meaning of money—money as achievement, money as respect, and money as freedom. Answer each question using the response scale provided. Then follow the instructions below to score yourself.

1	2	3	4	5	6	7
STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	NEUTRAL	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
						5
						6
						5
						5
						4
						4
						3
						1
						5
						5
						6
						6

= 40

SCORING

Money as Achievement: Sum up items 1-4.

Money as Respect: Sum up items 5-8.

Money as Freedom: Sum up items 9-12.

INTERPRETATION

Money as Achievement:

High = 13 or above. Low = 12 or below.

Money as Respect:

High = 15 or above. Low = 14 or below.

Money as Freedom:

High = 20 or above. Low = 19 or below.

If you scored high on all three dimensions, then you view money as having multiple, noneconomic meanings. This result means that money is likely a powerful motivator for you.

Source: Adapted from T.L. Tang, "The Meaning of Money Revisited," *Journal of Organizational Behavior* 13 (1982), pp. 197-202.

Handout 12.2 The Emotional Competence Framework

Personal Competence

These competencies determine how we manage ourselves.

Self-awareness

Knowing one's internal states, preferences, resources, and intuitions

- **Emotional awareness:** Recognizing one's emotions and their effects
- **Accurate self-assessment:** Knowing one's strengths and limits
- **Self-confidence:** A strong sense of one's self-worth and capabilities

Self-regulation

Managing one's internal states, impulses, and resources

- **Self-control:** Keeping disruptive emotions and impulses in check
- **Trustworthiness:** Maintaining standards of honesty and integrity
- **Conscientiousness:** Taking responsibility for personal performance
- **Adaptability:** Flexibility in handling change
- **Innovation:** Being comfortable with novel ideas, approaches, and new information

Motivation

Emotional tendencies that guide or facilitate reaching goals

- **Achievement drive:** Striving to improve or meet a standard of excellence
- **Commitment:** Aligning with the goals of the group or organization
- **Initiative:** Readiness to act on opportunities
- **Optimism:** Persistence in pursuing goals despite obstacles and setbacks

Social Competence

These competencies determine how we handle relationships.

Empathy

Awareness of others' feelings, needs, and concerns

- **Understanding others:** Sensing others' feelings and perspectives, and taking an active interest in their concerns
- **Developing others:** Sensing others' development needs and bolstering their abilities
- **Service orientation:** Anticipating, recognizing, and meeting customers' needs
- **Leveraging diversity:** Cultivating opportunities through different kinds of people
- **Political awareness:** Reading a group's emotional currents and power relationships

Social skills

Adeptness at inducing desirable responses in others

- **Influence:** Wielding effective tactics for persuasion
- **Communication:** Listening openly and sending convincing messages
- **Conflict management:** Negotiating and resolving disagreements
- **Leadership:** Inspiring and guiding individuals and groups
- **Change catalyst:** Initiating or managing change
- **Building bonds:** Nurturing instrumental relationships
- **Collaboration and cooperation:** Working with others toward shared goals
- **Team capabilities:** Creating group synergy in pursuing collective goals

heightened interpersonal trust. Customers need to be able to trust organizations producing the goods and services they buy, managers need to trust nonmanagers to carry out the organization's mission, and team members need to trust each other in order to get the job done. As with any other interpersonal skill, we need to be able to measure and improve our ability to trust others. This exercise is a step in that direction.

Instructions⁸⁵

Think of a specific individual who currently plays an important role in your life (e.g., current or future spouse, friend; supervisor, co-worker, team member, etc.), and rate his or her trustworthiness for each statement according to the following scale. Total your responses, and compare your score with the arbitrary norms provided.

Strongly Disagree Strongly Agree
1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10

Overall Trust

1. I can expect this person to play fair.
2. I can confide in this person and know she/he desires to listen.
3. I can expect this person to tell me the truth.
4. This person takes time to listen to my problems and worries.

Score

8
8
9
10

Emotional Trust

5. This person would never intentionally misrepresent my point of view to other people.
6. I can confide in this person and know that he/she will not discuss it with others.
7. This person responds constructively and caring to my problems.

8
8
9

Reliability

8. If this person promised to do me a favor, she/he would carry out that promise.
9. If I had an appointment with this person, I could count on him/her showing up.
10. I could lend this person money and count on getting it back as soon as possible.
11. I do not need a backup plan because I know this person will come through for me.

7
8
7
9

Total score = 91

Trustworthiness Scale

77-110 = high (Trust is a precious thing.)

45- 76 = moderate (Be careful; get a rearview mirror.)

11- 44 = low (Lock up your valuables!)

Questions for Discussion

1. Which particular items in this trust questionnaire are most central to your idea of trust? Why?
2. Does your score accurately depict the degree to which you trust (or distrust) the target person?
3. Why do you trust (or distrust) this individual?
4. If you trust this person to a high degree, how hard was it to build that trust? Explain. What would destroy that trust?
5. Based on your responses to this questionnaire, how would you rate your propensity to trust? Low? Moderate? High?
6. What are the managerial implications of your propensity to trust?

Team Player Quiz

1. For most projects, I prefer to rely on my own skills and abilities rather than work with others.
 - ☐ Strongly Agree -- 1 point
 - ☒ Agree -- 2 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 4 points
 - ☐ Strongly Disagree -- 5 points
2. While I am focused on my personal career success, I do truly support my team members and want the team to succeed.
 - ☐ Strongly Agree -- 5 points
 - ☒ Agree -- 4 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 2 points
 - ☐ Strongly Disagree -- 1 point
3. For the most part, I believe that my team members do not work as hard as I do.
 - ☐ Strongly Agree -- 1 point
 - ☐ Agree -- 2 points
 - ☒ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 4 points
 - ☐ Strongly Disagree -- 5 points
4. I seek out ways to learn to get along better with people and to do a better job of collaborating, to be a better team member.
 - ☒ Strongly Agree -- 5 points
 - ☒ Agree -- 4 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 2 points
 - ☐ Strongly Disagree -- 1 point
5. I tend to come up with the best solutions to the problems my team faces, yet I usually receive very little of the credit.
 - ☐ Strongly Agree -- 1 point
 - ☒ Agree -- 2 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 4 points
 - ☐ Strongly Disagree -- 5 points
6. People generally enjoy working with me on a team.
 - ☐ Strongly Agree -- 5 points
 - ☒ Agree -- 4 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 2 points
 - ☐ Strongly Disagree -- 1 point
7. I understand that the value of teamwork is the emergence of new ideas and creative solutions as well as the sharing of the workload.
 - ☐ Strongly Agree -- 5 points
 - ☒ Agree -- 4 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 2 points
 - ☐ Strongly Disagree -- 1 point
8. The reality of the workplace requires me to work in teams -- even if I do not like it.
 - ☐ Strongly Agree -- 1 point
 - ☒ Agree -- 2 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 4 points
 - ☐ Strongly Disagree -- 5 points
9. I always end up carrying my team and it's disappointing that I do not receive more credit for doing so.
 - ☐ Strongly Agree -- 1 point

From CareerBuilders.com

http://www.quintcareers.com/team_player_quiz_scoring.html

Team Player Quiz

- ☐ Agree – 2 points
 - ☒ Neither Agree nor Disagree – 3 points
 - ☐ Disagree – 4 points
 - ☐ Strongly Disagree – 5 points
10. I am very flexible and can quickly adjust to new situations and changing demands of the team and team leader.
- ☒ Strongly Agree – 5 points
 - ☐ Agree – 4 points
 - ☐ Neither Agree nor Disagree -- 3 points
 - ☐ Disagree -- 2 points
 - ☐ Strongly Disagree – 1 point

Results:

Add up your points. If you scored... 33

- 40-50: You're a great team player! You understand the value and importance of collaboration. Now go inspire your teammates!
- 30-39: You're a good team player. You recognize the value and importance of teamwork, but have not quite mastered being a great team player.
- 20-29: You're just a so-so team player. With the importance that most organizations place on teams, you best get to work on mastering your team skills.
- Under 20: You are NOT a team player. You either have to invest a lot of time and effort to learn how to be a better team player -- or go into business for yourself.

ANALYZING IN-CLASS PROJECT TEAMS

For each of the following statements about in-class task groups, indicate how strongly you agree or disagree, using the scale below. There are no right or wrong answers, just preferences.

Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly Disagree = 1

1. My primary goal in a team project is to get an A, and I will work as hard as I need to in order to make that happen. **4.5**
2. While this project is important, I have a lot of other classes and responsibilities. **4**
3. I like to have projects completed in a timely fashion, rather than finishing things at the last minute. **4**
4. How a project looks is just as important as what it says. **3**
5. It's important to me that everyone in the group does their share. **5**
6. I prefer clearly defined areas of responsibilities rather than joint efforts. Just tell me what to do, and I will go do it. **5**
7. I like groups where everyone gets together and spends time discussing the project and possible solutions. This is an important part of the learning process to me. **4**
8. I want our group meetings to be as few and as short as possible. I'm more interested in getting the job done than getting to know people in my group. Let's just keep to the task at hand. **3**
9. Networking is an important part of class group activities. I've met some of my best friends through in-class groups. **4**
10. If I disagree with my group's approach, I will speak up. After all, my name will also be on the project. **5**

★ SCORING: Compare the numerical differences between your score for each question and the scores of other members of your group. For example, if you scored a question a 2, and someone else in your group scored it a 5, the difference would be 3. The size of the difference will help you determine whether the members of your group have similar approaches to in-class group activities. **42**

DISCUSSION QUESTIONS

1. Have you ever used any of these factors to help develop an in-class task team? Which ones and why? Are there any other factors that you think need to be considered when developing an in-class task team?
2. Looking back on conflict issues that arose in previous team experiences, did any of them come from differences in response to the issues presented here?
3. Would compatibility on these issues create a more productive team? Why or why not?
4. In analyzing what makes a team productive for you, which issues are the most important?
5. Would you want a team made up of people who match you on all dimensions? Why or why not?

What I Want from My Job

Determine what you want from a job by circling the level of importance of each of the following job rewards.

	Very Important	Important	Indifferent	Unimportant	Very Unimportant
1. Advancement opportunities	5	(4)	3	2	1
2. Appropriate company policies	5	4	(3)	2	1
3. Authority	5	4	(3)	2	1
4. Autonomy and freedom on the job	5	(4)	3	2	1
5. Challenging work	5	(4)	3	2	1
6. Company reputation	5	(4)	3	2	1
7. Fringe benefits	5	(4)	3	2	1
8. Geographic location	5	(4)	3	2	1
9. Good co-workers	5	(4)	3	2	1
10. Good supervision	5	(4)	3	2	1
11. Job security	5	4	(3)	2	1
12. Money	(5)	4	3	2	1
13. Opportunity for self-development	5	(4)	3	2	1
14. Pleasant office and working conditions	5	(4)	3	2	1
15. Performance feedback	5	4	(3)	2	1
16. Prestigious job title	5	(4)	3	2	1
17. Recognition for doing a good job	5	(4)	3	2	1
18. Responsibility	(5)	4	3	2	1
19. Sense of achievement	5	(4)	3	2	1
20. Training programs	5	4	(3)	2	1
21. Type of work	5	4	(3)	2	1
22. Working with people	5	(4)	3	2	1

OB Exercise

Measuring Perceived Fair Interpersonal Treatment

Instructions

Indicate the extent to which you agree or disagree with each of the following statements by considering what your organization is like most of the time. Then compare your overall score with the arbitrary norms that are presented.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. Employees are praised for good work.	1	2	3	4	5
2. Supervisors do not yell at employees.	1	2	3	4	5
3. Employees are trusted.	1	2	3	4	5
4. Employees' complaints are dealt with effectively.	1	2	3	4	5
5. Employees are treated with respect.	1	2	3	4	5
6. Employees' questions and problems are responded to quickly.	1	2	3	4	5
7. Employees are treated fairly.	1	2	3	4	5
8. Employees' hard work is appreciated.	1	2	3	4	5
9. Employees' suggestions are used.	1	2	3	4	5
10. Employees are told the truth.	1	2	3	4	5
Total score =	36				

Arbitrary Norms

Very fair organization = 38–50

Moderately fair organization = 24–37

Unfair organization = 10–23

SOURCE: Adapted in part from M A Donovan, F Drasgow, and L J Munson, "The Perceptions of Fair Interpersonal Treatment Scale: Development and Validation of a Measure of Interpersonal Treatment in the Workplace," *Journal of Applied Psychology*, October 1998, pp 683–92.

Motivation, according to Vroom, boils down to the decision of how much effort to exert in a specific task situation. This choice is based on a two-stage sequence of expectations (effort→performance and performance→outcome). First, motivation is affected by an individual's expectation that a certain level of effort will produce the intended performance goal. For example, if you do not believe increasing the amount of time you spend studying will significantly raise your grade on an exam, you probably will not study any harder than usual. Motivation also is influenced by the employee's perceived chances of getting various outcomes as a result of accomplishing his or her performance goal. Finally, individuals are motivated to the extent that they value the outcomes received.

Vroom used a mathematical equation to integrate the above concepts into a predictive model of motivational force or strength. For our purposes however, it is sufficient to define and explain the three key concepts within Vroom's model—*expectancy*, *instrumentality*, and *valence*.

Expectancy

An *expectancy*, according to Vroom's terminology, represents an individual's belief that a particular degree of effort will be followed by a particular level of performance. In other words, it is an effort→performance expectation. Expectancies take the form of subjective

Expectancy

Belief that effort leads to a specific level of performance.

Self-Assessment 12.1: Assessing Your Intrinsic/Extrinsic Motivation

INSTRUCTIONS: The following survey was designed to assess your intrinsic and extrinsic motivation.

There are no right or wrong answers to the statements.

Circle your answer by using the rating scale provided.

After evaluating each of the survey statements, complete the scoring guide.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I enjoy trying to solve complex problems.....1	2	3	(4)	5	
2. The more difficult the problem, the more I enjoy trying to solve it.....1	2	(3)	4	5	
3. I want my work to provide me with opportunities for increasing my knowledge and skills.....1	2	3	(4)	5	
4. Curiosity is the driving force behind much of what I do.....1	2	(3)	4	5	
5. What matters most to me is enjoying what I do.....1	2	3	4	(5)	
6. It is important for me to have an outlet for self-expression.....1	2	3	4	(5)	
7. I am strongly motivated by the grades I can earn.....1	2	3	4	(5)	
8. I am keenly aware of the GPA goals I have for myself.....1	2	3	4	(5)	
9. I am strongly motivated by the recognition I can earn from other people.....1	2	3	(4)	5	
10. I want other people to find out how good I really can be at my work.....1	2	3	4	(5)	

11. To me, success means doing better than other people.....1 2 3 4 5

12. I'm concerned about how other people are going to react to my ideas.....1 2 3 4 5

Scoring:

Intrinsic Motivation (add items 1 to 6) _____

Extrinsic Motivation (add items 7 to 12) _____

Comparative Norms:

Intrinsic Motivation: Total score of 6 - 12 = Low Intrinsic Motivation; Total score of 13-24 = Medium Intrinsic Motivation; Total score of 25 - 30 = High Intrinsic Motivation

Extrinsic Motivation: Total score of 6 - 12 = Low Extrinsic Motivation; Total score of 13 - 24 = Medium Extrinsic Motivation; Total score of 25 - 30 = High Extrinsic Motivation

Source: Adapted from Teresa M. Amabile, Karl G. Hill, Beth A. Hennessey, and Elizabeth M. Tighe, The Work Preference Inventory: Assessing Intrinsic and Extrinsic Motivational Orientations," *Journal of Personality and Social Psychology*, May, 1994, pp. 950-967

Questions

- 1) True or false? Paige enjoys trying to solve complex problems at work. She wants her employer to continue offering her opportunities that will increase her knowledge and skills. Based on the self-assessment, Paige would score highly on extrinsic motivation.

Answer: False. Paige would score highly on intrinsic motivation pursuant to survey items 1 and 3.

- 2) Matt is very competitive at work. To him, success means doing better than other people. He is strongly motivated by the recognition he can earn from other people, and is concerned about how people react to his ideas. Based on the self-assessment, Matt would score highly on which dimension of motivation:

- a. Intrinsic.
b. Extrinsic

Self-Assessment 5-1: What Is the Status of My Acquired Needs?

Instructions: The following survey was designed to assess your acquired needs within your current organization. If you are not currently working, consider a previous job when completing the survey. There are no right or wrong answers to the statements. Circle your answer by using the rating scale provided. After evaluating each of the survey statements, complete the scoring guide.

Achievement

- | | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|-------------------|----------|----------------------------|-------|----------------|
| 1. I do my best work when my job assignments are fairly difficult..... | 1 | 2 | 3 | 4 | 5 |
| 2. I try very hard to improve on my past performance at work..... | 1 | 2 | 3 | 4 | 5 |
| 3. I take moderate risks and stick my neck out to get ahead at work..... | 1 | 2 | 3 | 4 | 5 |
| 4. I do not avoid any added responsibilities on my job..... | 1 | 2 | 3 | 4 | 5 |
| 5. I try to perform better than my co-workers..... | 1 | 2 | 3 | 4 | 5 |
- 14

Affiliation

- | | | | | | |
|--|---|---|---|---|---|
| 6. When I have a choice I try to work in a group instead of by myself..... | 1 | 2 | 3 | 4 | 5 |
| 7. I pay a good deal of attention to the feelings of others at work..... | 1 | 2 | 3 | 4 | 5 |
| 8. I prefer to work with others rather than alone..... | 1 | 2 | 3 | 4 | 5 |
| 9. I do not express my disagreements with others openly..... | 1 | 2 | 3 | 4 | 5 |
| 10. I find myself talking to those around me about non-business related Matters..... | 1 | 2 | 3 | 4 | 5 |
- 18

Power

- | | | | | | |
|--|---|---|---|---|---|
| 11. I seek an active role in the leadership of a group..... | 1 | 2 | 3 | 4 | 5 |
| 12. I try to influence those around me to see things my way..... | 1 | 2 | 3 | 4 | 5 |
| 13. I find myself organizing and directing the activities of others..... | 1 | 2 | 3 | 4 | 5 |
| 14. I strive to gain more control over the events around me at work..... | 1 | 2 | 3 | 4 | 5 |
- 14

Wendy

OB Exercise What Is Your Business Etiquette?

Instructions

Business etiquette is one component of communication competence. Test your business etiquette by answering the following questions. After circling your response for each item, calculate your score by reviewing the correct answers listed in note 19 in the Endnotes section of the book.¹⁹ Next, use the norms at the end of the test to interpret your results.

1. The following is an example of a proper introduction: "Ms Boss, I'd like you to meet our client, Mr Smith."
True False
2. If someone forgets to introduce you, you shouldn't introduce yourself; you should just let the conversation continue.
True False
3. If you forget someone's name, you should keep talking and hope no one will notice. This way you don't embarrass yourself or the person you are talking to.
True False
4. When shaking hands, a man should wait for a woman to extend her hand.
True False
5. Who goes through a revolving door first?
a. Host b. Visitor
6. It is all right to hold private conversations, either in person or on a cell phone in office bathrooms, elevators, and other public spaces.
True False
7. When two US businesspeople are talking to one another, the space between them should be approximately
a. 1.5 feet b. 3 feet c. 7 feet
8. Business casual attire requires socks for men and hose for women.
True False
9. To signal that you do not want a glass of wine, you should turn your wine glass upside down.
True False
10. If a call is disconnected, it's the caller's responsibility to redial.
True False
11. When using a speakerphone, you should tell the caller if there is anyone else in the room.
True False
12. You should change your voicemail message if you are going to be out of the office.
True False

Arbitrary Norms

Low business etiquette (0-4 correct): Consider buying an etiquette book or hiring a coach to help you polish your professional image.

Moderate business etiquette (5-8 correct): Look for a role model or mentor, and look for ways you can improve your business etiquette.

High business etiquette (9-12 correct): Good for you. You should continue to practice good etiquette and look for ways to maintain your professional image.

SOURCE: This test was adapted from material contained in M Brody, "Test Your Etiquette," *Training & Development*, February 2002, pp 64-66.

1. During conversations I often use eye contact.....1 2 3 4 (5) 10
 2. I often initiate new topics during conversations.....1 2 3 4 (5)
 3. During conversations I do not feel the need to interrupt the person speaking.....1 2 (3) 4 5 6
 4. I try to regulate the speed of my speech based on the audience..1 2 (3) 4 5
 5. While speaking I rarely fidget or play with things (e.g., pencil, rings, hair, etc.).....1 2 (3) 4 5 6
 6. While speaking I avoid pauses, silences, "uh," etc.....1 2 (3) 4 5
 7. While speaking I try to exude vocal confidence; I am not too tense or nervous sounding.....1 2 (3) 4 5 6
 8. During conversations I ask follow-up questions.....1 2 (3) 4 5
 9. I try to encourage the people I am speaking with to join in the topic of conversation.....1 2 3 (4) 5 7
 10. I try to include the use of humor or stories in my conversations...1 2 (3) 4 5
 11. During conversations I try to not talk too much about myself.....1 2 3 4 (5)
 12. I try to control the volume at which I speak (neither too loud nor too soft).....1 2 3 4 (5) 10
- Scoring:

Compute the total of all items

45

Personal Awareness and Growth Exercise

Assessing Your Listening Skills

Objectives

1. To assess your listening skills.
2. To develop a personal development plan aimed at increasing your listening skills.

Introduction

Listening is a critical component of effective communication. Unfortunately, research and case studies suggest that many of us are not very good at actively listening. This is particularly bad in light of the fact that managers spend more time listening than they do speaking or writing. This exercise provides

you the opportunity to assess your listening skills and develop a plan for improvement.

Instructions

The following statements reflect various habits we use when listening to others. For each statement, indicate the extent to which you agree or disagree with it by selecting one number from the scale provided. Circle your response for each statement. Remember, there are no right or wrong answers. After completing the survey, add up your total score for the 17 items, and record it in the space provided.

Listening Skills Survey

- 1 = strongly disagree
2 = disagree
3 = neither agree nor disagree
4 = agree
5 = strongly agree

1. I daydream or think about other things when listening to others.
2. I do not mentally summarize the ideas being communicated by a speaker.
3. I do not use a speaker's body language or tone of voice to help interpret what he or she is saying.
4. I listen more for facts than overall ideas during classroom lectures.
5. I tune out dry speakers.
6. I have a hard time paying attention to boring people.
7. I can tell whether someone has anything useful to say before he or she finishes communicating a message.
8. I quit listening to a speaker when I think he or she has nothing interesting to say.
9. I get emotional or upset when speakers make jokes about issues or things that are important to me.
10. I get angry or distracted when speakers use offensive words.
11. I do not expend a lot of energy when listening to others.
12. I pretend to pay attention to others even when I'm not really listening.
13. I get distracted when listening to others.
14. I deny or ignore information and comments that go against my thoughts and feelings.
15. I do not seek opportunities to challenge my listening skills.
16. I do not pay attention to the visual aids used during lectures.
17. I do not take notes on handouts when they are provided.

Total score = 56

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

Preparing a Personal Development Plan

1. Use the following norms to evaluate your listening skills:

17–34 = good listening skills

35–53 = moderately good listening skills

54–65 = poor listening skills

How would you evaluate your listening skills?

2. Do you agree with the assessment of your listening skills? Why or why not?
3. The 17-item listening skills survey was developed to assess the extent to which you use the keys to effective listening presented in Table 14-2. Use Table 14-2 and the

Personal Awareness and Growth Exercise

How Ready Are You to Assume the Leadership Role?

Objectives

1. To assess your readiness for the leadership role.
2. To consider the implications of the gap between your career goals and your readiness to lead.

Introduction

Leaders assume multiple roles. Roles represent the expectations that others have of occupants of a position. It is important for potential leaders to consider whether they are ready for the leadership role because mismatches in expectations or skills can derail a leader's effectiveness. This exercise assesses your readiness to assume the leadership role.⁹⁴

Instructions

For each statement, indicate the extent to which you agree or disagree with it by selecting one number from the scale provided. Circle your response for each statement. Remember, there are no right or wrong answers. After completing the survey, add your total score for the 20 items, and record it in the space provided.

- 1 = strongly disagree
2 = disagree
3 = neither agree nor disagree
4 = agree
5 = strongly agree

1. It is enjoyable having people count on me for ideas and suggestions.
2. It would be accurate to say that I have inspired other people.
3. It's a good practice to ask people provocative questions about their work.
4. It's easy for me to compliment others.
5. I like to cheer people up even when my own spirits are down.
6. What my team accomplishes is more important than my personal glory.
7. Many people imitate my ideas.
8. Building team spirit is important to me.
9. I would enjoy coaching other members of the team.
10. It is important to me to recognize others for their accomplishments.
11. I would enjoy entertaining visitors to my firm even if it interfered with my completing a report.
12. It would be fun for me to represent my team at gatherings outside our department.
13. The problems of my teammates are my problems too.
14. Resolving conflict is an activity I enjoy.
15. I would cooperate with another unit in the organization even if I disagreed with the position taken by its members.
16. I am an idea generator on the job.
17. It's fun for me to bargain whenever I have the opportunity.
18. Team members listen to me when I speak.
19. People have asked me to assume the leadership of an activity several times in my life.
20. I've always been a convincing person.

Total score: _____

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

1 — 2 — 3 — 4 — 5

Norms for Interpreting the Total Score⁹⁵

- 90–100 = high readiness for the leadership role
60–89 = moderate readiness for the leadership role
40–59 = some uneasiness with the leadership role
39 or less = low readiness for the leadership role

Questions for Discussion

ments carefully—particularly those with low responses—



FORM M REPORT FORM

Name

[Handwritten signature]

Date 2/25/19

The MBTI® instrument reports your preferences on four dichotomies. There are two opposite preferences on each dichotomy, as shown below.

E-I Dichotomy
Where you focus your attention

E Extraversion

People who prefer Extraversion tend to focus their attention on the outer world of people and things.

I Introversion

People who prefer Introversion tend to focus their attention on the inner world of ideas and impressions.

S-N Dichotomy
The way you take in information

S Sensing

People who prefer Sensing tend to take in information through the five senses and focus on the here and now.

N Intuition

People who prefer Intuition tend to take in information from patterns and the big picture and focus on future possibilities.

T-F Dichotomy
The way you make decisions

T Thinking

People who prefer Thinking tend to make decisions based primarily on logic and on objective analysis of cause and effect.

F Feeling

People who prefer Feeling tend to make decisions based primarily on values and on subjective evaluation of person-centered concerns.

J-P Dichotomy
How you deal with the outer world

J Judging

People who prefer Judging tend to like a planned and organized approach to life and prefer to have things settled.

P Perceiving

People who prefer Perceiving tend to like a flexible and spontaneous approach to life and prefer to keep their options open.

YOUR REPORTED TYPE AND PREFERENCE CLARITY CATEGORY

Your reported type comprises four letters representing the four preferences you chose. Your preference clarity category (pcc) shows how consistently you chose one preference over the other. High points indicate a clear preference; note, however, that the pcc does not measure abilities or development. To determine your pcc, follow these steps:

1. Refer to the "Points" chart on page two of the answer sheet. For each dichotomy, identify the preference with

the greater number of points, and record that letter and number in the "Your Reported Type" column.

2. For each dichotomy, circle in the chart below the range that includes the number next to your preference.
3. Identify the preference clarity category ("slight," "moderate," etc.) shown above each circled range and record it below. If you did not answer all of the items, your points may be lower than the lowest range of numbers on the chart. If so, use "slight" as your pcc.

YOUR REPORTED TYPE

E
N
T
J

PREFERENCE CLARITY CATEGORY

	DICHOTOMY	Raw Points Ranges			
		Slight	Moderate	Clear	Very Clear
	E-I	11-13	14-16	17-19	20-21
	S-N	13-15	16-20	21-24	25-26
	T-F	12-14	15-18	19-22	23-24
	J-P	11-13	14-16	17-20	21-22

YOUR PREFERENCE CLARITY CATEGORY

Each type, or combination of preferences, tends to be characterized by its own interests, values, and unique gifts. On the back of this page is a brief description of each of the sixteen types. Find your reported type and see whether the description fits you. If not, the person who administered the MBTI® instrument to you can help you identify

a better-fitting type. Whatever your preferences, you may still use some behaviors that are characteristic of contrasting preferences. For a more complete discussion of the sixteen types and applications, see *Introduction to Type®*, 6th ed. (Myers, I. B., 1998, CPP, Inc.) or *Gifts Differing* (Myers, I. B., with Myers, P. B., 1995, Davies-Black® Publishing).





CHARACTERISTICS FREQUENTLY ASSOCIATED WITH EACH TYPE

Sensing Types		Intuitive Types	
ISTJ Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized—their work, their home, their life. Value traditions and loyalty.	ISFJ Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.	INFJ Seek meaning and connection in ideas and relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.	INTJ Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance—for themselves and others.
ISTP Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.	ISFP Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.	INFP Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.	INTP Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.
ESTP Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them—they want to act energetically to solve the problem. Focus on the here and now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.	ESFP Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.	ENFP Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.	ENTP Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.
ESTJ Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.	ESFJ Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-to-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.	ENFJ Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.	ENTJ Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well-informed, well-read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.

Introverts

Extroverts