

chapter 5

Key Individual Differences and the Road to Success



Learning Objectives

When you finish studying the material in this chapter, you should be able to:

- LO.1** Define *self-esteem*, and explain how it can be improved with Brande's self-esteem.
- LO.2** Define *self-efficacy*, and explain its sources.
- LO.3** Contrast high and low self-monitoring individuals, and discuss the effect of organizational identification.
- LO.4** Identify and describe the Big Five personality dimensions, and specify which are correlated most strongly with job performance.
- LO.5** Describe the proactive personality and an internal locus of control.
- LO.6** Identify at least five of Gardner's eight multiple intelligences.
- LO.7** Distinguish between positive and negative emotions, and explain how they are judged.
- LO.8** Identify the four key components of emotional intelligence, and discuss the significance of emotional contagion and emotional labor.
- LO.9** Explain how psychological capital, deliberate practice, luck, and humility are on the road to success.

Can an Introvert Guide Facebook to Long-Term Success?

In his book, *The Facebook Effect: The Inside Story of the Company That Is Connecting the World*, David Kirkpatrick provides instructive insights into the personality and character of the company's founder and CEO. This excerpt looks back at Mark Zuckerberg as a college computer whiz on his way to becoming CEO of an Internet giant. By early 2011, Facebook's more than 500 million active users (over 70% from outside the United States) shared 30 billion pieces of content each month.¹

Mark Zuckerberg was a short, slender, intense introvert with curly brown hair whose fresh freckled face made him look closer to fifteen than the nineteen he was [at Harvard]. His uniform was baggy jeans, rubber sandals—even in winter—and a T-shirt that usually had some sort of clever picture or phrase. One he was partial to during this period portrayed a little monkey and read "Code Monkey." He could be quiet around

strangers, but that was deceiving. When he did speak, he was wry. His tendency was to say nothing until others fully had their say. He stared. He would stare at you while you were talking, and stay absolutely silent. If you said something stimulating, he'd finally fire up his own ideas and the words would come cascading out. But if you went on too long or said something obvious, he would start looking through you. When you finished, he'd quietly mutter "yeah," then change the subject or turn away. Zuckerberg is a highly deliberate thinker and rational to the extreme. His handwriting is well ordered, meticulous, and tiny, and he sometimes uses it to fill notebooks with lengthy deliberations.

Girls were drawn to his mischievous smile. . . . They liked his confidence, his humor, and his irreverence. He typically wore a contented expression on his face that seemed to say "I know what I'm doing." Zuck, as he was known, had an air about him that everything would turn out fine, no matter what he did.²



CEO Mark Zuckerberg shares a laugh with Facebook co-workers, despite his history of being an introvert.

From a biological standpoint, people are more alike than different. How much alike and to what extent?

Example. [Answers can be found in] each human's 100 million cells. Coiled in each cell are 46 bundles of DNA, 23 from each parent. Each bundle of DNA is made up of four chemicals—adenosine, thymine, cytosine, and guanine—paired two by two in a twisted ladder called a double helix.

The Human Genome Project yielded the precise sequence of these so-called base pairs, packaged in roughly 20,500 genes, about the same number found in chimpanzees and dogs. Genetically speaking, the planet's 7 billion people are 99.5% identical. Individual genomes vary by just one pair of bases for every 5,000 found along the genome.

That's a tiny number, considering the genome is made up of 3 billion base pairs. Yet the variations are all-important, accounting for all of the traits that make one person different from another, whether it's height, weight, hair and eye color or heart disease and cancer risk.³

Dealing with individual differences—the genetic half-percent that makes you a unique being—is an endless challenge for managers. For instance, how do you express yourself in the workplace? Are you a go-getter, like Mark Zuckerberg in the opening case, or a slacker? Are you a loner or highly social? Do you see yourself as master of your own fate, or a victim of circumstances? Are you emotional or calm and cool? Is your job satisfaction through the roof or stuck in the basement? Thanks to a vast array of individual differences such as these, modern organizations have a rich and interesting human texture. In fact, according to research, “variability among workers is substantial at all levels but increases dramatically with job complexity. In life insurance sales, for example, variability in performance is around six times as great as in routine clerical jobs.”⁴

Growing workforce diversity compels managers to view individual differences in a fresh new way. Rather than stifling diversity, as in the past, today's managers need to better understand and accommodate employee diversity and individual differences.⁵ Both this chapter and the next explore the key individual differences portrayed in Figure 5-1. The figure is intended to be an instructional road map showing the bridges between self-concept and self-expression. This chapter focuses on self-concept, personality, abilities, and emotions. Personal values, attitudes, and job satisfaction are covered in Chapter 6. Taken as an integrated whole, all these factors provide a foundation for better understanding each organizational contributor (including yourself) as a unique and special individual. This chapter ends with a practical capstone section about achieving *success*, however you choose to define that form of self-expression.

TO THE POINT

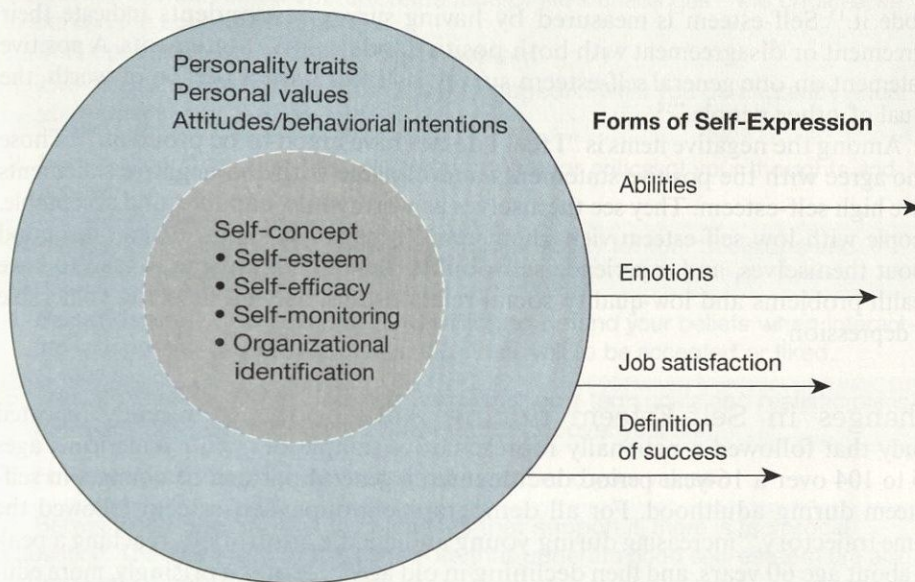
What can managers do to build their employees' self-esteem and self-efficacy?

Self-Concept

When you look in the mirror, you recognize who it is. You see *yourself*.⁶ This is a remarkable talent in the animal kingdom, according to scientists. Only humans, apes, dolphins, and elephants can recognize themselves in a mirror.⁷ But what exactly do you know about that person in the mirror? People ages 16 to 70 were asked what they would do differently if they could live life over again; 48% chose the response category “Get in touch with self.”⁸ Toward that end, this section

figure 5–1 An Instructional Road Map for the Study of Individual Differences in Chapters 5 and 6

The Unique Individual



helps you get in better touch with yourself on the way to better understanding and managing yourself and others in the workplace. Former General Electric CEO Jack Welch tells us: “You’ve got to be comfortable with yourself to make a good boss.”⁹

Sociologist Viktor Gecas defines **self-concept** as “the concept the individual has of himself as a physical, social, and spiritual or moral being.”¹⁰ In other words, because you have a self-concept, you recognize yourself as a distinct human being. A self-concept would be impossible without the capacity to think about complex things and processes. This brings us to the role of cognitions. **Cognitions** represent “any knowledge, opinion, or belief about the environment, about oneself, or about one’s behavior.”¹¹ Among many different types of cognitions, those involving anticipation, introspection, planning, goal setting, evaluating, and setting personal standards are particularly relevant to OB.

Our attention now turns to three topics invariably mentioned when behavioral scientists discuss self-concept. They are self-esteem, self-efficacy, and self-monitoring. We also consider the ethical implications of organizational identification, a social aspect of self. A practical social learning model of self-management can be found in Learning Module A (Learning Module A is located on our website at www.mhhe.com/kreitner10e). Each of these areas deserves a closer look by those who want to better understand and effectively manage themselves and others.

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self-concept Person’s self-perception as a physical, social, spiritual being.

cognitions A person’s knowledge, opinions, or beliefs.



LO.1 Self-Esteem

Self-esteem is a belief about one's own self-worth based on an overall self-evaluation.¹² Personal achievements and praise tend to bolster one's self-esteem. Prolonged unemployment, soured relationships, and even "bad hair" days can erode it.¹³ Self-esteem is measured by having survey respondents indicate their agreement or disagreement with both positive and negative statements. A positive statement on one general self-esteem survey is "I feel I am a person of worth, the equal of other people."¹⁴

Among the negative items is "I feel I do not have much to be proud of."¹⁵ Those who agree with the positive statements and disagree with the negative statements have high self-esteem. They see themselves as worthwhile, capable, and acceptable. People with low self-esteem view themselves in negative terms, do not feel good about themselves, and experience self-doubts. Research shows they tend to have health problems and low-quality social relationships, as well as being vulnerable to depression.¹⁶

 Go to www.mcgrawhillconnect.com for an interactive exercise to test your knowledge of core self-evaluation.

Changes in Self-Esteem during Adulthood A recently reported study that followed a nationally representative sample of 3,617 Americans ages 25 to 104 over a 16-year period documented a general pattern of changes in self-esteem during adulthood. For all demographic groups, self-esteem followed the same trajectory, "increasing during young and middle adulthood, reaching a peak at about age 60 years, and then declining in old age."¹⁷ Not surprisingly, more educated people were found to have higher self-esteem. Declining self-esteem in old age was attributed to socioeconomic changes and health issues.

Self-Esteem across Cultures What are the cross-cultural implications for self-esteem, a concept that has been called uniquely Western? In a survey of 13,118 students from 31 countries worldwide, a moderate positive correlation was found between self-esteem and life satisfaction. But the relationship was stronger in individualistic cultures (e.g., United States, Canada, New Zealand, Netherlands) than in collectivist cultures (e.g., Korea, Kenya, Japan). The researchers concluded that individualistic cultures socialize people to focus more on themselves, while people in collectivist cultures "are socialized to fit into the community and to do their duty. Thus, how a collectivist feels about him- or herself is less relevant to . . . life satisfaction."¹⁸ Global managers need to remember to deemphasize self-esteem when doing business in collectivist ("we") cultures, as opposed to emphasizing it in individualistic ("me") cultures.

Can General Self-Esteem Be Improved? The short answer is yes (see Table 5-1). More detailed answers come from research. In one study, youth-league baseball coaches who were trained in supportive teaching techniques had a positive effect on the self-esteem of young boys. A control group of untrained coaches had no such positive effect.¹⁹ Another study led to this conclusion: "Low self-esteem can be raised more by having the person think of desirable characteristics possessed rather than of undesirable characteristics from which he or she is free."²⁰ This approach can help neutralize the self-defeating negative thoughts among those with low self-esteem. Meanwhile, a lively debate continues among educational policy makers over the relative importance of boosting students' self-esteem versus making sure they master the basics of reading, writing, and math. When researchers reviewed data from 1975 through 2006, they found that the self-esteem movement had carried the day. But at what cost? Results showed that while self-esteem among high-school seniors had risen over the years, self-perceptions of *competence* had not. This left the researchers worried that "overpraised" kids who were confident about becoming "very good" spouses, parents,

table 5-1 Branden's Six Pillars of Self-Esteem

What nurtures and sustains self-esteem in grown-ups is not how others deal with us but how we ourselves operate in the face of life's challenges—the choices we make and the actions we take.

This leads us to the six pillars of self-esteem.

1. *Live consciously.* Be actively and fully engaged in what you do and with whom you interact.
2. *Be self-accepting.* Don't be overly judgmental or critical of your thoughts and actions.
3. *Take personal responsibility.* Take full responsibility for your decisions and actions in life's journey.
4. *Be self-assertive.* Be authentic and willing to defend your beliefs when interacting with others, rather than bending to their will to be accepted or liked.
5. *Live purposefully.* Have clear near-term and long-term goals and realistic plans for achieving them to create a sense of control over your life.
6. *Have personal integrity.* Be true to your word and your values.

Between self-esteem and the practices that support it, there is reciprocal causation. This means that the behaviors that generate good self-esteem are also expressions of good self-esteem.

SOURCE: From Nathaniel Branden, *Self-Esteem at Work: How Confident People Make Powerful Companies*, 1998, pp 33–36. Reprinted with permission of John Wiley & Sons.

and employees could be primed for a big letdown in real life.²¹ What are your thoughts on this?



LO.2 Self-Efficacy

Self-confidence that leads to results is important in today's demanding workplaces. In fact, when 2,500 managers and executives in the United States were polled, 72% of the women and 66% of the men said *self-confidence* was the most important quality for succeeding in business.²² Self-confidence that can be backed up with real results involves more than high self-esteem; it also requires self-efficacy.²³ **Self-efficacy** is a person's belief about his or her chances of successfully accomplishing a specific task. According to one organizational behavior writer, "Self-efficacy arises from the gradual acquisition of complex cognitive, social, linguistic, and/or physical skills through experience."²⁴ Role models can inspire us to build self-efficacy (see Real World/Real People on page 126).

The relationship between self-efficacy and performance is a cyclical one. Efficacy → performance cycles can spiral upward toward success or downward toward failure.²⁵ Researchers have documented strong linkages between high self-efficacy expectations and success in widely varied physical and mental tasks, anxiety reduction, addiction control, pain tolerance, illness recovery, avoidance of seasickness in naval cadets, physical exercise, stress avoidance, and trainee learning.²⁶ Oppositely, those with low self-efficacy expectations tend to have lower success rates. Although self-efficacy sounds like some sort of mental magic, it operates in a very straightforward manner, as a model will show.

self-esteem One's overall self-evaluation.

self-efficacy Belief in one's ability to do a task.



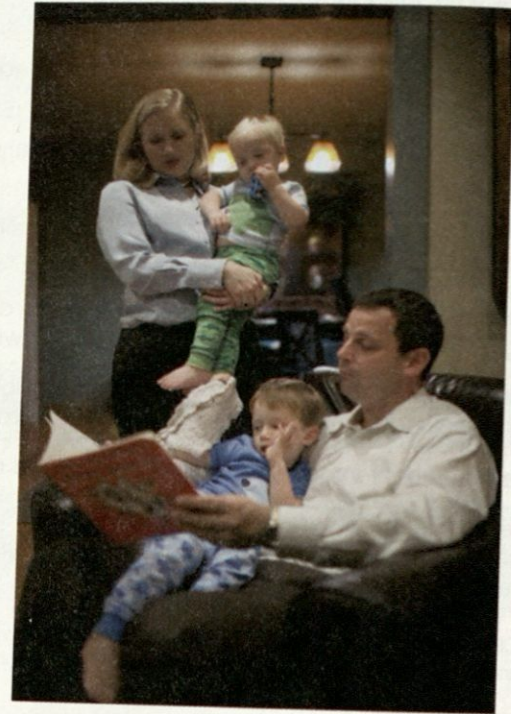
real WORLD // real PEOPLE: ethics

Military Veterans Bring High Self-Efficacy to MBA Programs

Ryan McDermott, a second-year student at Darden [the University of Virginia's School of Business], led a combat mission down the most dangerous road in Baghdad, fought four battles, and wrote a plan for training and deploying 3,600 soldiers, all by the age of 26. Summer Jones, a former naval officer, by 26 had launched Tomahawk missiles off a ship in the Persian Gulf, commanded 200 sailors, and delivered the news of September 11 Pentagon casualties to their families. When her Georgetown University evening MBA classmates wonder how the 32-year-old maintains a full-time job, raises two children, supports her husband in law school, and earns her MBA at the same time, she tells them: "When you've been in a wartime environment, you step back and say, 'This is easy.'" As if to prove it, she gave birth to her second son just after the first week of the MBA program without missing a day of class.

What is the ethical argument for hiring military veterans?

SOURCE: J Porter, "From the Battlefield to B-School," *BusinessWeek*, March 24, 2008, p 80.



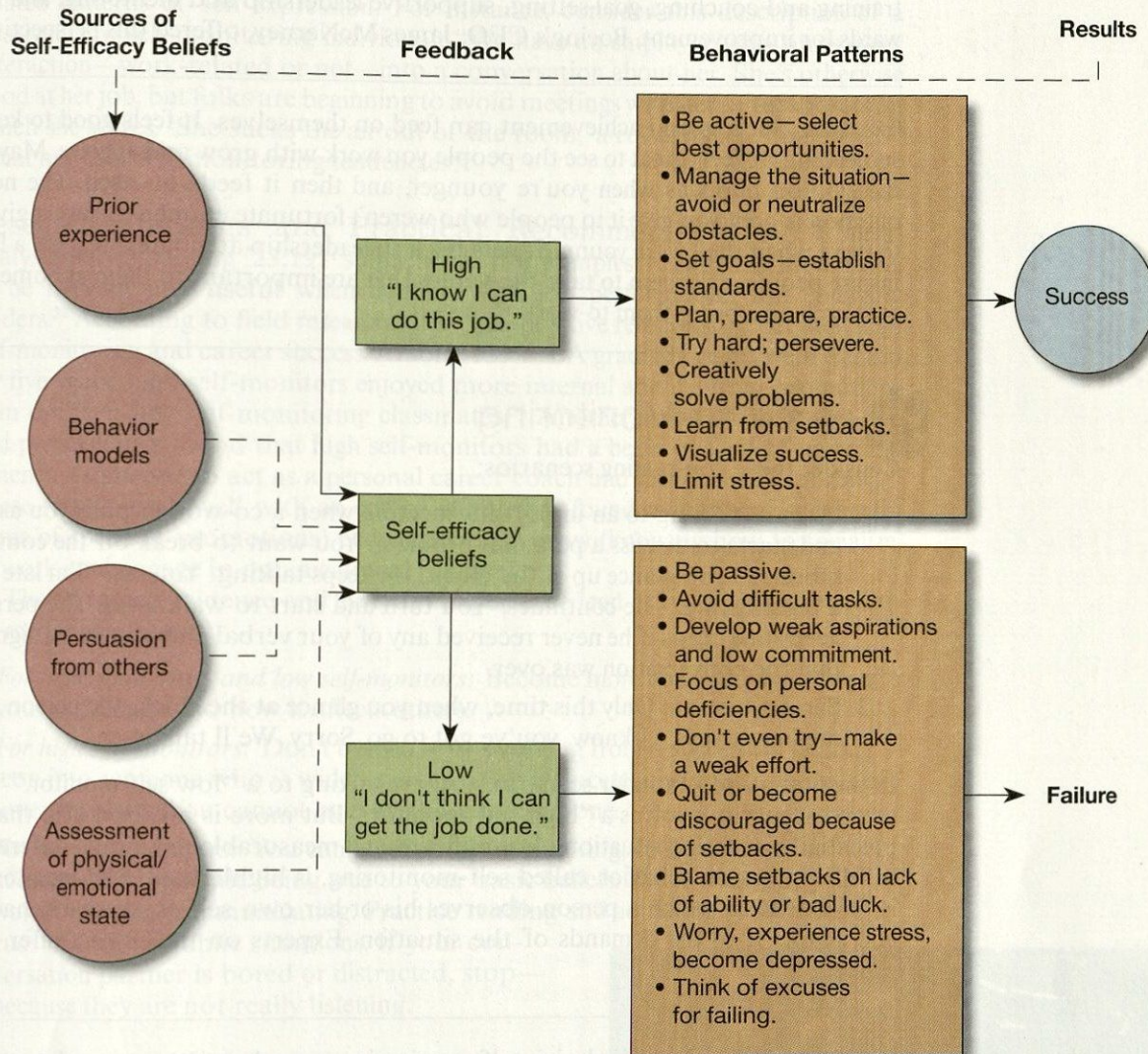
Summer Jones and her growing family.

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 test your knowledge of the
 mechanisms of self-efficacy.

What Are the Mechanisms of Self-Efficacy? A basic model of self-efficacy is displayed in Figure 5-2. It draws upon the work of Stanford psychologist Albert Bandura. Let us explore this model with a simple illustrative task. Imagine you have been told to prepare and deliver a 10-minute talk to an OB class of 50 students on the workings of the self-efficacy model in Figure 5-2.

Your self-efficacy calculation would involve cognitive appraisal of the interaction between your perceived capability and situational opportunities and obstacles. As you begin to prepare for your presentation, the four sources of self-efficacy beliefs would come into play. Because prior experience is the most potent source, according to Bandura, it is listed first and connected to self-efficacy beliefs with a solid line. Past success in public speaking would boost your self-efficacy. But bad experiences with delivering speeches would foster low self-efficacy. Regarding behavior models as a source of self-efficacy beliefs, you would be influenced by the success or failure of your classmates in delivering similar talks. Their successes would tend to bolster you (or perhaps their failure would if you were very competitive and had high self-esteem). Likewise, any supportive persuasion from your classmates that you will do a good job would enhance your self-efficacy. Physical and emotional factors also might affect your self-confidence. A sudden case of laryngitis or a bout of stage fright could cause your self-efficacy expectations to plunge. Your cognitive evaluation of the situation then would yield a self-efficacy belief—ranging from high to low expectations for success. Importantly, self-efficacy beliefs are not merely boastful statements based on bravado; they are deep convictions supported by experience.

figure 5-2 A Model of How Self-Efficacy Beliefs Can Pave the Way for Success or Failure



SOURCES: Adapted from discussion in A Bandura, "Regulation of Cognitive Processes through Perceived Self-Efficacy," *Developmental Psychology*, September 1989, pp 729–35; and R Wood and A Bandura, "Social Cognitive Theory of Organizational Management," *Academy of Management Review*, July 1989, pp 361–84.

Moving to the *behavioral patterns* portion of Figure 5-2, we see how self-efficacy beliefs are acted out. In short, if you have high self-efficacy about giving your 10-minute speech, you will work harder, more creatively, and longer when preparing for your talk than will your low-self-efficacy classmates. The results would then take shape accordingly. People program themselves for success or failure by enacting their self-efficacy expectations. Positive or negative results subsequently become feedback for one's base of personal experience. Along those lines, a national panel of scholars convened to discover why American students don't do better in math concluded, "Effort counts. Students who believe that working hard will make them smarter in math actually do achieve better."²⁷

Self-Efficacy Implications for Managers On-the-job research evidence encourages managers to nurture self-efficacy, both in themselves and in others. In fact, a meta-analysis encompassing 21,616 subjects found a significant

positive correlation between self-efficacy and job performance.²⁸ Self-efficacy can be boosted in the workplace through careful hiring, challenging assignments, training and coaching, goal setting, supportive leadership and mentoring, and rewards for improvement. Boeing's CEO, James McNerney, offered this perspective:

Example. Success and achievement can feed on themselves. It feels good to keep succeeding. It feels great to see the people you work with grow and achieve. Maybe the ignition happens when you're younger, and then it feeds on itself. The next question is how you give it to people who weren't fortunate enough to have it given to them when they were young. It gets back to leadership attributes—expect a lot, inspire people, ask them to take the values that are important to them at home or at church and bring them to work.²⁹



LO.3 Self-Monitoring

Consider these contrasting scenarios:

1. You are rushing to an important meeting when a co-worker pulls you aside and starts to discuss a personal problem. You want to break off the conversation, so you glance up at the clock. He keeps talking. You say, "I'm late for a big meeting." He continues. You turn and start to walk away. The person keeps talking as if he never received any of your verbal and nonverbal signals that the conversation was over.
2. Same situation. Only this time, when you glance at the clock, the person immediately says, "I know, you've got to go. Sorry. We'll talk later."

In the first all-too-familiar scenario, you are talking to a "low self-monitor." The second scenario involves a "high self-monitor." But more is involved here than a potentially irritating situation. A significant and measurable individual difference in self-expression behavior, called self-monitoring, is highlighted. **Self-monitoring** is the extent to which a person observes his or her own self-expressive behavior and adapts it to the demands of the situation. Experts on the subject offer this explanation:

Example. Individuals high in self-monitoring are thought to regulate their expressive self-presentation for the sake of desired public appearances, and thus be highly responsive to social and interpersonal cues of situationally appropriate performances. Individuals low in self-monitoring are thought to lack either the ability or the motivation to so regulate their expressive self-presentations. Their expressive behaviors, instead, are thought to functionally reflect their own enduring and momentary inner states, including their attitudes, traits, and feelings.³⁰

In organizational life, both high and low monitors are subject to criticism. High self-monitors are sometimes called *chameleons*, who readily adapt their self-presentation to their surroundings. Low self-monitors, on the other hand, often are criticized for being on their own planet and insensitive to others.

Back to the Chapter-Opening Case

Would you call Mark Zuckerberg a high or low self-monitor? Explain. How can you deal effectively in the workplace with such a person?

A Matter of Degree Self-monitoring is not a precise either-or proposition. It is a matter of degree; a matter of being relatively high or low in terms of related patterns of self-expression. For instance, consider this description of a relatively low self-monitoring individual: “We have an employee who turns every interaction—work-related or not—into a conversation about her. She’s otherwise good at her job, but folks are beginning to avoid meetings with her or task forces on which she serves. ‘She sucks the air out of the room,’ a co-worker complained.”³¹ What are your self-monitoring tendencies?

Research Findings and Practical Recommendations A meta-analysis encompassing 23,191 subjects in 136 samples found self-monitoring to be relevant and useful when dealing with job performance and emerging leaders.³² According to field research, there is a positive relationship between high self-monitoring and career success. Among 139 MBA graduates who were tracked for five years, high self-monitors enjoyed more internal and external promotions than did their low self-monitoring classmates.³³ Another study of 147 managers and professionals found that high self-monitors had a better record of acquiring a mentor (someone to act as a personal career coach and professional sponsor).³⁴ These results mesh well with an earlier study that found managerial success (in terms of speed of promotions) tied to political savvy (knowing how to socialize, network, and engage in organizational politics).³⁵

The foregoing evidence and everyday experience lead us to make these practical recommendations:

For high, moderate, and low self-monitors: Become more consciously aware of your self-image and how it affects others.

For high self-monitors: Don’t overdo it by evolving from a successful chameleon into someone who is widely perceived as insincere, dishonest, phony, and untrustworthy. You cannot be everything to everyone.

For low self-monitors: You can bend without breaking, so try to be a bit more accommodating while being true to your basic beliefs. Don’t wear out your welcome when communicating. Practice reading and adjusting to nonverbal cues in various public situations. If your conversation partner is bored or distracted, stop—because they are not really listening.

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 evolving OB topic, “**organizational identification** occurs when one comes to integrate beliefs about one’s organization into one’s identity.”³⁶ Organizational identification



Are you willing to get a tattoo of your employer's corporate logo? As an extreme case of organizational and product identification, many Harley-Davidson employees have done it.

self-monitoring Observing one's own behavior and adapting it to the situation.

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

goes to the heart of organizational culture and socialization (recall our discussion in Chapter 3).

Managers put a good deal of emphasis today on organizational mission, philosophy, and values with the express intent of integrating the company into each employee's self-identity. Hopefully, as the logic goes, employees who identify closely with the organization will be more loyal, more committed, and harder working. For example, consider this snapshot of American Express. "Credit card behemoth breeds loyalty: Nearly a quarter of employees have been with the company more than 15 years. 'It is my honor to serve my brand, my creed, my company,' says one."³⁷ As an extreme case in point, organizational identification among employees at Harley-Davidson's motorcycle factories is so strong that many sport tattoos with the company's logo. Working at Harley is not just a job, it's a lifestyle. (Somehow, your authors have a hard time imagining an employee with a General Motors or a Burger King tattoo!) A company tattoo may be a bit extreme, but the ethical implications of identifying too closely with one's employer are profound. Phyllis Anzalone, a former Enron employee, is a good case in point. She admitted that Enron was her self-identity and she ended up with emotional scars:

Example. What did working at Enron do for Anzalone? For one thing, it made her a lot of money, so much that the company's failure cost her about \$1 million. More important, it made her. It took her from being a reasonably successful facilities management salesperson from rural Louisiana and propelled her into the ranks of sales superstars. It changed her view of herself; it confirmed what she thought she could achieve. "Enron had a profound effect on my life," she says. As devastating as it was, I'm glad I did it. It was like being on steroids every day."

And what does Anzalone think of the executives who ran Enron—and then ran it into the ground? "They are scum," she says, "They are crooks, and they are traitors. They betrayed many people's trust, including mine."³⁸

Anzalone distanced herself from Enron's most unsavory characters during her years with the company. But some of her colleagues, with equally strong organizational identification, evidently turned their backs on their personal ethical standards and values when working on clearly illegal deals. When employees suspend their critical thinking and lose their objectivity, unhealthy groupthink can occur and needed constructive conflict does *not* occur. (Groupthink is covered in Chapter 10 and functional conflict is discussed in Chapter 13.) Whistle-blowing, as defined in Chapter 1, is unlikely to occur when organizational identification is excessive. Company loyalty and dedication are one thing; blind obedience to unethical leaders or a twisted sense of duty are quite another. Recent research places part of the blame on vulnerable employees believing they will be rewarded eventually for doing wrong in the name of the company."³⁹

TO THE POINT

How would someone with a proactive personality likely score on the Big Five dimensions?

Personality: Concepts and Controversy

Individuals have their own way of thinking and acting, their own unique style or *personality*. **Personality** is defined as the combination of stable physical and mental characteristics that give the individual his or her identity.⁴⁰ These characteristics or traits—including how one looks, thinks, acts, and feels—are the product of interacting genetic and environmental influences.⁴¹ In this section, we introduce the Big Five personality dimensions, explore the proactive personality, and issue some cautions about workplace personality testing.

table 5-2 The Big Five Personality Dimensions

PERSONALITY DIMENSION	CHARACTERISTICS OF A PERSON SCORING POSITIVELY ON THE DIMENSION
1. Extraversion	Outgoing, talkative, sociable, assertive
2. Agreeableness	Trusting, good-natured, cooperative, softhearted
3. Conscientiousness	Dependable, responsible, achievement oriented, persistent
4. Emotional stability	Relaxed, secure, unworried
5. Openness to experience	Intellectual, imaginative, curious, broad-minded

SOURCE: Adapted from M R Barrick and M K Mount, "Autonomy as a Moderator of the Relationships between the Big Five Personality Dimensions and Job Performance," *Journal of Applied Psychology*, February 1993, pp 111-18.

LO.4 The Big Five Personality Dimensions

Decades of research produced cumbersome lists of personality traits. In fact, one recent study identified 1,710 English-language adjectives used to describe aspects of personality.⁴² Fortunately, this confusing situation has been statistically distilled to the Big Five.⁴³ They are extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (see Table 5-2 for descriptions).

Standardized personality tests determine how positively or negatively a person scores on each of the Big Five. For example, someone scoring negatively on extraversion would be an introverted person prone to shy and withdrawn behavior. Someone scoring negatively on emotional security would be nervous, tense, angry, and worried. Appropriately, the negative end of the emotional stability scale is labeled neuroticism.

A person's scores on the Big Five reveal a personality profile as unique as his or her fingerprints. One's personality profile tends to be stable and durable. A recent meta-analysis concluded that "both normal personality and personality disorders were highly stable across the life span, and patients in therapy experienced no more personality change than did nonpatients."⁴⁴ Extraversion and conscientiousness were found to be the most stable of the Big Five, according to data on 799 people covering the 40 years between their elementary-school days and midlife.⁴⁵ So don't be surprised when many of your high-school classmates seem pretty much the same at your 20th reunion, except perhaps for some extra pounds and thinning hair, of course.

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Back to the Chapter-Opening Case

Will being an introvert as a young college student help or hinder Mark Zuckerberg as CEO of Facebook as it continues to grow into a global social media giant? Explain.

personality Stable physical and mental characteristics responsible for a person's identity.

But one important question lingers: Are personality models ethnocentric and unique to the culture in which they were developed? At least as far as the Big Five model goes, cross-cultural research evidence points in the direction of no. Specifically, the Big Five personality structure held up very well in one study of women and men from Russia, Canada, Hong Kong, Poland, Germany, and Finland and a second study (85% male) of South Korean managers and stockbrokers.⁴⁶ A more recent comprehensive analysis of Big Five studies led the researchers to this conclusion: "To date, there is no compelling evidence that culture affects personality structure."⁴⁷ However, a new study found only 3 out of 14 personality dimensions were consistent across 12 different languages.⁴⁸ This casts a shadow of doubt over cross-cultural studies of personality because unique language structures can make precise translations of survey questionnaires difficult.

Those interested in workplace behavior want to know the connection between the Big Five and job performance. Ideally, Big Five personality dimensions that correlate positively and strongly with job performance would be helpful in the selection, training, and appraisal of employees. A meta-analysis of 117 studies involving 23,994 subjects from many professions offers guidance.⁴⁹ Among the Big Five, *conscientiousness* had the strongest positive correlation with job performance and training performance. According to the researchers, "those individuals who exhibit traits associated with a strong sense of purpose, obligation, and persistence generally perform better than those who do not."⁵⁰ Recent research studies shed practical light on how to help conscientious employees perform well. Specifically, they prefer goal-focused leadership, like high-complexity jobs, and need valid feedback that will help them learn and not frustrate their pursuit of goals.⁵¹ Not surprisingly, entrepreneurs score high on conscientiousness.⁵² Another relevant finding: Extraversion (an outgoing personality) correlated positively with promotions, salary level, and career satisfaction. And, as one might expect, neuroticism (low emotional stability) was associated with low career satisfaction.⁵³

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differences that are important
for entrepreneurs.



LO.5 The Proactive Personality

As suggested by the previous discussion, someone who scores high on the Big Five dimension of conscientiousness is probably a good worker. Thomas S. Bateman and J. Michael Crant took this important linkage an additional step by formulating the concept of the proactive personality. They define and characterize the **proactive personality** in these terms: "someone who is relatively unconstrained by situational forces and who effects environmental change. Proactive people identify opportunities and act on them, show initiative, take action, and persevere until meaningful change occurs."⁵⁴ They have what researchers have long called an **internal locus of control**, the belief that one controls the events and consequences affecting one's life.⁵⁵ For example, an "internal" tends to attribute positive outcomes, such as getting a passing grade on an exam, to her or his own abilities. Accordingly, an "internal" tends to blame negative events, such as failing an exam, on personal shortcomings—not studying hard enough, perhaps. Oppositely, people with an **external locus of control** tend to attribute key outcomes in their lives to environmental causes, such as luck or fate.⁵⁶ In a review of relevant studies, Crant found the proactive personality to be positively associated with individual, team, and organizational success.⁵⁷

Successful entrepreneurs exemplify the proactive personality. People with proactive personalities truly are valuable *human capital*, as defined in Chapter 1. Those wanting to get ahead would do well to cultivate the initiative, drive, courage, and perseverance of someone with a proactive personality—and managers would do well to hire them (see Real World/Real People). Once hired, proactive



real WORLD // real PEOPLE: ethics

Julie Markham Is Making the World a Better Place

Julie Markham is the kind of person who refuses to give up on a dream—even if some people think it's an impossible dream. And that has made a world of difference to the University of Denver student, who graduated [in 2010]. . . .

It has taken her to Cambodia, India, Bangladesh, the Middle East, and, most recently, Kenya, where she is consulting with a local bank that is developing an eco-friendly village designed to move slum-dwellers into sustainable, affordable housing.

Markham, a real estate and finance major, has ignored naysayers who say microfinancing—sometimes

called “barefoot banking”—won’t lead to long-term social good. Or who think a college student could never play a role in transforming the lives of people across the globe.

Based on what you have just read about personality, what characteristics make Julie Markham an excellent role model for college students?

SOURCE: Excerpted from M B Marklein, “Students Defy Expectations,” *USA Today*, June 9, 2010, p 1D.

employees need to be managed carefully. For example, a recent field study of employees and their managers at 130 pizza delivery stores in the United States led to this contingency management conclusion:

Example. While it’s often true that extroverts make the best bosses and proactive employees make the best workers, combining the two can be a recipe for failure. Soft-spoken leaders may get the most out of proactive employees—so save the outgoing, talkative managers for teams that function best when they’re told what to do.⁵⁸

Issue: What about Personality Testing in the Workplace?

Personality testing as a tool for making decisions about hiring, training, and promotion is commonplace. Unfortunately, there is the major issue of *sloppy administration*. Annie Murphy Paul, author of *The Cult of Personality*,⁵⁹ explains:

Example. You hear a lot from psychologists who are supportive of personality testing, and sometimes from testing companies, that there are ideal ways to use these tests. An example would be to bring in a psychologist to do a study of the job itself and design or tailor a test specifically for that position, and then have it administered by a psychologist, and have the results remain confidential. I think the way these tests are actually used is that they’re usually bought off the shelf, they’re given indiscriminately, often by people who aren’t trained or qualified, and then the results aren’t kept confidential or private at all. For all the talk about standards on how [these tests] should be used, the way they’re used in the real world is more hit-or-miss.⁶⁰

proactive personality Action-oriented person who shows initiative and perseveres to change things.

internal locus of control Attributing outcomes to one’s own actions.

external locus of control Attributing outcomes to circumstances beyond one’s control.

Faking, cheating, and illegal discrimination also are potential problems with on-the-job personality testing. A computer simulation revealed the potential for faking conscientiousness, a key Big Five factor.⁶¹ More recently, a field study of 32,311 applicants for managerial positions at a large US retailer uncovered systematic faking on an online personality test.⁶² Regarding the problem of cheating, the case of Anton Smith is a cautionary tale: Prior to taking a 130-item personality test when applying for a job at an athletic footwear store in North Carolina, Smith got an edge when a friend found a pirated answer key on the Internet. Smith, who got the job but later left when the store went out of business, had this to say about the test: "It isn't useful. People are hip to it."⁶³ The problem of illegal discrimination was summed up by Dallas employment attorney Allan King when he told a group of human resource professionals that, because society is so diverse, "every test has an adverse impact against somebody."⁶⁴ A meta-analysis of personality testing across five racial groups in the United States came to essentially the same conclusion.⁶⁵

The practical tips in Table 5-3 can help managers avoid abuses and costly discrimination lawsuits when using personality and psychological testing for employment-related decisions. Job-related skills testing and behavioral interviewing are workable alternatives to personality testing.

We now shift our focus to abilities and intelligence.

table 5-3 Advice and Words of Caution about Personality Testing in the Workplace

Researchers, test developers, and organizations that administer personality assessments offer the following suggestions for getting started or for evaluating whether tests already in use are appropriate for forecasting job performance:

- Determine what you hope to accomplish. If you are looking to find the best fit of job and applicant, analyze the aspects of the position that are most critical for it.
- Look for outside help to determine if a test exists or can be developed to screen applicants for the traits that best fit the position. Industrial psychologists, professional organizations, and a number of Internet sites provide resources.
- Insist that any test recommended by a consultant or vendor be validated scientifically for the specific purpose that you have defined. Vendors should be able to cite some independent, credible research supporting a test's correlation with job performance.
- Ask the test provider to document the legal basis for any assessment: Is it fair? Is it job related? Is it biased against any racial or ethnic group? Does it violate an applicant's right to privacy under state or federal laws? Vendors should provide a lawyer's statement that a test does not adversely affect any protected class, and employers may want to get their own lawyer's opinion, as well.
- Make sure that every staff member who will be administering tests or analyzing results is educated about how to do so properly and keeps results confidential. Use the scores on personality tests in tandem with other factors that you believe are essential to the job—such as skills and experience—to create a comprehensive evaluation of the merits of each candidate, and apply those criteria identically to each applicant.

SOURCE: From S Bates, "Personality Counts," *HR Magazine*, February 2002, p 34. Copyright 2008 by Society for Human Resource Management (SHRM). Reproduced with permission of Society for Human Resource Management via Copyright Clearance Center.

Abilities (Intelligence) and Performance

Individual differences in abilities and accompanying skills are a central concern for managers because nothing can be accomplished without appropriately skilled personnel. An **ability** represents a broad and stable characteristic responsible for a person's maximum—as opposed to typical—performance on mental and physical tasks. A **skill**, on the other hand, is the specific capacity to physically manipulate objects. Consider this difference as you imagine yourself being the only passenger on a small commuter airplane in which the pilot has just passed out. As the plane nose-dives, your effort and abilities will not be enough to save yourself and the pilot if you do not possess flying skills. As shown in Figure 5–3 successful performance (be it landing an airplane or performing any other job) depends on the right combination of effort, ability, and skill.

Abilities and skills are being developed in some unique ways today, thanks to modern technology. For example, a biomedical professor at Arizona State University and a Phoenix surgeon “conducted studies in which trainee surgeons played a Nintendo Wii video game called *Marble Mania*, which requires players to develop dexterity in their hand movements to succeed at the game. . . . The Wii game players showed 48 percent more improvement in their surgical techniques than the non-players.”⁶⁶ Video game-obsessed youngsters can now tell their worried parents and teachers, “I’m just refining my surgical technique.”

Among the many desirable skills and competencies in organizational life are written and spoken communication, initiative, decisiveness, tolerance, problem solving, adaptability, and resilience. Importantly, our cautions about on-the-job personality testing extend to ability, intelligence, and skill testing and certification.

Before moving on, we need to say something about a modern-day threat to abilities, skills, and general competence. That threat, according to public health officials, is *sleep deprivation*.

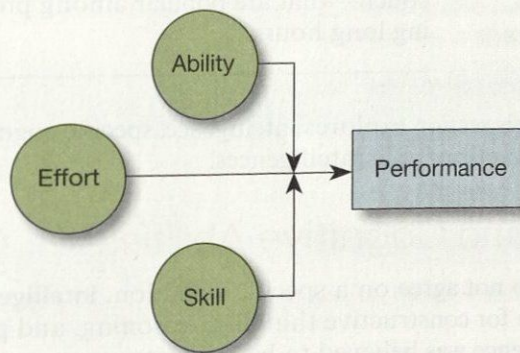
TO THE POINT

What are the major abilities and eight multiple intelligences?

Abilities and the Need for Sleep

A 2010 survey of 1,007 adults from all major ethnic groups in the United States found that “Fewer than half—only about four in 10—of the respondents from each ethnic group say they get a good night’s sleep on most nights.”⁶⁷ Sad to

figure 5–3 Performance Depends on the Right Combination of Effort, Ability, and Skill



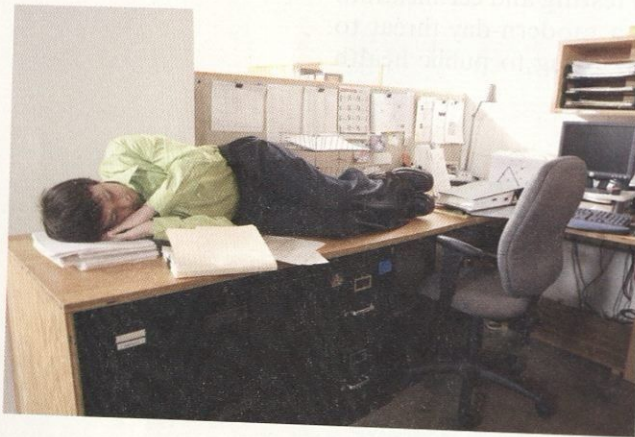
ability Stable characteristic responsible for a person's maximum physical or mental performance.

skill Specific capacity to manipulate objects.

say, sleep deprivation is an equal opportunity problem. In another survey, *job-related stress* was the number-one response (42%) to the question “What’s robbing you of a good night’s sleep?”⁶⁸ If your basic sleep needs are being routinely shortchanged, you are likely to be a less effective decision maker and problem solver, more stressed (see Chapter 18), and more prone to health problems than you should be.⁶⁹ “Adults typically need seven to nine hours of sleep each night to feel fully rested and function at their best.”⁷⁰ Habitually sleep-deprived people need to be aware of this stunning fact: “Staying awake 24 hours impairs cognitive psychomotor performance to the same degree as having a 0.1 percent blood alcohol level.”⁷¹ That exceeds the 0.08 percent blood alcohol limit for drivers in the United States. In fact, experts estimate “that sleep-deprived drivers cause more than 100,000 automobile crashes a year and more than 1,500 deaths.”⁷² According to sleep researcher Sara Mednick:

Example. Without sleep you don’t learn. My research shows that people deteriorate during the day. It’s difficult to sustain productivity. Naps can add back to the sleep you’re deprived of at night. And a nap enhances productivity even if you have enough nocturnal sleep. . . .

A 20-minute nap in the afternoon, between 1 PM and 3 PM, right after lunch, would be ideal. You don’t want to get into deep sleep, because you need to be alert. This nap will allow you to be as productive right after the nap as you were before. That’s what a lot of businesspeople need for on-your-feet thinking.⁷³



Okay, this approach may be a bit over the top, but sleep experts recommend napping accommodations for today’s overloaded and sleep-deprived workers.

Employers have taken note and are making changes:

Example. Following the rise of workplace perks like lactation rooms, gyms, and child-care facilities, Nike workers now have access to nap-friendly “quiet rooms” that can also be used for meditation. Google, a forerunner in employee perks, has a number of futuristic napping pods scattered throughout its Mountain View (California) campus.

Jawa, a small mobile technology company in Scottsdale, Arizona, has two resting rooms—one with a similar pod, the other with an old-fashioned couch—that are popular among programmers working long hours.⁷⁴

The balance of this section explores intelligence, specific cognitive abilities, and the controversial idea of multiple intelligences.

Intelligence and Cognitive Abilities

Although experts do not agree on a specific definition, **intelligence** represents an individual’s capacity for constructive thinking, reasoning, and problem solving.⁷⁵ Historically, intelligence was believed to be an innate capacity, passed genetically from one generation to the next. Research since has shown, however, that intelligence (like personality) also is a function of environmental influences.⁷⁶ Organic factors have more recently been added to the formula as a result of mounting evidence of the connection between alcohol and drug abuse and poor eating habits among pregnant women and intellectual development problems in their children.⁷⁷

Researchers have produced some interesting findings about intelligence in recent years. A steady and significant rise in average intelligence among those in developed countries has been observed over the last 70 years. Why? Experts at an American Psychological Association conference concluded, "Some combination of better schooling, improved socioeconomic status, healthier nutrition, and a more technologically complex society might account for the gains in IQ scores."⁷⁸ If you think you're smarter than your parents and your teachers, despite being criticized for not knowing a lot of facts they think are important, you're probably right!

Two Types of Abilities Human intelligence has been studied predominantly through the empirical approach. By examining the relationships between measures of mental abilities and behavior, researchers have statistically isolated major components of intelligence. Using this empirical procedure, pioneering psychologist Charles Spearman proposed in 1927 that all cognitive performance is determined by two types of abilities. The first can be characterized as a general mental ability needed for *all* cognitive tasks. The second is unique to the task at hand.⁷⁹ For example, an individual's ability to complete crossword puzzles is a function of his or her broad mental abilities as well as the specific ability to perceive patterns in partially completed words.

Seven Major Mental Abilities Through the years, much research has been devoted to developing and expanding Spearman's ideas on the relationship between cognitive abilities and intelligence. One research psychologist listed 120 distinct mental abilities. Table 5-4 contains definitions of the seven most

table 5-4 Mental Abilities Underlying Performance

ABILITY	DESCRIPTION
1. Verbal comprehension	The ability to understand what words mean and to readily comprehend what is read.
2. Word fluency	The ability to produce isolated words that fulfill specific symbolic or structural requirements (such as all words that begin with the letter <i>b</i> and have two vowels).
3. Numerical	The ability to make quick and accurate arithmetic computations such as adding and subtracting.
4. Spatial	Being able to perceive spatial patterns and to visualize how geometric shapes would look if transformed in shape or position.
5. Memory	Having good rote memory for paired words, symbols, lists of numbers, or other associated items.
6. Perceptual speed	The ability to perceive figures, identify similarities and differences, and carry out tasks involving visual perception.
7. Inductive reasoning	The ability to reason from specifics to general conclusions.

SOURCE: From M D Dunnette, "Aptitudes, Abilities, and Skills," in *Handbook of Industrial and Organizational Psychology*, ed M D Dunnette, Rand McNally, 1976, pp 478-83. Reprinted with permission.

intelligence Capacity for constructive thinking, reasoning, problem solving.

frequently cited mental abilities. Of the seven abilities, personnel selection researchers have found verbal ability, numerical ability, spatial ability, and inductive reasoning to be valid predictors of job performance for both minority and majority applicants.⁸⁰



LO.6 Do We Have Multiple Intelligences?

Howard Gardner, a professor at Harvard's Graduate School of Education, offered a new paradigm for human intelligence in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*.⁸¹ He has subsequently identified eight different intelligences that vastly broaden the long-standing concept of intelligence. Gardner's concept of multiple intelligences (MI) includes not only cognitive abilities but social and physical abilities and skills as well:

- *Linguistic intelligence*: Potential to learn and use spoken and written languages.
- *Logical-mathematical intelligence*: Potential for deductive reasoning, problem analysis, and mathematical calculation.
- *Musical intelligence*: Potential to appreciate, compose, and perform music.
- *Bodily-kinesthetic intelligence*: Potential to use mind and body to coordinate physical movement.
- *Spatial intelligence*: Potential to recognize and use patterns.
- *Interpersonal intelligence*: Potential to understand, connect with, and effectively work with others.
- *Intrapersonal intelligence*: Potential to understand and regulate oneself.
- *Naturalist intelligence*: Potential to live in harmony with one's environment.⁸²

Many educators and parents have embraced MI because it helps explain how a child could score poorly on a standard IQ test yet be obviously gifted in one or more ways (e.g., music, sports, relationship building). Moreover, according to advocates, the concept of MI underscores the need to help children develop their own unique mental and physical gifts at their own pace. They say standard IQ tests deal only with the first two intelligences on Gardner's list and a low IQ score can become a life-long burden because of stereotyping and prejudice (see Real World/Real People). Meanwhile, most academic psychologists and intelligence specialists continue to criticize Gardner's model as too subjective and poorly integrated. They prefer the traditional model of intelligence as a unified variable measured by a single test. We keep an open mind about MI, as evidenced by our coverage of cultural intelligence and emotional intelligence in this textbook.

TO THE POINT

What is the meaning of emotional intelligence, emotional contagion, and emotional labor?

Emotions in the Workplace

In the ideal world of management theory, employees pursue organizational goals in a logical and rational manner. Emotional behavior seldom is factored into the equation. Yet day-to-day organizational life shows us how prevalent and powerful emotions can be.⁸³ Anger and jealousy, both potent emotions, often push aside logic and rationality in the workplace. Managers use fear and other emotions to both motivate and intimidate. Sadness and anxiety creep in, too. For example, consider this 2008 meeting at Microsoft:

Example. Steve Ballmer was sobbing. He repeatedly tried to speak and couldn't get the words out. Minutes passed as he tried to regain his composure. But the

real WORLD // real PEOPLE: ethics

The Americans with Disabilities Act Falls Short on Employment

People with disabilities say they “expected more” employment gains after the Americans with Disabilities Act was signed into law July 26, 1990. Twenty years later, their expectations still aren’t being met. . . .

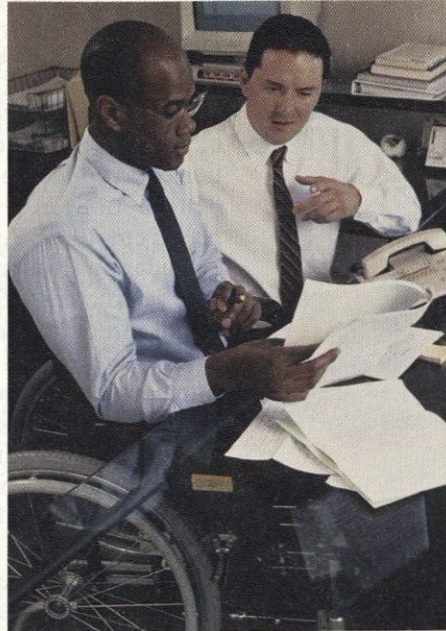
The Kessler Foundation and the National Organization on Disability report that employment “is still the area where people with disabilities seem to be at the greatest disadvantage compared to the rest of the population.”

Their poll, conducted by Harris Interactive, found that:

- Among all working-age people with disabilities, 21 percent said they were employed full time or part time compared with 59 percent of working-age people without disabilities.
- Among those with disabilities who described themselves as unemployed, 73 percent cited their disability as one of the reasons.

Why is it important for all of us, especially managers, to focus on the word *ability* in disability?

SOURCE: Excerpted from S Taylor, “Surveys Highlight Gap in Disability Employment,” *HR Magazine*, September 2010, p 16.



audience of 130 of Microsoft’s senior leaders waited patiently, many of them crying too. They knew that the CEO was choked up because this executive retreat, held in late March at a resort north of Seattle, was the last ever for company co-founder Bill Gates, as well as for Jeff Raikes, one of the company’s longest-tenured executives. “I’ve spent more time with these two human beings than with anyone else in my life,” Ballmer finally said. “Bill and Jeff have been my North Star and kept me going. Now I’m going to count on all of you to be there for me.”⁸⁴

Less dramatic, but still emotion-laden, is John Chambers’s tightrope act as CEO of Cisco Systems:

Example. Any company that thinks it’s utterly unbeatable is already beaten. So when I begin to think we’re getting a little bit too confident, you’ll see me emphasizing the paranoia side. And then when I feel that there’s a little bit too much fear and apprehension, I’ll just jump back to the other side. My job is to keep those scales perfectly balanced.⁸⁵

These admired corporate leaders would not have achieved what they have without the ability to be logical and rational decision makers *and* be emotionally charged. In this section, our examination of individual differences turns to defining emotions, reviewing a typology of 10 positive and negative emotions, exploring emotional

intelligence and maturity, and focusing on the interesting topics of emotional contagion and emotional labor.

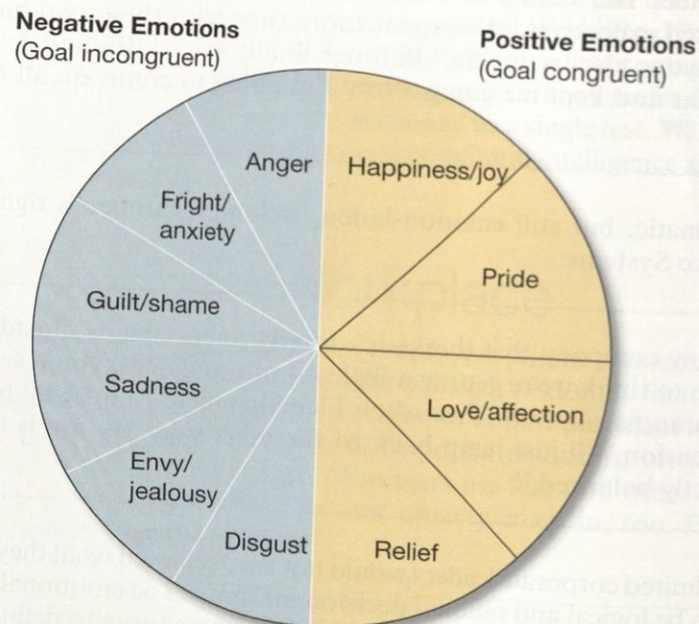


LO.7 Positive and Negative Emotions

Richard S Lazarus, a leading authority on the subject, defines **emotions** as “complex, patterned, organismic reactions to how we think we are doing in our life-long efforts to survive and flourish and to achieve what we wish for ourselves.”⁸⁶ The word *organismic* is appropriate because emotions involve the *whole* person—biological, psychological, and social. Importantly, psychologists draw a distinction between *felt* and *displayed* emotions.⁸⁷ For example, a person might feel angry (felt emotion) at a rude co-worker but not make a nasty remark in return (displayed emotion). As discussed in Chapter 18, emotions play roles in both causing and adapting to stress and its associated biological and psychological problems. The destructive effect of emotional behavior on social relationships is all too obvious in daily life. On the other hand, research demonstrates how people tend to form tight social bonds when they share an intense emotional experience.⁸⁸ It is common for survivors of horrific events such as airplane crashes, for instance, to have reunions years later.

Lazarus’s definition of emotions centers on a person’s goals. Accordingly, his distinction between positive and negative emotions is goal oriented. Some emotions are triggered by frustration and failure when pursuing one’s goals. Lazarus calls these *negative* emotions. They are said to be goal incongruent. For example, which of the six negative emotions in Figure 5-4 are you likely to experience if you fail the final exam in a required course? Failing the exam would be incongruent with your goal of graduating on time. On the other hand, which of the four *positive* emotions in Figure 5-4 would you probably experience if you graduated on time and with honors? The emotions you would experience in this situation are positive because they are congruent (or consistent) with an important lifetime goal. The individual’s goals, it is important to note, may or may not be socially

figure 5-4 Positive and Negative Emotions



SOURCE: Adapted from discussion in R S Lazarus, *Emotion and Adaptation* (New York: Oxford University Press, 1991), chaps. 6, 7.

acceptable. Thus, a positive emotion, such as love/affection, may be undesirable if associated with sexual harassment. Oppositely, slight pangs of guilt, anxiety, and envy can motivate extra effort. On balance, the constructive or destructive nature of a particular emotion must be judged in terms of both its intensity and the person's relevant goal.

For a dramatic real-life example of the interplay between negative and positive emotions, consider the situation Kenneth I. Chenault faced just 10 months after becoming CEO of American Express. The September 11, 2001, terrorist attacks claimed the lives of 11 employees, and the firm's headquarters building, across the street from ground zero in Lower Manhattan, had to be abandoned for what turned out to be eight months of repairs.

Example. Chenault gathered 5,000 American Express employees at the Paramount Theater in New York on September 20 for a highly emotional "town hall meeting." During the session, Chenault demonstrated the poise, compassion, and decisiveness that vaulted him to the top. He told employees that he had been filled with such despair, sadness, and anger that he had seen a counselor. Twice, he rushed to spontaneously embrace grief-stricken employees. Chenault said he would donate \$1 million of the company's profits to the families of the AmEx victims. "I represent the best company and the best people in the world," he concluded. "In fact, you are my strength, and I love you."⁸⁹

Thus, Chenault masterfully used positive emotions to cope with profound negative emotions.



LO.8 Developing Emotional Intelligence

People cope with powerful emotions in lots of different ways. Take Taryn Rose, for example. She followed in her physician father's footsteps by attending medical school. However, near the end of her residency, she was bitten by the entrepreneurial bug and set her sights on developing and selling stylish shoes that would not ruin women's feet. But she did not want to disappoint her family. "I feared regret more than I feared failure,"⁹⁰ she recalled for *Fast Company* magazine, so she followed her dream. Now that she is the CEO of her own \$20-million-a-year company, her family understands. For Taryn Rose, it took a good idea and determination to conquer her fears. Another way to deal effectively with fear and other emotions is to become more emotionally mature by developing emotional intelligence.

In 1995, Daniel Goleman, a psychologist turned journalist, created a stir in education and management circles with the publication of his book *Emotional Intelligence*. Hence, an obscure topic among psychologists became mainstream. Building upon Howard Gardner's concept of interpersonal intelligence, Goleman criticizes the traditional model of intelligence (IQ) for being too narrow, thus failing to consider interpersonal competence. Goleman's broader agenda includes "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope."⁹¹

 **connect** Go to
www.mcgrawhillconnect.com
 for an interactive exercise
 to test your knowledge of
 emotional intelligence.

emotions Complex human reactions to personal achievements and setbacks that may be felt and displayed.

table 5-5 Developing Personal and Social Competence through Emotional Intelligence

Personal Competence: These capabilities determine how we manage ourselves.

Self-Awareness

- *Emotional self-awareness:* Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions.
- *Accurate self-assessment:* Knowing one's strengths and limits.
- *Self-confidence:* A sound sense of one's self-worth and capabilities.

Self-Management

- *Emotional self-control:* Keeping disruptive emotions and impulses under control.
- *Transparency:* Displaying honesty and integrity; trustworthiness.
- *Adaptability:* Flexibility in adapting to changing situations or overcoming obstacles.
- *Achievement:* The drive to improve performance to meet inner standards of excellence.
- *Initiative:* Readiness to act and seize opportunities.
- *Optimism:* Seeing the upside in events.

Social Competence: These capabilities determine how we manage relationships.

Social Awareness

- *Empathy:* Sensing others' emotions, understanding their perspective, and taking active interest in their concerns.
- *Organizational awareness:* Reading the currents, decision networks, and politics at the organizational level.
- *Service:* Recognizing and meeting follower, client, or customer needs.

Relationship Management

- *Inspirational leadership:* Guiding and motivating with a compelling vision.
- *Influence:* Wielding a range of tactics for persuasion.
- *Developing others:* Bolstering others' abilities through feedback and guidance.
- *Change catalyst:* Initiating, managing, and leading in a new direction.
- *Conflict management:* Resolving disagreements.
- *Building bonds:* Cultivating and maintaining a web of relationships.
- *Teamwork and collaboration:* Cooperation and team building.

SOURCE: Reprinted by permission of Harvard Business School Publishing. Exhibit from D Goleman, R Boyatzis, and A McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence*, 2002, p 398. Copyright 2002 by the Harvard Business School Publishing Corporation; all rights reserved.

Thus, **emotional intelligence** is the ability to manage oneself and one's relationships in mature and constructive ways. Referred to by some as EI and others as EQ, emotional intelligence is said to have four key components: self-awareness, self-management, social awareness, and relationship management. The first two constitute *personal competence*; the second two feed into *social competence* (see Table 5-5).

Researchers have flashed a caution light about using emotional intelligence as an employee selection and evaluation tool. The central issues, according to behavioral scientists who conducted a recent meta-analysis, are inconsistent theory and invalid measurement. They concluded that EI scores do not improve on the basic Big Five dimensions when it comes to predicting job performance.⁹² Thus, using

one of the many available EI questionnaires to assess job applicants or evaluate employee performance is an open invitation to unfair discrimination lawsuits. Another recent meta-analysis disputed the generous claims by advocates that EI is the core of visionary and charismatic leadership (called *transformational* leadership in Chapter 16).⁹³ Still, EI does appear to have a place in employee personal growth and development programs. As an integrated package, the proactive personality discussed earlier and the characteristics listed in Table 5-5 constitute an inspiring self-development agenda for each of us.

Back to the Chapter-Opening Case

Suppose you were an executive coach, how would you coach Mark Zuckerberg to have the emotional intelligence to handle being the head of a giant corporation?

Practical Research Insights about Emotional Contagion and Emotional Labor

Two streams of OB research on emotions are beginning to yield interesting and instructive insights.

Emotional Contagion Have you ever had someone's bad mood sour your mood? That person could have been a parent, supervisor, co-worker, friend, or someone serving you in a store or restaurant. Appropriately, researchers call this emotional contagion. We, quite literally, can catch another person's bad mood or displayed negative emotions. This effect was documented in a study of 131 bank tellers (92% female) and 220 exit interviews with their customers. Tellers who expressed positive emotions tended to have more satisfied customers. Two field studies with nurses and accountants as subjects found a strong linkage between the work group's collective mood and the individual's mood.⁹⁴ Both foul moods and good moods turned out to be contagious.

Emotional Labor Generations of managers have known about the power of emotional contagion in the marketplace. "Smile, look happy for the customers," employees are told over and over. But what if the employee is having a rotten day? What if they have to mask their true feelings and emotions? What if they have to fake it? Researchers have begun studying the dynamics of what they call emotional labor. A pair of authors, one from Australia, the other from the United States, summarized the research lessons to date:

Example. Emotional labor can be particularly detrimental to the employee performing the labor and can take its toll both psychologically and physically. Employees . . . may bottle up feelings of frustration, resentment, and anger, which are not appropriate to express. These feelings result, in part, from the constant requirement to monitor one's negative emotions and express positive ones. If not

emotional intelligence Ability to manage oneself and interact with others in mature and constructive ways.



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One Chinese Student's Life Plan

On a recent trip to China, I met with a group of students at Beijing's Tsinghua University—the Harvard of [China]. . . . These young people were among the best and brightest that their country produces, which, considering the diligence of Chinese students, says a lot. I asked one physics genius what her plans were after graduation. She had already lined up a scholarship to pursue an MBA at Stanford. After that, she said, "I'll probably stay in the US for a while and work at McKinsey or a venture-capital firm in Silicon Valley." Then, she continued, "I'll come back

to China and start a company. After I make my money, I will retire and move to Europe, where I'll take my parents traveling."

Is it a good or a bad idea to have your entire life planned out in detail? Explain. If yes, what is your vision for the future? What roles will hard work, luck, or fate play?

SOURCE: R Foroohar, "The World's Their Oyster," *Newsweek*, October 18, 2010, p 18.

given a healthy expressive outlet, this emotional repression can lead to a syndrome of emotional exhaustion and burnout.⁹⁵

Steven Slater became an odd sort of folk hero for victims of excessive emotional labor in 2010. He was the JetBlue flight attendant who cursed the passengers and slid down the plane's emergency chute with a beer in hand after being banged in the head once too often by a piece of luggage.⁹⁶

Interestingly, a pair of laboratory studies with US college students as subjects found no gender difference in *felt* emotions. But the women were more emotionally *expressive* than the men.⁹⁷ Managers clearly need to be attuned to (and responsive to) the emotional states and needs of their people. This requires some emotional intelligence.

TO THE POINT

What do psychological capital and deliberate practice involve and how can we make our own luck?

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Paving Your Road to Success with Lessons from OB

Let's put your new knowledge about yourself and others to practical use by exploring the road to success. Of course, we cannot define *success* for you—it depends on your own history, expectations, goals and dreams, and opportunities. We can share a couple of helpful perspectives, however. The first comes from legendary Omaha investor Warren Buffett: "They say success is getting what you want and happiness is wanting what you get."⁹⁸ The second comes from College Football Hall of Fame coach Lou Holtz: "Make sure you always have four things in your life: Something to do, someone to love, something to hope for and something to believe in."⁹⁹ With these inspirational words in mind, we explore four key paving stones for your road to success: psychological capital, deliberate practice, luck, and humility (see Real World/Real People).



LO.9 Psychological Capital

In Chapter 1, we introduced the concepts of human and social capital. To those we now add psychological capital (PsyCap). PsyCap is derived from the positive psychology movement that emphasizes what is *right* with people rather than what is wrong or dysfunctional. This approach focuses on human strengths and potential as a way to possibly *prevent* mental and behavioral problems and improve the general quality of life. University of Nebraska OB scholar Fred Luthans and his colleagues offer this definition of **psychological capital**:

Example. [PsyCap is] an individual's positive psychological state of development and is characterized by (1) having confidence (*self-efficacy*) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (*optimism*) about succeeding now and in the future; (3) persevering toward goals, and when necessary, redirecting paths to goals (*hope*) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (*resiliency*) to attain success.¹⁰⁰

Importantly, you can build your own PsyCap by applying lessons from this textbook relating to self-efficacy, positive attributions (Chapter 7), and goal setting (Chapter 9). **Resiliency**, the ability to bounce back from major blows in life, can be developed through deliberate practice, discussed below, and being inspired by role models such as Carol Tomé, Home Depot's chief financial officer:

Example. The oldest of four children, Tomé first learned about finance in Jackson, Wyoming, where her father ran the family-owned Jackson State Bank. She assumed that one day she would become Jackson State's first female CEO. When she was studying for an MBA at the University of Denver, however, her father called with news that upset her plans. He was divorcing her mother after 27 years of marriage and selling Jackson State.

"When I calmed down, I said to myself, 'Carol, you are going to be a banker. So be a banker,'" Tomé recalls. "As I sit here today, the best thing that ever happened to me, personally and professionally, was the fact that he sold the bank." Setting off on her own, she joined United Bank of Denver, and that led to a series of corporate finance jobs that landed her at Home Depot in 1995.¹⁰¹



Home Depot's Carol Tomé demonstrated resiliency on her road to success as the giant retailer's chief financial officer.

Deliberate Practice

Is there something you want to become really, *really* good at—world-class good? Maybe a sport, a musical instrument, speaking in public, writing a blog, playing a video game, designing products, coding software, singing and dancing, or wood-working. Then take this good advice from an old New York City joke: *Tourist*: "How do I get to Carnegie Hall?" *New Yorker*: "Practice, practice, practice." Okay, so how much practice? Try the 10,000-hour rule. After studying relevant research evidence, Malcolm Gladwell came to this conclusion in his best-seller *Outliers: The Story of Success*: "[T]he closer psychologists look at the careers of the gifted, the smaller the role innate talent seems to play and the bigger the role preparation seems to play. . . . [T]he people at the very top don't work just harder or even much harder than everyone else. They work much, *much* harder. . . . Ten thousand hours

psychological capital Striving for success by developing one's self-efficacy, optimism, hope, and resiliency.

resiliency The ability to handle pressure and quickly bounce back from personal and career setbacks.

is the magic number of greatness."¹⁰² Generally, that works out to about 10 years of "deliberate" practice.

Fortune magazine's Geoff Colvin, in his interesting book *Talent Is Overrated: What Really Separates World-Class Performers from Everybody Else*, identifies the key elements of **deliberate practice**: "It is activity designed specifically to improve performance, often with a teacher's help; it can be repeated a lot; feedback on results is continuously available; it's highly demanding mentally, whether the activity is purely intellectual, such as chess or business-related activities, or heavily physical, such as sports; and it isn't much fun."¹⁰³

Tiger Woods, who has relentlessly polished every aspect of his golf game since he was a toddler—first under his father's tutelage and later with the best coaches—shows the power of deliberate practice (despite his recent troubles). This situation, in addition to his titles and trophies, illustrates Tiger's uncanny "feel" for the game of golf:

Example. A few years ago, Nike was developing a driver and had Woods test the prototype. He hit three and said he liked the light one. The clubs weighed the same, Woods was told. No they don't, he replied. Nike's research crew put the drivers on a scale and discovered Woods was right. The club he liked weighed 2 grams less than the others.¹⁰⁴

Luck

If you want to know about luck, then talk to lucky and unlucky people to see how they differ. That simple premise is behind more than a decade of innovative research by Richard Wiseman, a psychology professor in the United Kingdom. It turns out that luck involves much more than simply random chance or coincidence. Lucky people, through how they think and behave, make their own good fortune. Here are Wiseman's four guidelines for improving your luck:

1. *Be active and involved.* Be open to new experiences and networking with others to encounter more lucky chance opportunities.
2. *Listen to your hunches about luck.* Learn when to listen to your intuitive gut feelings. Meditation and mind-clearing activities can help.
3. *Expect to be lucky no matter how bad the situation.* Remain optimistic and work to make your expectations a self-fulfilling prophecy.
4. *Turn your bad luck into good fortune.* Take control of bad situations by remaining calm, positive, and focused on a better future.¹⁰⁵

Many successful people made their own luck by making the best of life's hard knocks.

Humility

Before you declare yourself Grade A executive material, here is one more thing to toss into your tool kit: a touch of humility. **Humility** is "a realistic assessment of one's own contribution and the recognition of the contribution of others, along with luck and good fortune that made one's own success possible."¹⁰⁶ Humility has been called the silent virtue. How many truly humble people brag about being humble? Two OB experts offered this instructive perspective:

Example. Humble individuals have a down-to-earth perspective of themselves and of the events and relationships in their lives. Humility involves a capability to evaluate success, failure, work, and life without exaggeration. Furthermore,

humility enables leaders to distinguish the delicate line between such characteristics as healthy self-confidence, self-esteem, and self-assessment, and those of overconfidence, narcissism, and stubbornness. Humility is the mid-point between the two negative extremes of arrogance and lack of self-esteem. This depiction allows one to see that a person can be humble and competitive or humble and ambitious at the same time, which contradicts common—but mistaken—views about humility.¹⁰⁷

There you have it. The closest thing we can give you to a formula for success. Go for it!

deliberate practice

A demanding, repetitive, and assisted program to improve one's performance.

humility

Considering the contributions of others and good fortune when gauging one's success.

Summary of Key Concepts

1. *Define self-esteem, and explain how it can be improved with Branden's six pillars of self-esteem.* Self-esteem is how people perceive themselves as physical, social, and spiritual beings. Branden's six pillars of self-esteem are to live consciously, be self-accepting, take personal responsibility, be self-assertive, live purposefully, and have personal integrity.
2. *Define self-efficacy, and explain its sources.* Self-efficacy involves one's belief about his or her ability to accomplish specific tasks. Those extremely low in self-efficacy suffer from learned helplessness. Four sources of self-efficacy beliefs are prior experience, behavior models, persuasion from others, and assessment of one's physical and emotional states. High self-efficacy beliefs foster constructive and goal-oriented action, whereas low self-efficacy fosters passive, failure-prone activities and emotions.
3. *Contrast high and low self-monitoring individuals, and discuss the ethical implications of organizational identification.* A high self-monitor strives to make a good public impression by closely monitoring his or her behavior and adapting it to the situation. Very high self-monitoring can create a "chameleon" who is seen as insincere and dishonest. Low self-monitors do the opposite by acting out their momentary feelings, regardless of their surroundings. Very low self-monitoring can lead to a one-way communicator who seems to ignore verbal and nonverbal cues from others. People who supplant their own identity with that of their organization run the risk of blind obedience and group-think because of a failure to engage in critical thinking and not being objective about what they are asked to do.
4. *Identify and describe the Big Five personality dimensions, and specify which one is correlated most strongly with job performance.* The Big Five personality dimensions are extraversion (social and talkative), agreeableness (trusting and cooperative), conscientiousness (responsible and persistent), emotional stability (relaxed and unworried), and openness to experience (intellectual and curious). Conscientiousness is the best predictor of job performance.
5. *Describe the proactive personality and an internal locus of control.* Someone with a proactive personality shows initiative, takes action, and perseveres to bring about change. People with an internal locus of control, such as entrepreneurs, believe they are masters of their own fate.
6. *Identify at least five of Gardner's eight multiple intelligences.* Harvard's Howard Gardner broadens the traditional cognitive abilities model of intelligence to include social and physical abilities. His eight multiple intelligences include linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist.
7. *Distinguish between positive and negative emotions, and explain how they can be judged.* Positive emotions—happiness/joy, pride, love/affection, and relief—are personal reactions to circumstances congruent with one's goals. Negative emotions—anger, fright/anxiety, guilt/shame, sadness, envy/jealousy, and disgust—are personal reactions to circumstances incongruent with one's goals. Both types of emotions need to be judged in terms of intensity and the appropriateness of the person's relevant goal.
8. *Identify the four key components of emotional intelligence, and discuss the practical significance of emotional contagion and emotional labor.* Goleman's model says the four components are self-awareness, self-management, social awareness, and relationship management. People can, in fact, catch another person's good or bad moods and expressed emotions, much as they would catch a contagious disease. Managers and others in the workplace need to avoid spreading counterproductive emotions. People in service jobs who are asked to suppress their own negative emotions and display positive emotions, regardless of their true feelings at the time, pay a physical and mental price for their emotional labor. Managers who are not mindful of emotional labor may experience lower productivity, reduced job satisfaction, and possibly aggression and even violence.
9. *Explain how psychological capital, deliberate practice, luck, and humility can pave your road to success.* Psychological capital (PsyCap) can be built through self-efficacy, optimism (positive attributions), hope (goal setting), and resiliency. Deliberate practice involves following the 10,000-hour rule with a demanding, repetitive, and assisted program of improvement. Lucky people stay involved to maximize their chance opportunities, follow their lucky hunches, expect to be lucky no matter the circumstances, and turn bad luck into good fortune. Humble people factor the contributions of others and good fortune into their perceived success.

Key Terms

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OB in Action Case Study

The Best Advice I Ever Got

Stephen A. Schwarzman, Chairman and Chief Executive Officer, the Blackstone Group

I grew up in a small town outside Philadelphia and went to the local high school, where I ran track all four years. Our team practiced outdoors, and in the winter, in the bitter cold, the experience was pretty miserable. The school was set on a hill, and as we ran around the parking lot the wind would come whipping around the building and hit us. We had to watch our steps carefully so as not to slip and fall on the ice. While we were doing our laps, the coach—a 50-year-old named Jack Armstrong—would stand against one wall protected from the wind, bundled up in a huge coat and wool hat and gloves, clapping and smiling cheerfully. Every time the pack shuffled past, he'd shout, "Remember—you've got to make your deposits before you can make a withdrawal!"

Now, this was a public school with no special facilities, and the team was made up of average athletes with differing levels of intelligence and motivation. But we never lost one single meet. And because of that success, and maybe because of the way in which the advice itself was delivered—I remember it when people yell at me—Coach Armstrong's words resonated. I've thought of them a million times throughout my career in finance, and they've guided this firm, too.

Coach Armstrong came to mind in one of my first weeks on Wall Street, 35 years ago. I'd stayed up all night building a massive spreadsheet to be ready for a morning meeting. These were the days before Excel, and it was a huge feat for someone as bad at statistical stuff as I was to do this all by hand; I was pretty proud of myself. The partner on the deal, however, took one look at my work, spotted a tiny error, and went ballistic. As I sat there while he yelled at me, I realized I was getting the MBA version of Coach Armstrong's words. Making an effort and meeting the deadline simply weren't enough. To put it in Coach Armstrong's terms, it wasn't sufficient to make some deposits; I had to be certain that the deposits would cover any withdrawal 100% before we made a decision or did a deal. If I hadn't done all the up-front work and made completely

sure that my analysis was correct, I shouldn't have put anything forth. Inaccurate analysis produces faulty insights and bad decisions—which lead to losing a tremendous amount of money.

Today, whenever I'm under pressure to make a decision on a transaction but I don't know what the right one is, I try desperately to postpone it. I'll insist on more information—on doing extra laps around the intellectual parking lot—before committing. . . .

Every year I speak to our new associates and give them this advice, although in my own words. This isn't like school, I tell them, where you want to get your hand in the air and give an answer quickly. The only grade here is 100. Deadlines are important, but at Blackstone you can always get help in meeting them. As a firm, we can always figure out how to do another lap around the parking lot. Because what's true when running track is true when doing deals: The person who's the most ready for game day will be the one who wins.¹⁰⁸

Questions for Discussion

1. How would you describe Stephen Schwarzman's personality?
2. Relative to the concepts you have just read about, what traits and characteristics would describe the "ideal" Blackstone job candidate? Explain your rationale for selecting each characteristic.
3. Ranked 1 = most important to 8 = least important, which of Gardner's eight multiple intelligences are most critical to being successful at a major investment company like Blackstone? Explain your ranking.
4. Using Table 5-5 as a guide, how important are the various emotional intelligence competencies for making good investment decisions? Explain.
5. Do you have what it takes to work for someone like Stephen Schwarzman? Explain in terms of the concepts in this chapter.

Legal/Ethical Challenge

Should Managers Play the Guilt Card?

[Recent research report out of Stanford] . . . the link between guilt and performance is clearly there. Not only that—in a follow-up study we found that more guilt equaled more commitment. Those who felt guilty worked harder and were more likely to promote the organization to others. . . .

In another study, we had 200 or so MBA students take the TOSCA survey [Test of Self-Conscious Affect that measures guilt-proneness] and had their former co-workers rate them on leadership behaviors, such as the ability to lead teams. The students who were more guilt-prone were considered better leaders. Our take is that guilt activates a keen sense of responsibility for one's actions. What I wonder is, Does guilt make people better leaders but, at the same time, make them averse to taking on leadership positions because they feel that responsibility? We don't know yet. . . .

Inducing guilt can sometimes backfire by eliciting resentment, but it can also be highly effective. If it weren't, then why is my mother so good at it?¹⁰⁹

Is guilt a legitimate management tool for improving job performance?

1. Yes, guilt is one of many potentially productive characteristics people bring to the job that should be channeled for the good of the organization. What is your ethical justification?
2. A little guilt can be a powerful motivator, so it is okay for managers to selectively use guilt to enhance performance. The trick is to strike a humane balance—not too much, not too little. What is your ethical justification?
3. People generally are neurotic enough without managers throwing another brick on their emotional load. Give your ethical argument.
4. Invent other options. Discuss.

Web Resources

For study material and exercises that apply to this chapter, visit our website at www.mhhe.com/kreitner10e