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You don't have to take a selfie to gain more self-awareness. What does your smartphone, tablet, or notebook screen say about your personality?

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15

Individual Behavior

There's beauty in individual differences

CHAPTER QUICK START

When people work, play, and live together they experience lots of ups and downs. There are relationship and communication miscues, and bonds of friendship that fill life with pleasure. Within this natural ebb and flow are individual differences in perceptions, personalities, attitudes, moods, and emotions. Those who understand and respect differences are likely to succeed where those who are self-centered and insensitive more likely will not.

Key Takeaways

- Identify perceptual tendencies and distortions that influence behavior.
- Explain common personality differences along with their implications for work and careers.
- Discuss the components of attitudes and the importance of job satisfaction.
- Illustrate how emotions, moods, and stress influence behavior in work and social situations.

what to look for inside >

MANAGEMENT IS REAL

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SKILLS MAKE YOU VALUABLE

- **EVALUATE Career Situations:**
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Panera Bread: Growing a Company with Personality

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In his books *Leadership Is an Art* and *Leadership Jazz*, Max DePree, former chairperson of the publicly traded furniture manufacturer Herman Miller, Inc., talks about a millwright who worked for his father. When the man died, DePree's father, wishing to express his sympathy to the family, went to their home. There he listened as the widow read some beautiful poems which, to his father's surprise, the millwright had written. DePree says that he and his father often wondered, "Was the man a poet who did millwright's work, or a millwright who wrote poetry?" He summarized the lesson this way: "It is fundamental that leaders endorse a concept of persons," basically meaning you have to care enough to find and respect the whole person residing behind the face.¹

Contrast DePree's story with that of Karen Nussbaum, founder of the national membership organization 9to5 which is "dedicated to putting working women's issues on the public agenda."² 9to5 grew from an incident Nussbaum experienced in her job as a secretary at Harvard University. "One day I was sitting at my desk at lunchtime, when most of the professors were out," she says. "A student walked into the office and looked me dead in the eye and said, 'Isn't anyone here?'"³ Nussbaum pledged to "remake the system so that it does not produce these individuals." Among the action priorities of 9to5 are family-supporting jobs, paid sick leave, equal pay for female employees, and elimination of discriminatory hiring practices based on gender or sexual orientation.⁴

Perceptions, personalities, attitudes, emotions, and moods can have a positive or a negative influence on individual behavior as shown in the small box. When employees are treated without respect at work, as reflected in Nussbaum's story, they may respond with low performance, poor customer service, absenteeism, and even antisocial behavior. In contrast, when individuals work in supportive settings, positive work behavior is much more likely to emerge—including higher levels of work performance, less withdrawal and dysfunction, and helpful citizenship behavior.

Individual Behavior Sets

- *Performance behaviors*—task performance, customer service, productivity
- *Withdrawal behaviors*—absenteeism, turnover, job disengagement
- *Citizenship behaviors*—helping, volunteering, job engagement

- *Dysfunctional behaviors*—antisocial behavior, intentional wrongdoing

Perception

TAKEAWAY 1 How do perceptions influence individual behavior?

LEARN MORE ABOUT | Perception and psychological contracts • Perception and attribution
Perception tendencies and distortions • Perception and impression management

Perception is the process through which people receive and interpret external information from the environment. It affects the impressions we form of ourselves, other people, and our daily experiences. You can think of perception as a screen or filter through which information passes into our consciousness and affects how we think about the world. Because

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perceptions are influenced by factors such as cultural background, values, and other personal and situational circumstances, people can and do perceive the exact same people, events, situations or circumstances in very different ways. Importantly, we most often behave in accordance with our perceptions.⁵

Perception is the process through which people receive, organize, and interpret information from the environment.

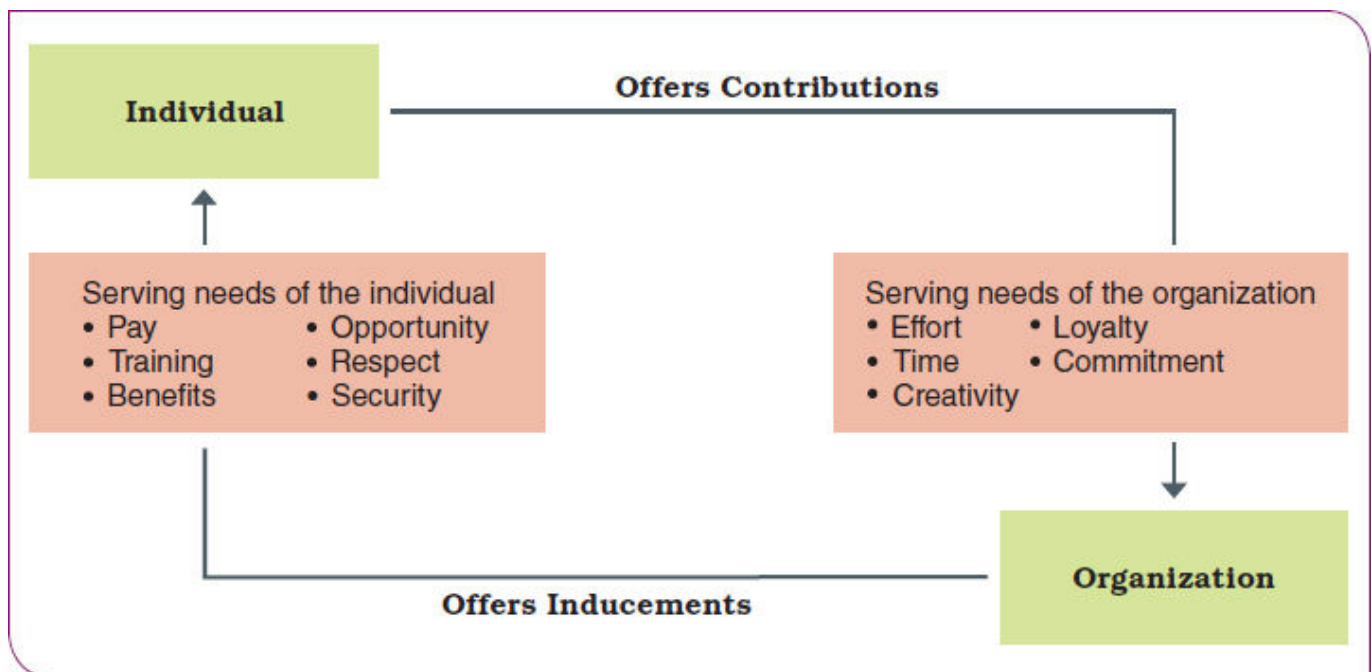


FIGURE 15.1 Components in the psychological contract.

Perception and Psychological Contracts

One of the ways in which perceptions influence work behavior is through the **psychological contract**, or what the individual employee expects both to give and to receive from the employment relationship.⁶ Figure 15.1 shows that a healthy psychological contract offers a

balance between the contributions individuals make on behalf of their organization and inducements they receive. These contributions include time, energy, effort, creativity, commitment, and loyalty. Inducements are what the organization gives to employees in exchange for these contributions. These inducements include pay, fringe benefits, training and opportunities for personal growth and advancement, a sense of professional identity, and job security.

A **psychological contract** is the set of individual expectations about the employment relationship.

Human resource managers use the term **employee value proposition**, or EVP to describe the organization's intentions for creating value on the employee and employer sides of the psychological contract. The ideal EVP is one where the exchanges made on each side of the psychological contract are perceived as fair by both parties. Problems are likely to occur when the psychological contract is perceived as out of balance or broken. For example, employees who perceive they are receiving too little in exchange for what they contribute might compensate by reducing their performance and withdrawing through absenteeism or tardiness.

The **employee value proposition** describes the organization's intentions for creating value for both the employee and employer sides of the psychological contract.

Perception and Attribution

What happens when you perceive that someone else in a job or student team isn't performing up to the expectations of the team or their supervisor/instructor? How do you personally explain this less-than-ideal level of performance? Given your explanation, how do you react? These questions involve **attribution**, which is the process of developing explanations for events.

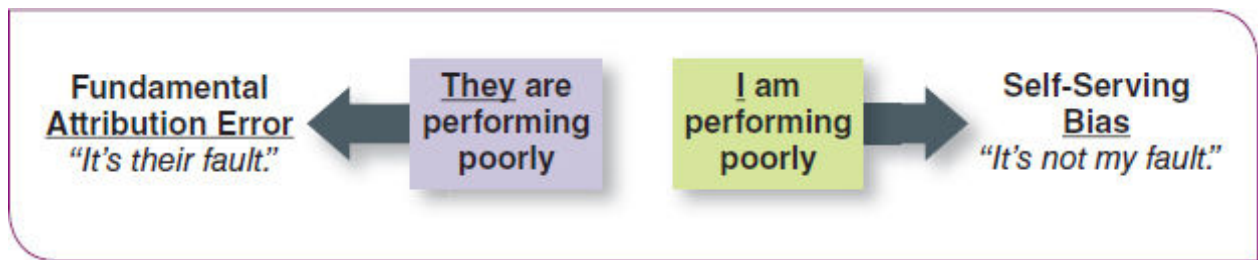
Attribution is the process of explaining events.

Attribution theory describes how people try to explain perceptions of their own behavior and the behavior of other people, often making errors in the process.² The **fundamental attribution error** occurs when someone's performance problems are blamed more on internal failures of the individual than on external factors relating to the environment. In the case of poor-quality work, for example, a team leader might blame a team member's lack of job skills or

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laziness—an unwillingness to work hard enough to get the job done. In response, the leader may try to resolve the problem through rewards, punishment, or even replacement. Because the fundamental attribution error neglects possible alternative, external explanations for poor-quality work, such as unrealistic time pressures, bad technology, or poor training, opportunities to improve these factors can be easily missed.

Fundamental attribution error overestimates internal factors and underestimates external factors driving individual behavior.



Attribution theory also recognizes tendencies toward **self-serving bias**. This happens when individuals blame their own personal failures or problems on external causes, while attributing successes to internal causes. You can recognize it as the “It’s not my fault!” error when something is wrong but as the “It was me, I did it!” error when things go right. Think of the self-serving bias the next time your favorite team loses a close game—“It was bad officiating!” or when your team wins a close one—“It was great coaching and playmaking!” Self-serving bias creates a false sense of confidence. We don’t place responsibility for outcomes in a consistent way, which also causes us to overlook opportunities for personal change and development. Because the outcome influences where we ultimately place responsibility, we can’t learn effectively from either our victories or our defeats.

Self-serving bias explains personal success by internal causes and personal failures by external causes.

Perception Tendencies and Distortions

A variety of perceptual tendencies and distortions also influence the way we communicate with and behave toward one another. Inappropriate use of stereotypes, halo effects, selective perception, and projections can cause us to lose sight of important individual differences.

choices> THINK BEFORE YOU ACT

> “... if you have several pair of shoes available, you’re much more likely to be able to compare different attributes of the shoes.”

Curbing Bias in Hiring Decisions



Jon Feingersh Photography/SuperStock/Corbis

Study Harvard scholars Iris Bohnet, Alexandra van Geen, and Max H. Bazerman asked 100 participants to act as candidates for a new job. They performed a variety of “math and verbal tasks” chosen by the researchers because of the common gender stereotype that “females are believed to be worse at math tasks and better at verbal tasks than males.” Another 554 study participants then acted as evaluators to select candidates from this set of 100 for a second round of testing. They were given test results and gender for each candidate. Some evaluators were asked to evaluate the candidates one at a time while others directly compared male and female candidates.

Findings Gender stereotypes influenced the one-by-one evaluations, with female candidates more often chosen for further verbal testing and male candidates for further math testing. When male and female candidates were evaluated together, however, gender stereotypes largely disappeared.

Conclusion One way to curb bias in hiring decisions is to make sure evaluators compare candidates directly rather than one-by-one. Bohnet and colleagues point out: “If you look at one pair of shoes, it’s hard to evaluate the quality of those shoes. You will be much more likely to go with stereotypes or heuristics or rules of thumb about shoes. But if you have several pair of shoes available, you’re much more likely to be able to compare different attributes of the shoes.”

YOUR TAKE?

Does this research put its finger on a simple way to remove gender bias from human resource decisions? Is it time to stop assessing candidates one at a time and instead compare them to one another directly?

Stereotypes

A **stereotype** occurs when someone is identified with a particular group or category, and then oversimplified attributes associated with that group or category are used to describe the individual, to make assumptions about how the individual will behave, or the kinds of things the individual is likely to think or assume. We all make use of stereotypes and they aren't always negative or ill-intended. But stereotypes based on individual differences such as gender, age, race, religion, able-bodiedness, national origin, or sexual orientation can, and unfortunately do, bias our perceptions of other people.⁸ And because perceptions influence behavior, we may behave toward people in incorrect and even disrespectful ways.

A **stereotype** occurs when attributes commonly associated with a group are assigned to an individual.

The problem with making decisions under the influence of stereotypes is that each individual is just that—an individual, and not a generic archetype. For example, female managers in the U.S. get a smaller proportion of international assignments—about 25% fewer assignments—than their male counterparts.⁹ Why? A Catalyst study blames gender stereotypes that place women at a disadvantage for global jobs. The perception seems to be that women lack the abilities or willingness to work abroad effectively.¹⁰ The many women serving successfully in these roles as well as the high-powered women heading major global companies—like Indra Nooyi of Pepsico, Ursula Burns of Xerox, Mary Barra of General Motors, Marillyn Hewson of Lockheed Martin, and Virginia Rometty of IBM—would surely disagree.

Halo Effects

A **halo effect** occurs when one personal attribute is used to develop an overall impression of a person or of a situation. When meeting someone new, for example, the halo effect may cause one trait, such as a pleasant smile or a firm handshake, to trigger an overall positive perception of that individual. A unique hairstyle or style of clothes, by contrast, may trigger a generalized negative impression. Halo effect errors often show up during performance evaluations. One factor, such as a person's punctuality or pleasant personality, may become the "halo" for a positive overall performance assessment, even though an accurate evaluation of the full set of available performance facts would not have led to the same positive appraisal.

A **halo effect** occurs when one attribute is used to develop an overall impression of a person or situation.

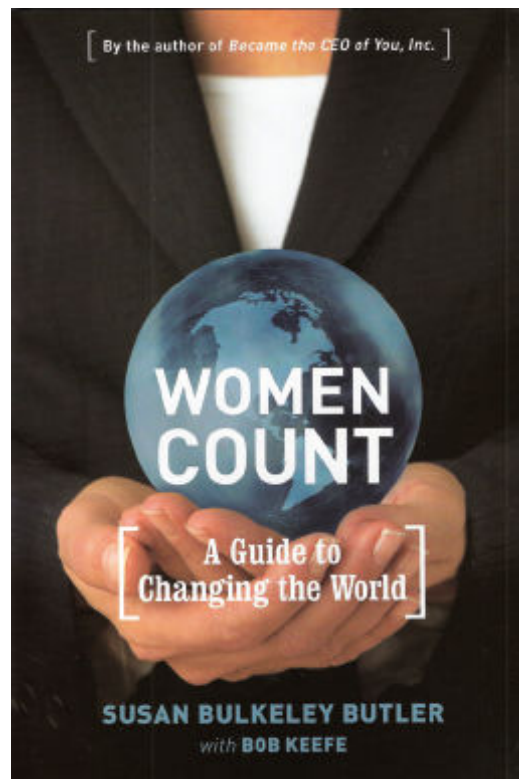
Selective Perception

Selective perception is the tendency to single out those aspects of an individual or situation that reinforce one's existing beliefs, values, or needs.¹¹ Information that makes us feel uncomfortable tends to get screened out, while information that makes us feel comfortable

is allowed in. What this often means in organizations is that people from different departments or functions—such as marketing and information systems—see organizational events from their own point of view but fail to recognize the validity of others' point of view. One way to reduce or avoid selective perception is to be sure to gather inputs and opinions from people with divergent points of view.

Selective perception is the tendency to define problems from one's own point of view.

Recommended Reading



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Women Count: A Guide to Changing the World
(Purdue University Press, 2010)

by Susan Bulkeley Butler

Author Susan Bulkeley Butler argues that women need to think big, take action, assert their leadership value, and help one another. She certainly speaks from experience. Butler was the first female partner at Accenture. She argues that if some rebalancing of work and home life is necessary, employers should work with female employees to redefine their roles to help them to achieve a better fit. Supportive human resource policies can only pay off in this regard. Women have real leadership advantages when it comes to critical organizational performance factors such as communication, compassion, listening, and even the ability to keep their egos in check. Organizations need the qualities female employees have to offer. “Women count,” says Butler, and “have the numbers, the education, the track record, and the characteristics to change the world.” Her final appeal is to men and women alike: “It’s time to join the new movement. Let’s get going.”

Projection

Projection involves the assignment of personal attributes to other individuals. A classic projection error is to assume that other people share our own needs, desires, and values. For example, suppose that you enjoy a lot of responsibility and challenge in your work. Suppose, also, that you are the newly appointed head of a team whose jobs you see as dull and routine. You might move quickly to redesign jobs within the team so that members take on more responsibilities and perform more challenging tasks. But this may not be a good decision. Instead of designing jobs to best fit the team members' needs, you might just have spent a lot of time and effort designing their jobs to fit with your own needs. The members may, in fact, have been satisfied doing jobs that seem routine to you. Projection errors can be controlled through self-awareness and a willingness to try to see things from others' points of view.

Projection is the assignment of personal attributes to other individuals.

Perception and Impression Management

Richard Branson, CEO of the Virgin Group, is one of the richest and most famous executives in the world.¹² He's also known for informality and being a casual dresser. One of his early successes was launching Virgin Airlines as a competitor to British Airways (BA). The former head of BA, Lord King, said: "If Richard Branson had worn a shirt and tie instead of a goatee and jumper, I would not have underestimated him."¹³ This anecdote reveals how much impressions can influence our experiences with others—both positive and negative.

Scholars discuss **impression management** as the systematic attempt to influence how others perceive us.¹⁴ Impression management is really a matter of routine in everyday life. The way we dress, talk, act, and surround ourselves with objects (e.g., headphones, jewelry, car) conveys what we perceive to be a desirable image to others. We try to create an image of ourselves. When well done, impression management can help to develop personal relationships with attractive people, advance in jobs and careers, form professional relationships with people we admire, and even create inroads to group memberships, internships, and prestigious universities. Some of the basic impression management tactics are worth remembering. Dress in ways that convey positive appeal—for example, know when to "dress up" and when to "dress down." Use words to flatter other people in ways that

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generate positive feelings toward you. Make eye contact and smile when engaged in conversations to create a personal bond. Display a high level of energy that suggests lots of work commitment and initiative.¹⁵

Impression management is the systematic attempt to influence how others perceive us.

Issues&Trends

There Are Ways to Improve Your Personal Likability



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Social scientists are finding that a person's "likability" is a major success driver in the workplace and in our personal lives. So, how do we get more of it? Can likability be taught ... and learned? The answers are "yes" and the lessons come in the form of better impression management techniques such as these. *Be authentic*—act natural, not contrived. *Be curious*—look others in the eye and ask them questions. *Be expressive*—use your voice and gestures to show enthusiasm. *Be a listener*—pay attention to what is being said and avoid distractions. *Be similar*—focus interactions on shared interests. *Be familiar*—mimic the posture, gestures, and expressions of the other party.

Learning Check 1

TAKEAWAYQUESTION 1 How do perceptions influence individual behavior?

BE SURE YOU CAN • define *perception* • explain the benefits of a healthy psychological contract • explain fundamental attribution error and self-serving bias • define *stereotype*, *halo effect*, *selective perception*, and *projection* and illustrate how each can adversely affect work behavior • explain impression management

Personality

TAKEAWAY 2 What should we know about personalities in the workplace?

LEARN MORE ABOUT | Big Five personality dimensions • Myers-Briggs Type Indicator
Technology personality • Personal conception and emotional adjustment traits

How often do you complain about someone's "bad personality," tell a friend how much you like someone because of their "nice personality," or worry that co-workers mistake your "quiet shyness" for a lack of competency? These same kinds of personality-driven impressions of other people emerge at work as frequently as they do in our everyday lives. Perhaps you have been part of conversations like these: "I can't give him that job; with a personality like that there's no way he can work with customers." "Put Erika on the project—her personality is perfect for the intensity that we expect from the team." "Cynthia should present our team's proposal—she's got a really outgoing personality."

We use the term **personality** in management to describe the profile of enduring characteristics that makes each of us unique as an individual. No one can doubt that an individual's personality can influence how she or he behaves and how that behavior is regarded by others. The implications of personality extend from how we face problems and pursue tasks, to how we handle relationships with everyone from family to friends to co-workers.

Personality is the profile of characteristics making a person unique from others.

Big Five Personality Dimensions

Although there are many different personality traits, some of the most widely recognized are a short list of five that are especially significant in the workplace. Known as the *Big Five*,¹⁶ these personality dimensions are:

1. **Extraversion**—the degree to which someone is outgoing, sociable, and assertive. An extravert is comfortable and confident in interpersonal relationships; an introvert is more withdrawn and reserved.

Extraversion is being outgoing, sociable, and assertive.

2. **Agreeableness**—the degree to which someone is good-natured, cooperative, and trusting. An agreeable person gets along well with others; a disagreeable person is a source of conflict and discomfort for others.

Agreeableness is being good-natured, cooperative, and trusting.

3. **Conscientiousness**—the degree to which someone is responsible, dependable, and careful. A conscientious person focuses on what can be accomplished and meets commitments; a person who lacks conscientiousness is careless, often trying to do too much and failing, or doing little.

Conscientiousness is being responsible, dependable, and careful.

4. **Emotional stability**—the degree to which someone is relaxed, secure, and generally unworried. A person who is emotionally stable is calm and confident; a person lacking in emotional stability is anxious, nervous, and tense.

Emotional stability is being relaxed, secure, and unworried.

5. **Openness to experience**—the degree to which someone is curious, open to new ideas, and imaginative. An open person is broad-minded, receptive to new things, and comfortable with change; a person who lacks openness is narrow-minded, has few interests, and is resistant to change.

Openness to experience is being curious, receptive to new ideas, and imaginative.

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Is Personality Testing in Your Future?



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Dear [your name goes here]:

I am very pleased to invite you to a second round of screening interviews with our firm. Your on-campus session with our representative went very well, and we would like to consider you further for a full-time position. Please contact me to arrange a visit date. We will need a full day. The schedule will include several meetings with executives and your potential team members, as well as a round of personality tests.

Thank you again for your interest in working with our firm. I look forward to meeting you during the next step in our recruiting process.

Sincerely,
[signed]

Human Resource Director

Getting a letter like this is great news. It serves as confirmation of your hard work and performance in college. You obviously made a good first impression. But have you thought about the whole “personality test” thing? What do you know about personality tests and how they are used for employment screening? Some people might even consider their use to be an invasion of personal privacy.

WHAT DO YOU THINK?

What are the ethical issues associated with personality testing? What responsibilities does an employer have if these tests are being used to make selection or promotion decisions? Should your employer be required to have data showing that personality tests actually predict key areas of employees’ performance on the job? Just when is personality testing inappropriate and an invasion of privacy? How should all these issues be handled by a job candidate as in the case just presented?

A considerable body of evidence from published academic research links these personality dimensions with a range of individual behaviors at work and in life overall. For example, conscientiousness is a good predictor of job performance for most occupations. Extraversion often is associated with success in management and sales.¹⁷ Indications are that extraverts tend to be happier than introverts in their lives overall, that conscientious people tend to be less risky, and that those more open to experience are actually more creative.¹⁸

You can easily spot the Big Five personality traits in people with whom you work, study, and socialize in your everyday life. But don't forget that these traits also apply to you! Others form impressions of your personality, and respond to it, just as you do with theirs. Managers often use personality judgments when making job assignments, building teams, and otherwise engaging in the daily social give-and-take of work within an organization.

Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator is another popular approach to personality assessment. It “types” personalities based on a questionnaire that probes into how people act or feel in various situations. Called the *MBTI* for short, it was developed by Katherine Briggs and her daughter Isabel Briggs-Myers from foundations set forth in the work of psychologist Carl Jung.¹⁹

Jung's model of personality differences included three main distinctions. The first is how people differ in the ways they in which they relate to others—by extraversion (outgoing and

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sociable) or introversion (shy and quiet). The second is how they differ in the ways in which they gather information—by sensation (emphasizing details, facts, and routine) or by intuition (looking for the “big picture” and being willing to deal with various possibilities). The third is how they differ in the ways in which they evaluate information—by thinking (using reason and analysis) or by feeling (responding to the feelings and desires of others). Briggs and Briggs-Myers used all three of Jung's personality dimensions in developing the MBTI. But, they added a fourth dimension that describes how people differ in the ways in which they relate to the outside world—judging or perceiving. The four MBTI dimensions are:

Sample Myers-Briggs Types

- ESTJ (extraverted, sensing, thinking, judging)—decisive, logical, and quick to dig in; common among managers.
- ENTJ (extraverted, intuitive, thinking, judging)—analytical, strategic, quick to take charge; common for leaders.
- ISJF (introverted, sensing, judging, feeling)—conscientious, considerate, and helpful; common among team players.
- INTJ (introverted, intuitive, thinking, judging)—insightful, free thinking, determined; common for visionaries.

MBTI personality dimensions

- *Extraverted vs. introverted (E or I)*—social interaction: whether a person tends toward being outgoing and sociable or shy and quiet.

- *Sensing vs. intuitive (S or I)*—gathering data: whether a person tends to focus on details or on the big picture in dealing with problems.
- *Thinking vs. feeling (T or F)*—decision making: whether a person tends to rely on logic or emotions in dealing with problems.
- *Judging vs. perceiving (J or P)*—work style: whether a person prefers order and control or acts with flexibility and spontaneity.

Sixteen possible MBTI personality types result from the various combinations of the four dimensions just described.²⁰ A sample of Myers-Briggs types often found in work settings is shown in the box. These kinds of systematic, easily understandable personality classifications have made the Myers-Briggs Type Indicator an extremely popular management tool.²¹ Employers and trainers like it because people can be taught to understand their own personality types, for example as an ESTJ or ISJF, and to learn how to work better with people with different personalities.

Technology Personality

Recent thinking also suggests that personality differences extend to the ways in which people interact with technology. Someone's **technology personality** is reflected in the frequency of technology and social media use as well as the ways in which it is used.²² The following seven technology personality types have been identified in the adult U.S. population. Why not pause and use this list to check your technology personality and consider its implications for your work and social relationships?

Technology personality reflects levels of social media use and how media are used to connect to others.

Technology personality types

1. *Always On*—8%—early adopters who use technology to create content, actively engage others, and make connections with people they'd like to know, not merely the people they know already.
2. *Live Wires*—35%—very connected, use technology to stay in touch with family and friends, own smartphones and tablets.
3. *Social Skimmers*—6%—highly connected, use social media sites, have substantial on-line networks and connect with family and friends using mobile technology; primarily use technology to gather information rather than to engage others.
4. *Broadcasters*—8%—less connected, selectively use technology to tell others what they're doing, are less likely to be active on social media, and tend not to text.
5. *Toe Dippers*—27%—low connectivity, use technology to converse, own desktops and laptops, with less than 25% owning a smart phone; most likely to prefer person-to-person contact with others.
- 6.

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Bystanders—15%—relatively unconnected, mostly own only desktops; use technology primarily to keep up with the news and less frequently to connect with family and friends.

7. *Never-Minders*—2%—relative outliers, who do not use cell phones, texting or social media, are apprehensive about technology use, and see technology as isolating.

Personal Conception and Emotional Adjustment Traits

In addition to the Big Five dimensions, the Myers-Briggs Type Indicator, and the more recent possibility of a technology personality, psychologists have long studied a wide range of other personality traits. As shown in [Figure 15.2](#), some traits with special relevance to people at work include the personal conception traits of locus of control, authoritarianism, Machiavellianism, and self-monitoring, as well as the emotional adjustment trait of Type A orientation.²³ In general, you can think of a *personal conception trait* as describing how people's personality influences how they tend to relate to the environment, while an *emotional adjustment trait* describes how they are inclined to handle stress and uncomfortable situations.

Locus of Control

Scholars have long had a strong interest in **locus of control**, recognizing that some people believe they are in control of their destiny, while others believe that what happens to them is beyond their control.²⁴ “Internals” are self-confident and accept responsibility for their own actions and the outcomes they lead to. “Externals” are more likely to blame others and outside forces for what happens to them. Research suggests that internals tend to be more satisfied and less alienated from their work than externals.

Locus of control is the extent to which one believes that what happens is within one's control.

Authoritarianism

Authoritarianism is the degree to which a person yields to authority and accepts interpersonal status differences.²⁵ Someone with an authoritarian personality tends to behave in a rigid, control-oriented way when serving as a leader. This same person is likely to behave in a subservient way and to comply with rules when serving as a follower. The tendency of people with an authoritarian personality to obey rules and follow procedures can cause problems if they follow orders to the point of acting unethically or even illegally.

Authoritarianism is the degree to which a person tends to defer to authority.

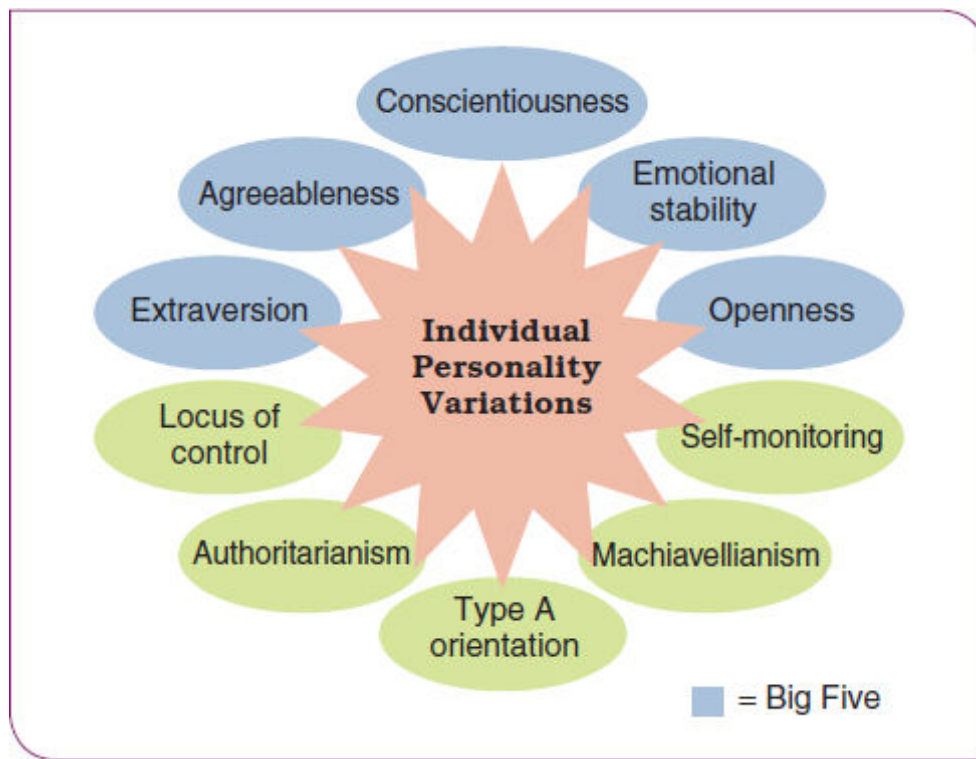


FIGURE 15.2 Common personality dimensions that influence human behavior at work.

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Machiavellianism

In his 16th-century book *The Prince*, Niccolo Machiavelli gained lasting fame for giving his prince advice on how to use power to achieve personal goals.²⁶ The personality trait of **Machiavellianism** describes the extent to which someone is emotionally detached and manipulative in his or her use of power.²⁷ A person with a “high-Mach” personality is viewed as exploitative and unconcerned about others, often acting with the assumption that the end (i.e., goal) justifies the means (i.e., how the goal is accomplished). A person with a “low-Mach” personality, by contrast, is deferential in allowing others to exert power over him or her, and does not seek to manipulate others.

Machiavellianism describes the extent to which someone is emotionally detached and manipulative.

Self-Monitoring

Self-monitoring reflects the degree to which individuals are able to adjust and modify their behavior in response to the immediate situation and to external factors.²⁸ A person high in self-monitoring tends to be a learner, comfortable with feedback, and is both willing and able to change. Because high self-monitors are flexible in changing behavior from one situation to the next, it may be hard to get a clear read on exactly where they stand on any particular issue. A person low in self-monitoring, by contrast, is predictable and tends to act in a consistent way regardless of circumstances or who happens to be present within a particular situation.

Self-monitoring is the degree to which someone is able to adjust behavior in response to external factors.

Type A Personality

A **Type A personality** is high in achievement orientation, impatience, and perfectionism. One of the key aspects of the Type A personality is the tendency for Type A individuals to bring stress on themselves, even in situations others are likely to find relatively stress free.

A **Type A personality** is a person oriented toward extreme achievement, impatience, and perfectionism.

insight> LEARN ABOUT YOURSELF

> Individuals blinded by ambition can end up sacrificing substance for superficiality, and even sacrificing right for wrong.

Keep Ambition on Your Side

When it comes to understanding people's behavior, their attitudes, and their professional interactions with others, one of the most important distinctions can be their level of **ambition**, which is the desire to succeed, accomplish things, and achieve high goals. Ambition shows up in personality as a sense of competitiveness and the urge to get better or to be the best at something.

We tend to think of ambition as a positive individual quality to be admired and developed. Scholar and consultant Ram Charan calls it a “personal differentiator” that separates “people who perform from those who don't.” But, there's also a potential downside. Charan points out that individuals blinded by ambition can end up sacrificing substance for superficiality, and even sacrificing right for wrong.

Overly ambitious people may exaggerate their accomplishments to themselves and others. They also may try to do too much and end up accomplishing less than they would otherwise have accomplished. Ambitious people who lack integrity can also get trapped by corruption and misbehavior driven by ambition.

Personal Traits Associated with High Performers

- Ambition—to achieve
- Drive—to solve
- Tenacity—to persevere
- Confidence—to act
- Openness—to experience
- Realism—to accept
- Learning—to grow
- Integrity—to fulfill

GET TO KNOW YOURSELF BETTER

Review the “personal differentiators” in the small box nearby. How do you score? Can you say that your career ambition is backed with a sufficient set of personal traits and skills to make success a real possibility? Ask others to comment on the ambition you display as you go about your daily activities.

Write a short synopsis of two situations—one in which you showed ambition and one in which you did not.

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The following patterns of behavior reveal Type A personality tendencies in yourself and others:²⁹

- Always moving, walking, and eating rapidly.
- Acting impatient, hurrying others, put off by waiting.
- Doing, or trying to do, several things at once.
- Feeling guilty when relaxing.
- Hurrying or interrupting the speech of others.

Learning Check 2

TAKEAWAYQUESTION 2 What should we know about personalities in the workplace?

BE SURE YOU CAN • list the Big Five personality traits and give work-related examples of each • list and explain the four dimensions used to assess personality in the MBTI • explain and illustrate different technology personality types • list five personal conception and emotional adjustment personality traits and give work-related examples for each

Attitudes

TAKEAWAY 3 How do attitudes influence individual behavior?

LEARN MORE ABOUT | What is an attitude? • What is job satisfaction? • Job satisfaction trends

Job satisfaction outcomes

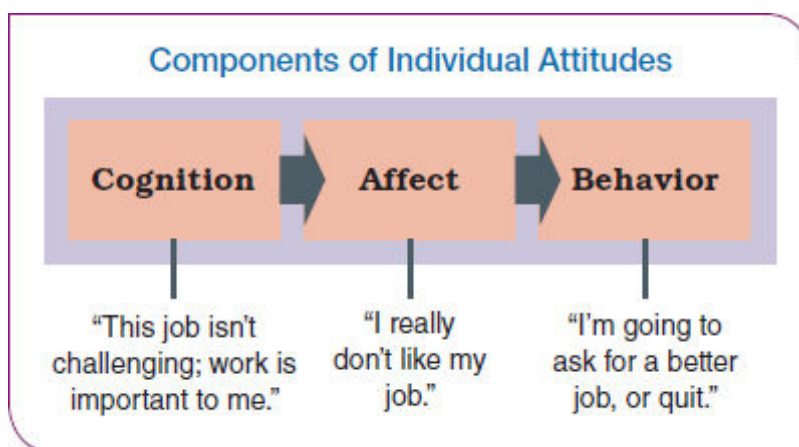
When Challis M. Lowe was executive vice president at Ryder System, she was one of only two African American women among the five highest-paid executives in over 400 U.S. companies.³⁰ She rose to the executive VP level after a 25-year career that included several changes of employers and lots of stressors—working-mother guilt, a failed marriage, gender bias on the job, race-based barriers, and an MBA degree earned part-time. Through it all, she said: “I’ve never let being scared stop me from doing something. Just because you haven’t done it before doesn’t mean you shouldn’t try.” That, simply put, is what can be characterized as a “can-do” attitude!

What Is an Attitude?

Attitudes are predispositions to act in a certain way toward people and events in our environment.³¹ In order to fully understand attitudes it helps to recognize the three components shown in the small box. First, the *cognitive component* reflects beliefs or opinions. You might believe, for example, that your management course is very interesting. Second, the *affective or*

emotional component of an attitude reflects a specific feeling. For example, you might feel very good about being a management major. Third, the *behavioral component* of an attitude reflects an intention to behave in a way that is consistent with the belief and feeling. Using the same example again, you might say to yourself: “I am going to work hard and try to get an A in all of my management courses.”

An **attitude** is a predisposition to act in a certain way.



The intentions reflected in an attitude may or may not be confirmed through actual behavior. Despite having a positive attitude and good intentions in your management courses, for example, demands on your time from family, friends, or leisure activities have the potential to keep you from studying and preparing for your class. You end up not working hard enough to get an A, and fail to live up to your original intentions to get a good grade in the course.

The psychological concept of **cognitive dissonance** describes the discomfort felt when one's attitude and behavior are inconsistent with one another.³² For most people, dissonance is very uncomfortable and results in changing the attitude to fit the behavior—“Oh, I really don't like management that much anyway,” changing future behavior to fit the attitude—dropping out of intramural sports to get extra study time in order to get a good

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grade in the course, or rationalizing to force the two to be compatible—“Management is an okay major, but being a manager also requires the experience I'm gaining in my extracurricular activities.”

Cognitive dissonance is discomfort felt when attitude and behavior are inconsistent.

wisdom> LEARN FROM ROLE MODELS

> “You can decide you're going to be happy today ... the little things in life are the big things.”

Little Things Are Big Things at Life Is Good



Erick Jacobs/The New York Times/Redux Pictures

Imagine! Yes, you can! Go for it! Life is good. We'll make that: Life is really good! These are the kinds of thoughts can help turn your dreams into reality. They're also part and parcel of a multimillion-dollar company that really *is* named Life is Good.

It all began with two brothers—Bert and John Jacobs—making T-shirts for street sales. Picture a card table set up at a Boston street fair and two young brothers setting out 48 T-shirts printed with a smiling face—Jake—and the words “Life is good.” Then picture the cart empty, with all of the shirts sold for \$10 apiece, and the two brothers happily realizing they *might*—just might—have come up with a viable business idea.

From that modest beginning, Bert—Chief Executive Optimist—and John—Chief Creative Optimist—built a company devoted to humor and humility. John says: “It’s important that we’re saying ‘Life is good,’ not ‘Life is great’ or ‘Life is perfect’; there’s a big difference... . Don’t determine that you’re going to be happy when you get the new car or the big promotion or meet that special person. You can decide that you’re going to be happy today.” According to Bert: “The little things in life are the big things.” That’s the message of the Life Is Good brand.

How did the two brothers turn their belief in happiness and that life is good into a successful firm? They didn’t start with business degrees or any real experience. They developed their business with good instincts, creativity, and a very positive view on life. They stuck to their values while learning about business as their firm grew. They still live the brand while enjoying leisure pursuits like kayaking and ultimate Frisbee. They also support philanthropic enterprises like Camp Sunshine for children with serious illnesses and Playmakers for traumatized children.

FIND THE INSPIRATION

Bert and John Jacobs built a successful company with a positive message and approach to life that has an almost universal appeal. Just how far can positive thinking carry these entrepreneurs? Does there come a point where continuing to build and expand a business requires systematic, professional management

approaches and tactics? How about us, personally? Is there more to be gained by looking for positives than negatives in our everyday experiences and relationships with others? What about when it comes to our own lives—your life—who’s in charge of the “good” factor?

What Is Job Satisfaction?

People hold attitudes about many aspects of their experiences at work—supervisors, co-workers, tasks, policies, goals, pay, and promotion opportunities, among many others. One of the most often discussed work attitudes is **job satisfaction**, which is the degree that employees feel positively or negatively about various aspects of work.³³ The following facets of job satisfaction are commonly discussed and measured:

Job satisfaction is the degree to which an individual feels positive or negative about a job.

- *Work itself*—Does the job offer responsibility, interest, challenge?
- *Quality of supervision*—Are task help and social support available?
- *Co-workers*—How much harmony, respect, and friendliness is there?
- *Opportunities*—Are there avenues for promotion, learning, and growth?
-

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Pay—Is compensation, actual and perceived, fair and substantial?

- *Work conditions*—Do conditions offer comfort, safety, support?
- *Security*—Is the job and employment secure?

Job Satisfaction Trends

If you watch the news on television or get news from the Internet, you’ll regularly find reports on employees’ job satisfaction. You’ll also find reports on lots of job satisfaction studies from the academic literature. The results from these various sources and studies don’t always agree. But they do show that job satisfaction tends to be higher in small firms and lower in large firms, that it tends to be correlated with overall life satisfaction, that it is higher for workers 50+ years old, and that bosses tend to be more satisfied than workers.³⁴

The general trend in job satisfaction has been down for several years, with the percentages recently falling below 45%.³⁵ Conference Board surveys find fewer and fewer people saying that they are satisfied with their jobs. In 1987 about 61% of workers said they were satisfied. By 2008 that number had dropped to 49%, and by 2010, after the effects of the recession were in full force, it dropped further to 45%. Younger workers under 25 were the least happy with their jobs, with 64% reporting dissatisfaction. Among other findings, only 51% of all workers surveyed said their jobs were interesting, 56% liked their co-workers, and 51% were satisfied with their supervisors. These data suggest “something troubling about work in America,” according to a Conference Board analyst.³⁶

Job Satisfaction Outcomes

Effective managers and team leaders help their employees and teammates to achieve not just higher levels of work performance, but also higher job satisfaction as well. People deserve to have satisfying work experiences, and job satisfaction is an important goal, if for no other reason than on quality-of-work-life grounds alone. But, is job satisfaction important in other than a “feel-good” sense? In other words, does job satisfaction matter when it comes to measurable organization-critical outcomes? Here is what we know about the consequences of job satisfaction.

Job Satisfaction and Withdrawal Behaviors

There is a strong relationship between job satisfaction and the **withdrawal behaviors** of temporary absenteeism and actual job turnover. With regard to *absenteeism*, workers who are more satisfied with their jobs are absent less often than workers who are dissatisfied with their jobs. With regard to *turnover*, satisfied workers also are more likely to stay in their positions while dissatisfied workers are more likely to quit their jobs.³⁷

Withdrawal behaviors occur as temporary absenteeism and actual job turnover.

Both findings are important. Absenteeism and turnover are costly in terms of the recruitment and training needed to replace workers, as well as in the productivity lost while new workers are learning how to perform the job tasks of the vacated positions up to expectations.³⁸ In fact, the results from one recent study revealed that changing retention rates up or down results in magnified changes to corporate earnings. It also warns about the negative impact of declining employee loyalty and high turnover on corporate performance.³⁹ Job satisfaction can hit the bottom line in many ways.

Job Satisfaction and Employee Engagement

A survey of 55,000 American workers by the Gallup organization suggests that business profits rise with higher levels of **employee engagement**—a strong sense of belonging or connection with one’s job and employer.⁴⁰ Engagement shows up as a willingness to help others, always trying to do something extra to improve work performance, and feeling and speaking positively about the organization. The Gallup research shows that the things that counted most toward employee engagement were workers believing that they had the opportunity to do their best every day, that their opinions count, that fellow workers are committed to

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quality, and that there is a direct connection between their work and the company’s mission.⁴¹ Of course the flip side of engagement is disengagement. It shows up as low commitment, lack of loyalty, absenteeism and turnover, and even disruptive and harmful work behaviors. Gallup reports that roughly 18% of workers in its surveys report being “actively disengaged” from their work.⁴²

Employee engagement is a strong positive feeling about one’s job and the organization.

analysis> MAKE DATA YOUR FRIEND

> *Managers don't have a good handle on the real costs incurred when employees are rude and disrespectful toward one another.*

Paying a High Price for Incivility at Work



© Ariel Skelley/Corbis

Look for losses in the bottom line when rudeness rules the workplace. Most managers say they are against incivility and try to stop it whenever they can. But it's also the case that managers don't have a good handle on the real costs incurred when employees are rude and disrespectful toward one another. When researchers asked 800 workers from different industries about how they responded when exposed to incivility at work, results showed:

- 48% decreased work effort
- 47% cut back time spent at work
- 80% lost work time due to worry
- 63% performed less well
- 78% were less committed to the organization
- 25% took frustration out on customers

YOUR THOUGHTS?

How about it, have you been on the receiving end of incivility? Is incivility taking a toll on the teams and organizations in your life? Is improved civility a hidden pathway to higher performance in our workplaces? How can such improvements be achieved? Are you, for one, ready to put your best foot forward?

Employee engagement is strongly connected with two other attitudes that influence work behavior. **Job involvement** is the extent to which an employee feels dedicated to a job. Someone with high job involvement psychologically identifies with her or his job, and, for example, would be expected to work beyond expectations to complete a special project, or stay late to help a co-worker finish an assignment. **Organizational commitment** reflects the degree of loyalty an employee feels toward the organization. Individuals with a high level of organizational commitment identify strongly with the organization and take pride when viewing

themselves as an organization member. Researchers find that strong *emotional commitment* to the organization—based on values and interests of others—has as much as four times more positive influence on performance than *rational commitment*—which is based primarily on pay and self-interest.⁴³

Job involvement is the extent to which an individual feels dedicated to a job.

Organizational commitment is the loyalty an individual feels toward the organization.

Job Satisfaction and Organizational Citizenship

Have you ever wondered about those people who are always willing to “go beyond the call of duty” or “go the extra mile” in their work?⁴⁴ Such actions represent **organizational citizenship behavior**, OCB, and also are linked with job satisfaction.⁴⁵ A good organizational citizen does things that, although not formally required, help advance the performance of co-workers, the work unit, and the organization as a whole. Examples of OCBs include a service worker who goes to extraordinary lengths to take care of a customer, a team member who is always willing to take on extra tasks, or an employee who always volunteers to stay late with no extra pay just to make sure a key assignment gets done right.

Organizational citizenship behavior is a willingness to “go beyond the call of duty” or “go the extra mile” in one’s work.

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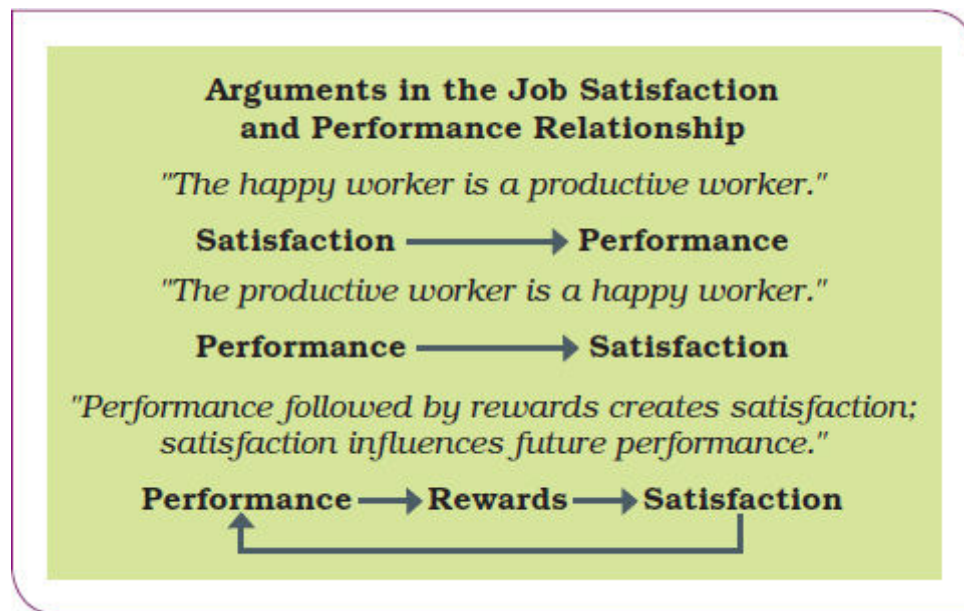
Of course, the flip side of positive organizational citizenship is antisocial and counterproductive behavior that disrupts work processes, relationships, teamwork, satisfaction, and performance.⁴⁶ Two of its common forms are incivility and bullying.⁴⁷ **Incivility** is antisocial behavior that shows up as individual or group displays of disrespectful acts, social exclusion, and use of language that is hurtful to others. **Bullying** is antisocial behavior, again individual or group, that is intentionally aggressive, intimidating, demeaning, and/or abusive toward the recipients. Both incivility and bullying behaviors occur on a continuing basis, making them clearly different from what might be considered just one-time “bad” behaviors.

Incivility is antisocial behavior in the forms of disrespectful acts, social exclusion, and use of hurtful language.

Bullying is antisocial behavior that is intentionally aggressive, intimidating, demeaning, and/or abusive.

Job Satisfaction and Job Performance

Airline passengers are easily frustrated, but a report on passenger satisfaction by J. D. Power & Associates states a conclusion that probably seems obvious: Customers tend to be more satisfied when airline employees smile when dealing with them. The report went on to state “One of the things we see is that when you see companies that have high internal employee satisfaction, they have high customer satisfaction as well.”⁴⁸ Although it makes sense that an employee’s job satisfaction in service industries will be linked with customer satisfaction, scholars report that the satisfaction and performance relationship is generally more complicated.⁴⁹ Three plausible arguments are depicted in the small figure.



There is probably a modest link between job satisfaction and objective or quantifiable performance.⁵⁰ But, it is important to stress the word *modest* when describing this relationship. We shouldn't rush to conclude that making employees happy or increasing their job satisfaction is a foolproof way to improve their job performance. The reality is that some employees will tend to like their jobs, be very satisfied, and still will not perform very well. That is just part of the complexity regarding the potential impact of individual differences on job performance. Consider the implications of this sign that once hung in a tavern near a Ford plant in Michigan: "I spend 40 hours a week here, am I supposed to work too?"

There also is a link between high levels of work performance and job satisfaction. High-performing employees are likely to feel satisfied with their work. Here again, caution is called for; not everyone is likely to fit the model. Some employees may get their jobs done effectively and efficiently, meet high performance expectations, but still not feel satisfied with their job. Given that job satisfaction is a good predictor of absenteeism and turnover, managers are well advised to take steps to avoid losing highly productive but unhappy workers. Unless changes are made to increase their job satisfaction, productive employees may choose to leave, hurting firm performance.

Finally, job satisfaction and job performance most likely have a reciprocal influence on one another—each playing a role in the level of the other. But the relationship between job satisfaction and performance also is most likely to hold only under certain conditions, particularly those related to rewards. We know that job performance followed by rewards that employees value and perceive as fair tends to create job satisfaction. This experienced satisfaction is likely to increase motivation to work hard and achieve high performance in the future in order to gain additional rewards.

Learning Check 3

TAKEAWAYQUESTION 3 How do attitudes influence individual behavior?

Be sure you can • define *attitude* and list the three components of an attitude • define *job satisfaction* and list its components • explain the potential consequences of high and low job satisfaction • define *employee engagement*, *job involvement*, *organizational commitment*, and *organizational citizenship behavior* • explain three arguments in the job satisfaction and performance relationship

Emotions, Moods, and Stress

TAKEAWAY 4 How do emotions, moods, and stress influence individual behavior?

LEARN MORE ABOUT | Emotions • Moods • Stress and strain

Situation: The Boeing 787 Dreamliner is falling further behind on its promised delivery schedule. Boeing's former head of Asia-Pacific sales, John Wojick, is in a meeting with the chief sales officer. After a "heated" discussion over delivery dates and customer promises, Wojick "storms" out. He says: "Quite frankly we were failing at meeting our commitment to customers. Some of us may have been able to handle our emotions a little better than others." Now Boeing's senior vice president of global sales, Wojick is described as having "an understated manner" and an underlying "fiery temper."⁵¹

Looking at this incident we might say that Wojick was emotional about the fact that his customers weren't being well served. His temper flared and his anger got the better of him during the meeting. Whether that was good or bad for his clients ... for him ... and for his boss, is an open question. But, for a time at least, he and his boss both probably ended up in bad moods because of their stressful confrontation.

Emotions

Emotional intelligence is an important human skill for managers and an essential leadership capability. Daniel Goleman defines "EI" as the ability to understand emotions in ourselves and in others, and to use this understanding to manage relationships effectively.⁵² His point is that we perform at our best when we are good at recognizing and dealing with emotions. Emotional intelligence helps us to avoid letting our emotions "get the better of us." Emotional intelligence also allows individuals to show restraint when the emotions of others would otherwise get the better of them.⁵³

Emotional intelligence is an ability to understand emotions and manage relationships effectively.

An **emotion** is a strong feeling directed toward someone or something. For example, you might feel positive emotion or elation when an instructor congratulates you on a fine class presentation; you might feel negative emotion or anger when an instructor criticizes you in front of the class. In both cases the object of your emotion is the instructor, but the impact of the instructor's behavior on your feelings is quite different. How you respond to the aroused emotions is likely to differ as well—perhaps breaking into a wide smile with the compliment, or making a nasty side comment after the criticism.

Emotions are strong feelings directed toward someone or something.

Understanding Emotions

"I was really mad when Prof. Nitpicker criticized my presentation."

- Linked with a specific cause

- Tends to be brief or episodic
- Specific effect on attitude, behavior
- Might turn into a mood

Moods

Whereas emotions tend to be short term and clearly targeted, **moods** are more generalized positive and negative feelings or states of mind that may persist for a longer period of time.⁵⁴ Everyone seems to have occasional moods, and we each know the full range of possibilities they represent. How often do you wake up in the morning and feel excited, refreshed, and happy? In contrast, how often do you wake up feeling low, depressed, and generally unhappy? What are the consequences of these different moods for your behavior with friends and family, and your performance at work or at school?

Moods are generalized positive and negative feelings or states of mind.

Positive and negative emotions can spill over and become “contagious,” causing others to display similarly positive and negative moods. This **mood contagion** can easily influence one’s co-workers and teammates, as well as family and friends.⁵⁵ When a leader’s mood contagion is positive, for example, researchers find that followers display more positive moods, report being more attracted to their leaders, and rate their leaders more favorably.⁵⁶ And in social media, emotion and mood contagion has been identified in networks of online connections. In a study of Facebook posts, James Fowler and colleagues

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found that positive updates tend to generate positive posts by others while negative updates tend to generate negative ones. The contagion effect is higher for positive posts. Fowler’s interpretation of these data is that “people are not just choosing other people like themselves to associate with but actually causing their friends’ emotional expressions to change ... emotional expressions spread online ... positive expressions spread more than negative.”⁵⁷

Mood contagion is the spillover of one’s positive or negative moods to others.

With regard to CEO moods, a *BusinessWeek* article claims it pays to be likable.⁵⁸ If a CEO goes to a meeting in a good mood and gets described as “cheerful,” “charming,” “humorous,” “friendly,” and “candid,” she or he may be viewed as being on a professional upswing. But if the CEO is in a bad mood and comes away perceived as “prickly,” “impatient,” “remote,” “tough,” “acrimonious,” or even “ruthless,” she or he may be more likely to be perceived as being on a professional downhill slide. Many CEOs, C-suite executives, and ambitious managers are hiring executive coaches to help them learn how to better manage emotions and moods to come across as personable and friendly at public relations events and in professional relationships.⁵⁹

Understanding Moods

“I just feel lousy today and don’t have any energy. I’ve been down all week.”

- Hard to identify the cause
- Tends to linger, and be long-lasting

- General effect on attitude, behavior
- Can be “negative” or “positive”

Stress and Strain

Closely aligned with emotions and moods is **stress**, a state of tension caused by extraordinary demands, constraints, or opportunities.⁶⁰ It is certainly a powerful life force to be reckoned with. In one survey of college graduates, for example, 31% reported working over 50 hours per week, 60% rushed meals, 34% ate lunches “on the run,” and 47% of those under 35 and 28% of those over 35 had feelings of job burnout.⁶¹ A study by the Society for Human Resources Management (SHRM) found that 70% of those surveyed worked over and above scheduled hours, including putting in extra time on the weekends; over 50% said that the pressure to do the extra work was “self-imposed.”⁶²

Stress is a state of tension caused by extraordinary demands, constraints, or opportunities.

Stressors

Stressors are the experiences and events that cause tensions in our lives. Whether they come from work or non-work situations, from personality, or from trauma, stressors influence our attitudes, emotions and moods, behavior, job performance, and even health.⁶³ Having the Type A personality discussed earlier is an example of a personal stressor. Stressful life situations include such things as family events (e.g., the birth of a new child, marriage, divorce, moving), economics (e.g., a sudden loss of extra income), and personal affairs (e.g., a preoccupation with a bad relationship). Importantly, stressors from one space—work or non-work—can spill over to affect other areas of one’s life.

A **stressor** is anything that causes tension.

Work can be full of stressors. In fact, 34% of workers in one survey reported that their jobs were so stressful that they thought of quitting.⁶⁴ We can experience work stressors like long hours of work, excessive e-mails, unrealistic deadlines, difficult supervisors or co-workers, unwelcome or unfamiliar work, and unrelenting change. Potential stressors also include excessively high or low task demands, role conflicts or ambiguities, poor interpersonal relations, and career progress that is too slow or too fast. Two troublesome stress syndromes caused by managerial miscues are *set up to fail*—holding performance expectations are impossible to reach or for which the available support is inadequate to the task, and *mistaken identity*—put people in jobs that don’t match their talents, or that they simply don’t like.⁶⁵

Constructive Stress and Destructive Strain

Outcomes associated with the process of experiencing and dealing with stress vary from person to person and also from situation to situation. At times we experience **constructive stress**, sometimes called **eustress**, that is energizing and performance enhancing.⁶⁶ This is a positive stress outcome that encourages increased effort, stimulates creativity, and

enhances diligence, while still not overwhelming the individual or causing negative health or behavioral outcomes. Individuals with a Type A personality, for example, are likely to work long hours and are less likely to be satisfied with poor performance. Challenging task demands move them toward ever-higher levels of task accomplishment. Even non-work stressors such as new family responsibilities may cause them to work harder in anticipation of greater financial rewards.

Management & Popular Culture

Tension Must Be Finely Tuned



Stockbyte/Getty

A trip to the symphony can be a wonderful experience, and the violinists are often standout performers. When the tension on a violin string is just right, a talented artist can create a beautiful sound. But if the string is too loose the sound is weak, and if it's too tight the sound is shrill and the string can snap. Stress is a lot like the tension on a violin string. It sometimes adds a creative high-performance edge to what we are doing. But other times there's too little or too much tension on the system. With too little tension we can get lazy and underperform. With too much tension we also may underperform while working too many hours, eating too many lunches "on the run," missing too many family and leisure activities ... and end up with feelings of job burnout.

Constructive stress or **eustress** is a positive stress outcome that can increase effort, stimulate creativity, and encourage diligence in one's work.

All too often it seems, we experience **destructive stress** or **strain** that shows up as a dysfunctional or negative impact on physical well-being, mental health, and behavior.⁶⁷ Medical researchers, for example, are concerned that too much strain harms health by reducing resistance to disease and increasing the likelihood of physical and/or mental illness. Other possible adverse health problems include hypertension, ulcers, substance abuse, overeating, depression, and muscle aches, among a wide range of other negative health outcomes.⁶⁸

Destructive stress or **strain** is a negative stress outcome that impairs the performance and well-being of an individual.

[Figure 15.3](#) shows that people experiencing destructive stress at work may react through turnover, absenteeism, errors, accidents, dissatisfaction, and reduced work performance. A

common outcome is **job burnout**, feelings of physical and mental exhaustion that can be personally incapacitating. A less common but very troubling outcome is **workplace rage**, aggressive behavior toward co-workers and the work setting in general. Most often this rage is temporary and moderate, such as lost tempers. But, it can also explode into disturbing acts of violence and personal tragedy.⁶⁹

Job burnout is a feeling of physical and mental exhaustion from work stress.

Workplace rage is showing aggressive behavior toward co-workers or the work setting.

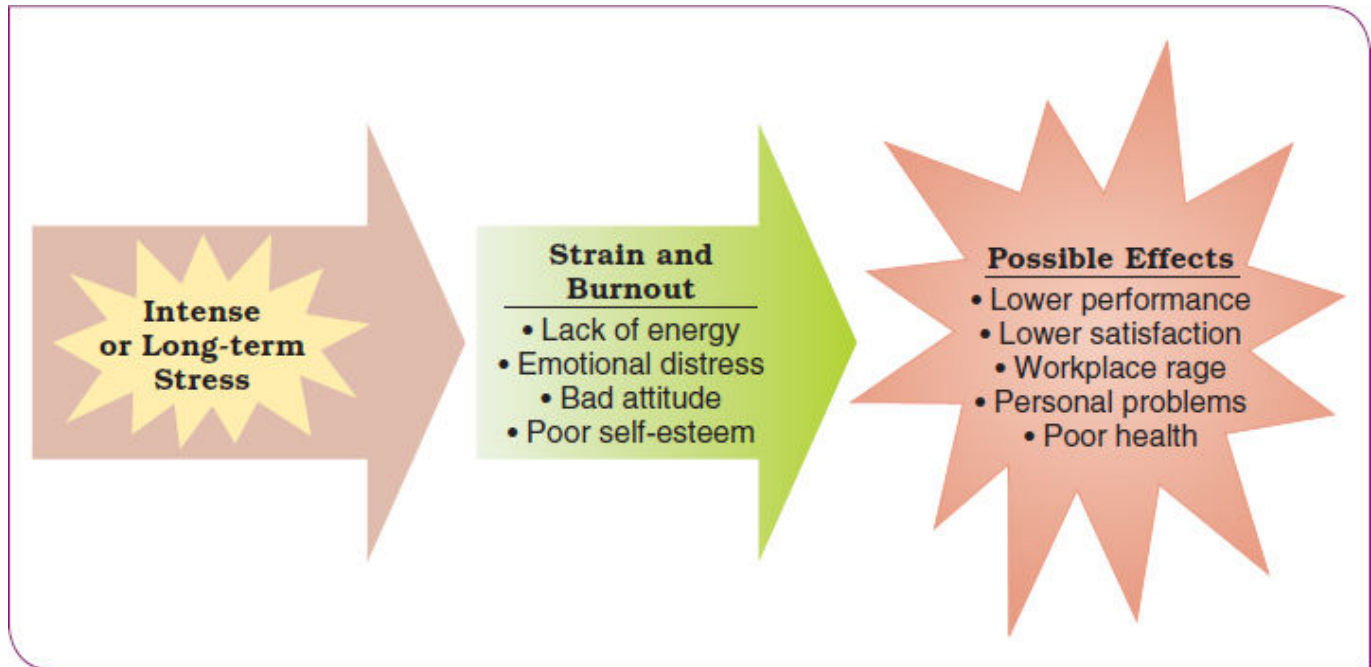


FIGURE 15.3 Potential negative consequences of a destructive job stress–burnout cycle.

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Stress and Strain Management

The best strategy to manage work stress and strain is to prevent it from becoming excessive in the first place. A top priority for individuals and employers is **personal wellness**. Individually personal wellness means taking personal responsibility for your physical and mental health through a disciplined approach to such things as smoking, alcohol use, diet, exercise, and physical fitness. As an employer this could mean setting up wellness programs and assistance plans to help employees follow through with wellness commitments to healthy living, and insurance plans that include preventative services.

Personal wellness is the pursuit of one's full potential through a personal health-promotion program.

Strain also can be managed by taking actions to cope with and, hopefully, minimize the impact of personal and non-work stressors. Family difficulties may be relieved by a change in work schedule, or the anxiety these stressors cause may be reduced by a supportive supervisor.⁷⁰

Work stressors can sometimes be dealt with by role clarification through frank and open communication between supervisors and co-workers. Jobs can sometimes be redesigned to eliminate a poor fit between individuals' abilities and job demands.

Some employers are trying to reduce the tendency to “work too much” as a way of helping people “do better work.” Surveys by Glassdoor, for example, show that only 25% of American workers used all their vacation days, and that 15% didn't take any at all.⁷¹ The consulting firm KPMG uses a wellness scorecard to track and counsel workers who skip vacations and work excessive hours of overtime. Harvard scholar Leslie Perlow says the goal is to avoid “a feeling of having no time truly free from work, no control over work and no opportunity to ask questions to clarify foggy priorities.”⁷² The work–life balance issue—and getting a break from work—is critical for relieving the negative consequences of work stressors, including significant employee health outcomes.⁷³

Learning Check 4

TAKEAWAYQUESTION 4 How do emotions, moods, and stress influence individual behavior?

BE SURE YOU CAN • define *emotion*, *mood*, and *stress* • explain how emotions and moods influence behavior • identify the common stressors found in work and in personal life • differentiate constructive stress and destructive strain • define *job burnout* and *workplace rage* • discuss personal wellness as a stress management strategy

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Management Learning Review

Get Prepared for Quizzes and Exams

Summary

TAKEAWAYQUESTION 1

How do perceptions influence individual behavior?

- Perception acts as a filter through which people receive and process information from the environment.
- Because people perceive things differently, they may interpret and respond to situations differently.
- A healthy psychological contract occurs with perceived balance between work contributions, such as time and effort, and inducements received, such as pay and respect.
- Fundamental attribution error occurs when we blame others for performance problems while excluding possible external causes; self-serving bias occurs when we take personal credit for successes and blame failures on external factors.

- Stereotypes, projection, halo effects, and selective perception can distort perceptions and result in errors as people relate with one another.

FOR DISCUSSION Are there times when self-serving bias is actually helpful?

TAKEAWAYQUESTION 2

What should we know about personalities in the workplace?

- Personality is a set of traits and characteristics that cause people to behave in unique ways.
- The personality factors included in the Big Five model are extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.
- The Myers-Briggs Type Indicator profiles personalities in respect to tendencies toward extraversion–introversion, sensing–intuitive, thinking–feeling, and judging–perceiving.
- Additional personality dimensions of work significance include the personal conception traits of locus of control, authoritarianism, Machiavellianism, and behavioral self-monitoring, as well as the emotional adjustment trait of Type A orientation, and technology personality.

FOR DISCUSSION What dimension would you add to make the “Big Five” the “Big Six” personality model?

TAKEAWAYQUESTION 3

How do attitudes influence individual behavior?

- An attitude is a predisposition to respond in a certain way to people and things.
- Cognitive dissonance occurs when a person’s attitude and behavior are inconsistent.
- Job satisfaction is an important work attitude that reflects a person’s evaluation of the job, co-workers, and other aspects of the work setting.
- Job satisfaction influences work attendance and turnover and is related to other attitudes, such as job involvement and organizational commitment.
- Three possible explanations for the job satisfaction-to-performance relationship: satisfaction causes performance, performance causes satisfaction, and rewards cause both performance and satisfaction.

FOR DISCUSSION What should a manager do with an employee who has high job satisfaction but relatively low performance?

TAKEAWAYQUESTION 4

How do emotions, moods, and stress influence individual behavior?

- Emotions are strong feelings that are directed at someone or something; they influence behavior, often with intensity and for short periods of time.
- Moods are generalized positive or negative states of mind that can persistently influence one’s behavior.
- Stress is a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities.
- Stress can be constructive in the form of eustress or destructive as strain; a moderate level of strain typically has a positive impact on performance.

- Strain can be managed through both prevention and coping strategies, including a commitment to personal wellness.

FOR DISCUSSION Is a Type A personality required for managerial success?

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Self-Test 15

Multiple-Choice Questions

1. In the psychological contract, job security is a(n) _____, whereas loyalty is a(n) _____.
 - a. satisfier factor, hygiene factor
 - b. intrinsic reward, extrinsic reward
 - c. inducement, contribution
 - d. attitude, personality trait
2. Self-serving bias is a form of attribution error that involves _____.
 - a. blaming yourself for problems caused by others
 - b. blaming the environment for problems you caused
 - c. poor emotional intelligence
 - d. authoritarianism
3. If a new team leader changes job designs for persons on her work team mainly “because I would prefer to work the new way rather than the old,” the chances are that she is committing a perceptual error known as _____.
 - a. halo effect
 - b. stereotype
 - c. selective perception
 - d. projection
4. If a manager allows one characteristic of a person, say a pleasant personality, to bias performance ratings of that individual overall, the manager is committing a perceptual distortion known as _____.
 - a. halo effect
 - b. stereotype
 - c. selective perception
 - d. projection
5. Use of special dress, manners, gestures, and vocabulary words when meeting a prospective employer in a job interview are all examples of how people use _____ in daily life.
 - a. projection

- b.** selective perception
 - c.** impression management
 - d.** self-serving bias
- 6.** A person with a(n) _____ personality would most likely act unemotionally and manipulatively when trying to influence others to achieve personal goals.
 - a.** extraverted
 - b.** sensation-thinking
 - c.** self-monitoring
 - d.** Machiavellian
- 7.** When a person believes that he or she has little influence over things that happen in life, this indicates a(n) _____ personality.
 - a.** low emotional stability
 - b.** external locus of control
 - c.** high self-monitoring
 - d.** intuitive-thinker
- 8.** Among the Big Five personality traits, _____ indicates someone who is responsible, dependable, and careful with respect to tasks.
 - a.** authoritarianism
 - b.** agreeableness
 - c.** conscientiousness
 - d.** emotional stability
- 9.** The _____ component of an attitude is what indicates a person's belief about something, whereas the _____ component indicates a specific positive or negative feeling about it.
 - a.** cognitive, affective
 - b.** emotional, affective
 - c.** cognitive, attributional
 - d.** behavioral, attributional
- 10.** The term used to describe the discomfort someone feels when his or her behavior is inconsistent with an expressed attitude is _____.
 - a.** alienation
 - b.** cognitive dissonance
 - c.** job dissatisfaction
 - d.** person–job imbalance
- 11.** Job satisfaction is known from research to be a good predictor of _____.
 - a.** job performance
 - b.** job burnout
 - c.** conscientiousness

d. absenteeism

- 12.** A person who is always willing to volunteer for extra work or to help someone else with his or her work is acting consistent with strong _____.
- a. job performance**
 - b. self-serving bias**
 - c. emotional intelligence**
 - d. organizational citizenship**
- 13.** Which statement about the job satisfaction–job performance relationship is most likely based on research?
- a. A happy worker will be a productive worker.**
 - b. A productive worker will be a happy worker.**
 - c. A productive worker well rewarded for performance will be a happy worker.**
 - d. There is no link between being happy and being productive in a job.**
- 14.** A(n) _____ represents a rather intense but short-lived feeling about a person or a situation, whereas a(n) _____ describes a more generalized positive or negative state of mind.
- a. stressor, role ambiguity**
 - b. external locus of control, internal locus of control**
 - c. self-serving bias, halo effect**
 - d. emotion, mood**
- 15.** Through _____, the stress people experience in their personal lives can create problems for them at work while the stress experienced at work can create problems for their personal lives.
- a. eustress**
 - b. self-monitoring**
 - c. spillover effects**
 - d. selective perception**

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Short-Response Questions

- 16.** What is a healthy psychological contract?
- 17.** What is the difference between self-serving bias and fundamental attribution error?
- 18.** Which three of the Big Five personality traits do you believe most affect how well people work together in organizations, and why?
- 19.** Why is it important for a manager to understand the Type A personality?

Essay Question

- 20.** When Scott Tweedy picked up a magazine article on how to manage health care workers, he was pleased to find some advice. Scott was concerned about poor or mediocre performance on the part of several respiratory therapists in his clinic. The author of the article said that the “best way to improve performance is to make your workers happy.” Scott was glad to have read this article and made a pledge to himself to start doing a much better job of making his employees happy. But should Scott follow this advice? What do we know about the relationship between job satisfaction and performance, and to apply this knowledge to the performance problems Scott has observed at his clinic?
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Management Skills & Competencies Make yourself valuable!

Evaluate Career Situations

What Would You Do?

1. Putting Down Seniors

While standing on line at the office coffee machine, you overhear the person in front of you saying this to his friend: “I’m really tired of having to deal with the old-timers in here. It’s time for them to call it quits. There’s no way they can keep up the pace and handle all the new technology we’re getting these days.” You can listen and forget, or you can listen and act. What would you do or say here, and why? What does this comment suggest regarding age-based attributions of technology personality?

2. Compulsive Co-worker

You’ve noticed that one of your co-workers is always rushing, always uptight, and constantly criticizing herself while on the job. She never takes breaks when the rest of you do, and even at lunch it’s hard to get her to stay and just talk for a while. Your guess is that she’s fighting stressors from some sources other than work and the job itself. How can you help her out? What might you say?

3. Bad Mood in the Office

Your department head has just told you that some of your teammates have complained to him that you have been in a really bad mood lately. They like you and point out that this isn’t characteristic of you at all. But, they also think your persistent bad mood is rubbing off on others in this situation. What can you do? Is there anything your supervisors or co-workers might do to help you get out of your funk?

Reflect on the Self-Assessment

Self-Monitoring

Instructions

Indicate your agreement with the following statements by circling the value that aligns with your belief. For example, if you believe that a statement is always false, circle the 0 next to that statement. ⁷⁴

5 = Certainly, always true

4 = Generally true

3 = Somewhat true, but with exceptions

2 = Somewhat false, but with exceptions

1 = Generally false

0 = Certainly, always false

1.	In social situations, I have the ability to alter my behavior if I feel that something else is called for.	5 4 3 2 1 0
2.	I am often able to read people's true emotions correctly through their eyes.	5 4 3 2 1 0
3.	I have the ability to control the way I come across to people, depending on the impression I wish to give them.	5 4 3 2 1 0
4.	In conversations, I am sensitive to even the slightest change in the facial expression of the person I'm conversing with.	5 4 3 2 1 0
	My powers of intuition are quite good when it comes to understanding others' emotions and motives.	5 4 3 2 1 0
	I can usually tell when others consider a joke in bad taste, even though they may laugh convincingly.	5 4 3 2 1 0
	When I feel that the image I am portraying isn't working, I can readily change it to something that does.	5 4 3 2 1 0
	I can usually tell when I've said something inappropriate by reading the listener's eyes.	5 4 3 2 1 0
	I have trouble changing my behavior to suit different people and different situations.	5 4 3 2 1 0
	I have found that I can adjust my behavior to meet the requirements of any situation I find myself in.	5 4 3 2 1 0
	If someone is lying to me, I usually know it at once from that person's manner of expression.	5 4 3 2 1 0
	Even when it might be to my advantage, I have difficulty putting up a good front.	5 4 3 2 1 0
	Once I know what the situation calls for, it is easy for me to regulate my actions accordingly.	5 4 3 2 1 0

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will

be

prosecuted.

Scoring

Add the circled numbers except for 9 and 12. These are reverse-scored and you should add them into your total using these conversions: 5 = 0, 4 = 1, 3 = 2, 2 = 3, 1 = 4, 0 = 5. High self-monitoring is indicated by scores above 53.

Interpretation

This instrument offers an indication of your awareness of how you are being perceived by others and their reactions to your behavior in social situations. Persons with a high self-monitoring score tend to be quite aware of their public persona—the impression that they are leaving others with. They can use their ability to self-monitor to create a favorable social impression. Their behavior tends to change to match the demands of the situation. Persons with a low self-monitoring score, by contrast, are less aware of the impact that their words, actions, and

expressions are having on others. They tend to maintain a fairly consistent self-presentation style and manner, regardless of their audience or the circumstances.

Contribute to the Class Exercise

Job Satisfaction Preferences

Preparation

Rank the following items for how important (1 = least important to 9 = most important) they are to your future job satisfaction.⁷⁵

My job will be satisfying when it—

- a. is respected by other people.
- b. encourages continued development of knowledge and skills.
- c. provides job security.
- d. provides a feeling of accomplishment.
- e. provides the opportunity to earn a high income.
- f. is intellectually stimulating.
- g. rewards good performance with recognition.
- h. provides comfortable working conditions.
- i. permits advancement to high administrative responsibility.

Instructions

Form into groups as designated by your instructor. The group should be split by gender into two subgroups—one composed of men and one composed of women. Each group should first rank the items on their own. Then, the men should develop a consensus ranking of the items as they think women ranked them, and the women should do a consensus ranking of the items as they think men ranked them. The two subgroups should then get back together to share and discuss their respective rankings, paying special attention to reasons for the rankings attributed to the opposite gender group. A spokesperson for the men and for the women in each group should share their subgroup's rankings and highlights of the total group discussion with the class.

Optional Instructions

Form into groups consisting entirely of men or women. Each group should meet and decide which of the work values members of the opposite sex will rank first. Do this again for the work value ranked last. The reasons should be discussed, along with the reasons why each of the other values probably was not ranked first or last. A spokesperson for each group should share group results with the rest of the class.

Manage a Critical Incident

Facing Up to Attributions

You are the senior section manager for a medium-sized manufacturing firm producing high-tech digital devices. You've worked with this company for 8 years and supervise teams of materials engineers. As senior manager, you manage these teams, keep them working together effectively, and find ways to cut costs and increase profits. Because of recent government regulations, your manufacturing processes have undergone substantial changes. The firm has had to hire outside consultants to help with the manufacturing transition. The consultants have

been tasked with training the engineers on the new protocol and evaluating their performance, which has declined substantially since the transition. Although historically the engineers have been very productive and received high performance evaluations, this last quarter the majority received poor evaluations and has been formally reprimanded by upper management. You have also been reprimanded for the reduced performance. The consultants have attributed the performance declines

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