



## OVERVIEW TEACHING PLAN

### 3.1 The Differences Matter

You undoubtedly notice that your friends behave differently in different situations, whether in class, watching a sporting event, cramming for an exam, or coping with a new job. However, what you probably don't pay much attention to are the characteristics and behaviors that don't change. To help you understand and use this knowledge, we'll arrange the individual attributes on a continuum based on their relative stability. At one end are relatively fixed or stable traits (like intelligence), and at the other end are more flexible states (like emotions), with various trait-like and state-like characteristics in between.

### 3.2 Intelligences: There Is More to the Story than IQ

You may be smarter than you think. You may already know your IQ, and your grades may reflect intellectual intelligence. But you can be intelligent in other ways too. We explain various forms of intelligence because all are inputs to the Organizing Framework, and all affect your performance.

### 3.3 Personality, OB, and My Effectiveness

You probably feel you know yourself better than anyone else, but you're about to learn some tools that will help you see how others perceive you. One such tool is the Big Five personality profile, which summarizes hundreds of personality traits into five categories. Another useful approach centers on proactivity. These tools will help you understand the managerial implications of other people's views of you. We explore these topics because personality is a fundamental driver of your behavior and performance at work, and an important input in the Organizing Framework for Understanding and Applying OB.

### 3.4 Core Self-Evaluations: How Efficacy, Esteem, Locus, and Stability Affect My Performance

You can significantly improve your self-awareness by understanding your core self-evaluations (CSEs). These self-evaluations provide broad and useful ways to describe personality in terms of four important individual differences: self-efficacy, self-esteem, locus of control, and emotional stability. CSEs and their component dimensions are more flexible than IQ but more stable than

emotions. Your knowledge of CSEs can improve your performance at work, in your career, and in your life.

### **3.5 The Value of Being Emotionally Intelligent**

You likely already know that intelligence doesn't tell us everything we need to know about performance. The smartest student doesn't always get the best grades, and the smartest candidate for a job is not necessarily the best choice. While you almost certainly agree with both of these statements, what is even more certain is that people perform better if they have emotional intelligence—smart or not. When you understand the concept of emotional intelligence from an OB perspective, you'll understand why it is an important person-factor input in the Organizing Framework.

### **3.6 Understand Emotions to Influence Performance**

The human experience is awash in emotions, and you won't be surprised to learn emotions are important both at work and as an individual-level process in the Organizing Framework. We'll explore the difference between felt versus displayed emotions and how emotions serve as an important means of communication with ourselves and others. Most of your experiences elicit a mix of positive and negative emotions, and these emotions are tightly related to your goals.

### **3.7 Making the Connection: How Do Individual Differences and Emotions Affect My Performance?**

We conclude this chapter with practical applications of knowledge and tools related to individual differences, intended to improve your effectiveness as both an employee and manager.

## CLASSROOM OUTLINE

### Possible Topics for Discussion:

- Create at least three specific interview questions that you should have asked your current or most recent manager or supervisor before accepting the position. How would have knowing the answers to those questions changed your decision about the position?
- Are there certain questions that should not be asked during an interview?

## 3.1 The Differences Matter

### POWERPOINT SLIDES:

Slide 3: How Does Who I Am Affect My Performance?

Slide 4: Figure 3.2 Relative Stability of Individual Differences

Section 3.1 introduces students to individual differences (IDs) and describes their relative stability. Understanding these differences is critical to the effective application of OB knowledge and tools, and motivating and improving the performance of others.

### Possible Topics for Discussion:

- Discuss what you think are the biggest challenges for managers who want to effectively address individual differences.
- Do you think that people can change their personality? Explain your point of view.
- Discuss ways that your professor for this class (or another class) could more effectively manage the individual differences of his or her students.

### Section 3.1 Key Concepts:

#### INDIVIDUAL DIFFERENCES

- **Individual differences (IDs):** the many attributes, such as traits and behaviors, that describe each of us as a person.
- As shown in Figure 3.2, individual differences can be arranged on a continuum of their relative stability.
- At one extreme are relatively fixed traits (like intelligence), and at the other extreme are more flexible states (like emotions).

- Relatively fixed differences are stable over time and across situations and are difficult to change.
- Relatively flexible differences, such as emotions, change over time, from situation to situation, and can be altered more easily.

### THE IMPORTANCE OF INDIVIDUAL DIFFERENCES

- Wise managers know they have little or no impact on fixed IDs, but they can help employees manage their attitudes and emotions.
- Many effective managers (and their employers) select employees based on positive, job relevant, but relatively stable IDs, since they can affect behavior in most every work situation.
- Managers have influence on relatively flexible IDs that influence individual-level work outcomes such as performance and job satisfaction.

## 3.2 Intelligences: There Is More to the Story than IQ

### POWERPOINT SLIDES:

Slide 6 and Slide 7: Intelligence: There Is More to the Story than IQ.

Section 3.2 of the chapter explores the various forms of intelligence. The eight forms of multiple intelligences have important implications for employee selection, training, and performance.

### Possible Topics for Discussion:

- Select one type of intelligence from Table 3.1. Suppose you wanted to increase your level of this type of intelligence. What actions could you take to achieve this goal?
- Suppose you wanted to increase your level of practical intelligence. What actions could you take to achieve this goal?
- Discuss the advantages and disadvantages of testing for intelligence when making hiring decisions.

### Section 3.2 Key Concepts:

#### INTELLIGENCE

- **Intelligence:** an individual's capacity for constructive thinking, reasoning, problem solving.
- The concept of intelligence has expanded over the years and more often is thought of and discussed in terms of general mental abilities.
- Intelligence can be modified in a number of ways and is not purely genetic.
- People can become more intelligent and better at constructive thinking, reasoning, and problem solving the more they engage in them.
- There has been a steady and significant rise in average intelligence among those in developed countries over the last 70 years.
- A combination of better schooling, improved socioeconomic status, healthier nutrition, and a more technologically complex society might account for the gains in IQ scores.

### **MULTIPLE INTELLIGENCES (MI)**

- While many people think of intelligence in general terms, such as IQ, it is more practical to think in terms of multiple intelligences or intelligence for something specific.
- Table 3.1 describes the mental, social, and physical abilities and skills of Gardner's model.
- 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.

### **PRACTICAL INTELLIGENCE**

- Robert J. Sternberg applied Gardner's "naturalist intelligence" to the domain of leadership under the heading practical intelligence.
- **Practical intelligence:** the ability to solve everyday problems by utilizing knowledge gained from experience in order to purposefully adapt to, shape, and select environments.
- Practical intelligence involves changing oneself to suit the environment (adaptation), changing the environment to suit oneself (shaping), or finding a new environment within which to work (selection).
- One uses practical intelligence to manage oneself, manage others, and manage tasks.

### **Practical Implications**

- The concept of multiple intelligences (MI) explains why someone who scores poorly on a standard IQ test could be gifted in other areas.
- The concept of multiple intelligences underscores the need to help each child, student, or employee develop in his or her own unique way and at his or her own pace.
- It is important to identify intelligences relevant to the job, and then select, place, and develop individuals accordingly.
- Even though some companies have touted and profited from the idea that adult intelligence can be increased, intelligence is still largely a fixed trait, and any improvements are modest and typically the result of intensive, long-term interventions.

## **3.3 Personality, OB, and My Effectiveness**

### **POWERPOINT SLIDES:**

Slide 9: The Big 5 Personality Dimensions

Slide 10: What Does It Mean to have a Proactive Personality?

Slides 11 and 12: Personality and Performance

Section 3.3 introduces students to the concept of personality. Topics addressed included the Big Five personality dimensions and the proactive personality. A special emphasis is placed on introverts.

### Possible Topics for Discussion:

- Give specific examples of how your personality impacts your behaviors at work and at school.
- How important do you think your personality is in determining your success at your job (or a job you held in the past)?
- When implementing change, how should managers consider the personalities of their workers?
- Describe ways that you as a manager could better harness the power of introverts.

### Section 3.3 Key Concepts:

#### PERSONALITY

- **Personality:** the combination of stable physical, behavioral, and mental characteristics that give individuals their unique identities.
- Personality is the product of interacting genetic and environmental influences and is stable over time and across situations.
- People often think of personality in general “like/dislike” terms (e.g., I love her personality) or in terms of fit (e.g., he would fit in great with the rest of us).
- While “liking” and “fit” matter, these general and evaluative types of descriptions aren’t very useful from a management standpoint since they are too general and too varied to provide insightful guidance.
- To be effective at managing people, you need to be precise and specific (and scientific) about personality.

#### THE BIG FIVE PERSONALITY DIMENSIONS

- In order to provide more precision to personality, psychologists and researchers have distilled long and confusing lists of personality dimensions into what they call the Big Five personality dimensions.
- **Big Five personality dimensions:** five basic dimensions that simplify more complex models of personality: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.
- Table 3-2 describes the Big Five personality dimensions as:



- Extraversion: outgoing, talkative, sociable, assertive.
- Agreeableness: trusting, good natured, cooperative, softhearted.
- Conscientiousness: dependable, responsible, achievement oriented, persistent.

Emotional stability: relaxed, secure, unworried.

- Openness to experience: intellectual, imaginative, curious, broad-minded.

#### Dark Side of Personality

- **Narcissists** are characterized as having a combination of: 1) grandiose sense of self-importance; 2) require or even demand excessive admiration; 3) sense of entitlement; 4) lack empathy; and 5) tend to be exploitative, manipulative, and arrogant.
- **Psychopaths** can be aggressive and have a lack of concern, guilt, or remorse for others when their own actions do them harm.
- **Machiavellians** believe the ends justify the means, often maintain emotional distance, and are manipulative.

### PERSONALITY AND PERFORMANCE

- Your personality characteristics are likely to have the greatest influence and effect on performance when you are working in situations that are unstructured and with few rules.
- Conscientiousness has the strongest (most positive) effects on job performance and training performance.
- Extraversion was associated with success for managers and salespeople, and extraversion was a stronger predictor of job performance than agreeableness, across all professions.
- Introverts have been shown to score their extroverted and disagreeable coworkers more harshly than their similarly introverted coworkers.
- Agreeable employees are more likely to stay with their jobs.
- Openness seems to lead to higher turnover.
- Emotional stability, along with conscientiousness and agreeableness, is associated with a greater focus on and practice of workplace safety.

### PERSONALITY TESTING AT WORK

- Personality testing as a tool for making decisions about hiring, training, and promotion is commonplace.
  - Personality tests may not be valid predictors of job performance.
  - Test-takers may not describe themselves accurately but instead try to guess what answers the employer is looking for.
  - Personality tests are typically bought off the shelf and are often given indiscriminately by people who aren't trained or qualified.
  - Personality tests are designed to measure personality, not what individual differences are needed to perform at a high level in a particular job.
  - To help overcome the shortcomings of traditional personality tests, a new breed of tests that assess cognitive abilities, thought processes, and other characteristics are being developed.
  - Table 3.4 provides suggestions for getting started with testing or for evaluating whether tests already in use are appropriate for forecasting job performance.
- There Is No “Ideal Employee” Personality
- One personality profile does not fit all job situations.
  - Good management involves taking the time to get to know each employee's unique combination of personality traits, abilities, and potential and then creating a productive and satisfying person-job fit.

### **3.4 Core Self-Evaluations: How Efficacy, Esteem, Locus, and Stability Affect My Performance**

#### **POWERPOINT SLIDES:**

Slide 14: Core Self-Evaluations and Your Performance

Slide 15: How Self-Efficacy Works

Slide 16: Self-Esteem and Your Performance

Slides 17 and 18: Locus of Control and My Performance

Slide 19: Emotional Stability and My Performance

Section 3.4 describes core self-evaluations, which are composed of self-efficacy, self-esteem, locus of control, and emotional stability. The value of CSEs as a whole is greater than these component parts, and CSEs can be used for selection and training decisions.

### **Possible Topics for Discussion:**

- What are your beliefs about how successful you will be in this class? What factors do you think have created and shaped these beliefs?
- What factors do think will have the most impact on your success in this class? Are these factors primarily internal or external factors?
- If you are generally a “glass-half-empty” type of person, how could you reframe your thoughts into something more positive?

### **Section 3.4 Key Concepts:**

#### **CORE SELF-EVALUATIONS**

- A narrow perspective of individual differences enables you to more precisely describe individuals (e.g., describing someone’s musical intelligence rather than just his intelligence).
- Using a broader perspective of individual differences can enable you to more effectively predict behavior since it provides a more comprehensive and practical account of an individual’s behavior.
- While there is no clear answer regarding the accuracy of the general versus specific approach, researchers have identified core self-evaluations (CSEs) as a broad or general personality concept that has significant relationships with a host of individual-level work outcomes.
- **Core self-evaluations (CSEs):** broad personality trait comprised of four narrower and positive individual traits: (1) generalized self-efficacy, (2) self-esteem, (3) locus of control, and (4) emotional stability.
- CSEs have desirable effects on outcomes such as increased job performance, job and life satisfaction, motivation, organizational citizenship behaviors, and better adjustment to international assignments.

#### **SELF-EFFICACY—“I CAN DO THAT”**

- **Self-efficacy:** a person's belief about his or her chances of successfully accomplishing a specific task.
- Figure 3.4 presents the sources of self-efficacy beliefs: prior experience, behavior models, persuasion from others, and assessment of physical/emotional state.
- Because prior experience is the most potent source of self-efficacy beliefs, in Figure 3.4 it is listed first and is connected to self-efficacy beliefs with a solid line.
- A cognitive evaluation of these four sources of self-efficacy beliefs would lead to a self-efficacy belief which could range from high to low expectations for success.
- An individual acts out high or low self-efficacy beliefs through behavior patterns.
- Positive or negative results become feedback for one's base of personal experience and influence future self-efficacy beliefs.
- There is a positive correlation between self-efficacy and job performance and job satisfaction.
- Job design, training and development, self-management, goal setting, creativity, coaching, and leadership can enhance self-efficacy.

### **SELF-ESTEEM—"LOOK IN THE MIRROR"**

- **Self-esteem:** your general belief about your own self-worth.
- People with high self-esteem see themselves as worthwhile, capable, and acceptable, while people with low self-esteem view themselves in negative terms and are hampered by self-doubts.
- Global managers need to remember to deemphasize self-esteem when doing business in collectivist cultures, as opposed to emphasizing it in individualistic cultures.
- Research has found that low self-esteem can be raised more by having a person think of desirable characteristics possessed rather than of undesirable characteristics from which he or she is free.
- Some researchers believe performing at a high level boosts self-esteem, and not the other way round.
- People who apply themselves to things that are important to them will be motivated to work harder and presumably perform better.

### **LOCUS OF CONTROL: WHO'S RESPONSIBLE—ME OR EXTERNAL FACTORS?**

- **Locus of control:** a relatively stable personality characteristic that describes how much personal responsibility you take for your behavior and its consequences.
- People tend to attribute the causes of their behavior primarily to either themselves or environmental factors.
- **Internal locus of control:** possessed by people who believe they control the events and consequences that affect their lives.
- A person with an internal locus of control tends to attribute positive outcomes to her or his own abilities and blame negative events on personal shortcomings.
- **External locus of control:** possessed by people who believe their performance is the product of circumstances beyond their immediate control.
- A person with an external locus of control tends to attribute outcomes to environmental causes, such as luck or fate.
- An internal will display greater work motivation, have stronger expectations that effort leads to performance, exhibit higher performance, and derive more job satisfaction from performance.
- Externals demonstrate less motivation for performance when offered valued rewards, earn lower salaries and smaller salary increases, and tend to be more anxious.

### EMOTIONAL STABILITY

- **Emotional stability:** individuals with high levels tend to be relaxed, secure, unworried, and less likely to experience negative emotions under pressure.
- Individuals with low levels of emotional stability are prone to anxiety and tend to view the world negatively.
- Employees with high levels of emotional stability have been found to have higher job performance, perform more organizational citizenship behaviors, and exhibit fewer counterproductive work behaviors.

### PRACTICAL CONSIDERATIONS REGARDING CSEs

- More of a CSE component isn't always better.
- Just as the whole is greater than the sum of its parts, the value of CSEs as a whole is greater than its component parts of self-esteem, self-efficacy, locus of control, and emotional stability.

- CSEs can be used by managers in employee selection and the component traits of CSEs, especially self-efficacy, can be targets for training.

## 3.5 The Value of Being Emotionally Intelligent

### POWERPOINT SLIDES:

Slide 21: The Value of Being Emotionally Intelligent

Slide 22: Key Components of Emotional Intelligence

Section 3.5 of the chapter describes emotional intelligence (EI) and how it can be fostered. The four components of EI are self-awareness, self-management, social awareness, and relationship management.

### Possible Topics for Discussion:

- Think of someone who you consider to have a high degree of emotional intelligence. Describe specific situations and the behaviors he or she displayed that led you to believe the person had emotional intelligence.
- How can being emotionally intelligent help you to succeed at school and at work?
- Do you think that emotional intelligence can translate to other societal cultures?

### Section 3.5 Key Concepts:

#### WHAT IS EMOTIONAL INTELLIGENCE?

- **Emotional intelligence (EI):** the ability to monitor your own emotions and those of others, to discriminate among them, and to use this information to guide your thinking and actions.
- Table 3.6 describes the four components of EI: self-awareness, self-management, social awareness, and relationship management.
- Self-awareness and self-management constitute personal competence, while social awareness and relationship management feed into social competence.
- EI is more flexible than IQ, as it can be developed throughout one's working life.

## 3.6 Understand Emotions to Influence Performance

**POWERPOINT SLIDES:**

Slide 23: Emotions and Performance

Slide 24: Managing Emotions at Work

Section 3.6 of the chapter describes positive and negative emotions and the emotion display norms of companies. There can be differences between felt and displayed emotions.

**Possible Topics for Discussion:**

- Discuss some ways that emotions—yours and those of others—can impact your success at work.
- Describe a time you had felt emotions which were very different from the emotions you displayed. What were the consequences of not displaying the emotions that you felt?
- Describe actions you could take when you are dealing with a customer or a co-worker who is very angry about a workplace issue.

**Section 3.6 Key Concepts:**

**EMOTIONS**

- **Emotions:** complex, relatively brief responses aimed at a particular target, such as a person, information, experiences, or event that change psychological and/or physiological states.
- Many people believe that employees should check their emotions at the door when they come to work, but the reality is that this is impossible.
- There can be a difference between felt and displayed emotions.
- Emotions motivate behavior and are an important means for communicating with others.
- Positive emotions are goal congruent, while negative emotions are triggered by frustration and failure when pursuing one's goals and are said to be goal incongruent.
- Anger is a “backward looking” or retrospective emotion, while fear is a “forward-looking” or prospective emotion.

**MANAGING EMOTIONS AT WORK**

- It would be disastrous if everyone translated their felt emotions into displayed emotions at work.

- **Emotion display norms:** rules that dictate which types of emotions are expected and appropriate for their members to show.
- Knowing if your employees' emotions are linked to something that happened in the past or to uncertainty in the future would allow you to guide your managerial actions.
- Table 3.7 describes six negative emotions and recommends specific action steps for dealing with each emotion.

### **3.7 Making the Connection: How Do Individual Differences and Emotions Affect My Performance**

#### **POWERPOINT SLIDES:**

#### **Slide 27: Individual Differences: Putting It All in Context**

Section 3.7 describes the implications of individual differences for both students and managers.

#### **Possible Topics for Discussion:**

- Are there times when you should not be yourself at work? When and why?
- Why do cultural differences matter when it comes to authenticity?

#### **SECTION 3.7 KEY CONCEPTS:**

Students can use this chapter's lessons to improve their effectiveness as both a manager and employee.

#### **STUDENT TAKEAWAYS**

1. Enhance your self-awareness.
2. Identify the pros and cons of particular IDs for you at school and work.
3. Create profiles of the managers and leaders where you work (or where you want to work if you're not currently employed).
4. Use your knowledge of emotional intelligence.

#### **MANAGER TAKEAWAYS**



### Chapter 3 Individual Differences and Emotions: How Does Who I Am Affect My Performance?

1. Explicitly include the individual differences that matter most in job descriptions.
2. Use your knowledge of the continuum when selecting and training employees.
3. Assess your own emotional intelligence, paying explicit attention to both personal and social competence.

