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GLOBAL  
EDITION

# Human Relations

## *Interpersonal Job-Oriented Skills*

TWELFTH EDITION

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ALWAYS LEARNING

PEARSON

# Understanding Individual Differences

U.S. Airways Captain Chesley "Sully" Sullenberger III, the hero of the January 2009 airline ditching in the Hudson River, told investigators he determined in a matter of seconds that only the river was "long enough, wide enough and smooth enough" to put down the crippled jetline. Testifying before the National Transportation Safety Board, Sullenberger said that when both engines of his Airbus 320 lost power at about 2,700 feet after sucking in birds, he quickly decided that the plane was losing speed and altitude and that returning to New York's LaGuardia Airport was "problematic." After spotting a flock of birds that were very large and filled the entire windscreen of the jet, Sullenberger noticed a dramatic drop in thrust. Disregarding air traffic controller suggestions to return to LaGuardia or try to swoop into

another nearby airport, he set his sights on the surface of the Hudson. With the plane's flaps out, speed dwindling fast, and a splashdown barely seconds away, Sullenberger asked his first officer: "Got any ideas?" Copilot Jeff Skiles instantly replied, "Actually not."

Once the plane settled in the water and the crew realized the fuselage remained intact, Sullenberger turned to his first officer and both instinctively blurted out at the same instant, "That wasn't as bad as I thought." Responding to questions about the lessons to be learned from the landing, Capt. Sullenberger mentioned training to help pilots work together as a team and additional efforts to improve emergency evacuations. His comment repeatedly swung back to the notion of an airline culture that stresses safety and respects the judgment of experienced pilots. "The captain's authority is a precious commodity that cannot be denigrated," he said. The captain's testimony also highlighted the importance of relying on experience and memory, rather than rigidly using checklists to deal with unexpected emergencies. With both pilots in the cockpit boasting about 20,000 hours of total flight time, Captain Sullenberger said, "Teamwork and experience allowed us to focus on the high priorities without referring to written checklists."<sup>1</sup>

The story about the hero pilot "Sully" illustrates several of the key topics about differences among people to be described in



## LEARNING Objectives

After reading and studying this chapter and doing the exercises, you should be able to

this chapter. Native intelligence including the capacity to memorize details, practical intelligence (wisdom and common sense), and emotional control all play an important role in job performance. The major theme of this chapter deals with how people vary in a wide range of personal factors. **Individual differences** exert a profound effect on job performance and behavior. Such differences refer to variations in how people respond to the same situation based on personal characteristics. One of hundreds of possible examples is that some people can concentrate longer and harder on their work, thereby producing more and higher quality work, than others.

This chapter describes several of the major sources of individual differences on the job. It also gives you the chance to measure your standing on several key dimensions of behavior and helps you develop skill in responding to individual differences. Knowing how to respond to such differences is the cornerstone of effective interpersonal relations. To be effective in human relations, you cannot treat everybody the same.

## PERSONALITY

"We're not going to promote you to department head," said the manager to the analyst. "Although you are a great troubleshooter, you've alienated too many people in the company. You're too blunt and insensitive." As just implied, most successes and failures in people-contact jobs are attributed largely to interpersonal skills. And personality traits are major contributors to interpersonal, or human relations, skills.

**Personality** refers to those persistent and enduring behavior patterns and tend to be expressed in a wide variety of situations. A person who is brash and insensitive in one situation is likely to behave similarly in many other situations. Your personality is what makes you unique. Your walk, your talk, your appearance, your speech, and your inner values and conflicts all contribute to your personality.

Here, we illustrate the importance of personality to interpersonal relations in organizations by describing eight key personality traits and personality types related to cognitive styles. In addition, you will be given guidelines for dealing effectively with different personality types.

### Eight Major Personality Factors and Traits

Many psychologists believe that the basic structure of human personality is represented by five broad factors, known as the Big Five: neuroticism, extraversion (the scientific spelling of *extroversion*), openness, agreeableness, and conscientiousness. Three more key personality factors—self-monitoring of behavior, risk taking and thrill seeking, and optimism—are so important for human relations that they are considered here.

All eight factors have a substantial impact on interpersonal relations and job performance. The interpretations and meanings of these factors provide useful information because they help you pinpoint important areas for personal development. Although these

### individual differences

Variations in how people respond to the same situation based on personal characteristics.

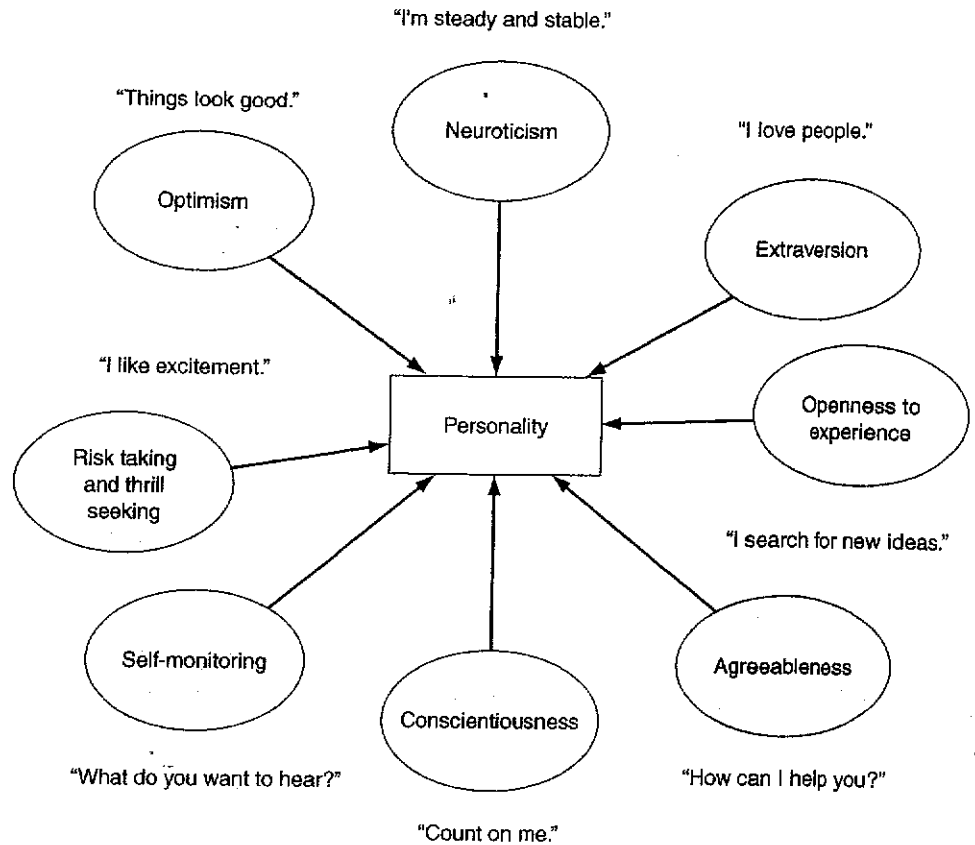
### LEARNING OBJECTIVE 1

### LEARNING OBJECTIVE 2

### personality

Persistent and enduring behavior patterns that tend to be expressed in a wide variety of situations.

FIGURE 2-1 Eight Personality Factors Related to Interpersonal Skills



factors are partially inherited, most people can improve them providing they exert much conscious effort over a period of time. For example, it usually takes a minimum of three months of effort before a person is perceived to be more agreeable. The eight factor shown in Figure 2-1, are described in the following list.

1. *Neuroticism* reflects emotional instability and identifies people prone to psychological distress and coping with problems in unproductive ways. Traits associated with this personality factor include being anxious, insecure, angry, embarrassed, emotional, and worried. A person of low neuroticism—or high emotional stability—is calm and confident, and usually in control.
2. *Extraversion* reflects the quantity or intensity of social interactions, the need for social stimulation, self-confidence, and competition. Traits associated with extraversion include being sociable, gregarious, assertive, talkative, and active. An outgoing person is often described as extraverted, whereas introverted persons are described as reserved, timid, and quiet.
3. *Openness* reflects the proactive seeking of experience for its own sake. Traits associated with openness include being creative, cultured, intellectually curious, broadminded, and artistically sensitive. People who score low on this personality factor are practical, with narrow interests.
4. *Agreeableness* reflects the quality of one's interpersonal orientation. Traits associated with the agreeableness factor include being courteous, flexible, trusting, good-natured, cooperative, forgiving, softhearted, and tolerant. The other end of the continuum includes disagreeable, cold, and antagonistic people.
5. *Conscientiousness* reflects organization, self-restraint, persistence, and motivation toward attaining goals. Traits associated with conscientiousness include being hardworking, dependable, well-organized, and thorough. The person low in conscientiousness is lazy, disorganized, and unreliable.

6. *Self-monitoring* of behavior refers to the process of observing and controlling how we are perceived by others. Self-monitoring involves three major and somewhat distinct tendencies: (1) the willingness to be the *center of attention*, (2) *sensitivity* to the reactions of others, and (3) ability and willingness to *adjust* behavior to induce positive reactions in others. High self-monitors are pragmatic and even chameleonlike actors in social groups. They often say what others want to hear. Low self-monitors avoid situations that require them to adapt to outer images. In this way, their outer behavior adheres to their inner values. Low self-monitoring can often lead to inflexibility. Take Self-Assessment Quiz 2-1 to measure your self-monitoring tendencies.
7. *Risk taking and thrill seeking* refers to the propensity to take risks and pursue thrills. Persons with high standing on this personality trait are sensation-seekers who pursue novel, intense, and complex sensations. They are willing to take risks for the sake of such experiences. The search for giant payoffs and daily thrills motivates people with an intense need for risk taking and thrill seeking.<sup>[2]</sup> Take Self-Assessment Quiz 2-2 to measure your propensity for risk taking and thrill seeking.
8. *Optimism* refers to a tendency to experience positive emotional states, and to typically believe that positive outcomes will be forthcoming from most activities. The other end of the scale is *pessimism*—a tendency to experience negative emotional states and to typically believe that negative outcomes will be forthcoming from most activities. Optimism versus pessimism is also referred to in more technical terms as positive affectivity versus negative affectivity, and is considered a major personality trait. A person's tendency toward having positive affectivity (optimism) versus negative affectivity (pessimism) also influences job satisfaction. Being optimistic, as you would suspect, tends to enhance job satisfaction.<sup>[3]</sup>

A potential downside of optimism is that it can lead a person to not fear risks, such as the possibility of being fired for poor performance. Also, Martin Seligman, director of the Positive Psychology Center at the University of Pennsylvania, notes that bad things, such as getting lung cancer from smoking, do happen to optimists.<sup>[4]</sup>

Evidence for the relevance of the Big Five model (traits one through five of the previous list) of personality in understanding human behavior comes from a cross-cultural study involving 7,134 individuals. The five-factor structure of the American personality was also found to hold true for German, Portuguese, Hebrew, Chinese, Korean, and Japanese samples when the personality test questions were translated into each of these languages. Based on this extensive study, it was concluded that personality structure is universal, much like the structure of the brain or the body.<sup>[5]</sup>

Another reason the Big Five model is useful in understanding individual differences is that the five traits included contribute heavily to what is being measured by most personality tests. The evidence of the contribution of the Big Five traits stems from the self-ratings of the people taking the test as well as rating by persons who know the test taker well.<sup>[6]</sup>

As already suggested, a high standing on a given trait is not always an advantage, and that having a low standing is not always a disadvantage.<sup>[7]</sup> For example, a person who is highly extraverted might spend so much time interacting with coworkers that he or she does not spend enough time on analytical work. Also, a person who is a low self-monitor might give people such honest feedback—rather than telling them what they want to hear—that he or she helps others grow and develop.



## The Eight Factors and Traits and Job Performance

Depending on the job, any one of the preceding personality factors can be important for success. One explanation for personality being tied to performance is that a particular personality trait gives us a bias or positive spin to certain actions.<sup>[8]</sup> A person high in conscientiousness, for example, believes that if people are diligent they will accomplish more

## SELF-ASSESSMENT QUIZ 2-1

### The Self-Monitoring Scale

**Directions:** The statements below concern your personal reactions to a number of different situations. No two statements are exactly alike, so consider each statement carefully before answering. If a statement is TRUE or MOSTLY TRUE as applied to you, circle the "T" next to the question. If a statement is FALSE or NOT USUALLY TRUE as applied to you, circle the "F" next to the question.

- (T) (F) 1. I find it hard to imitate the behavior of other people.
- (T) (F) 2. My behavior is usually an expression of my true inner feelings, attitudes, and beliefs.
- (T) (F) 3. At parties and social gatherings, I do not attempt to do or say things that others will like.
- (T) (F) 4. I can only argue for ideas that I already believe.
- (T) (F) 5. I can make impromptu speeches even on topics about which I have almost no information.
- (T) (F) 6. I guess I put on a show to impress or entertain people.
- (T) (F) 7. When I am uncertain how to act in a social situation, I look to the behavior of others for cues.
- (T) (F) 8. I would probably make a good actor.
- (T) (F) 9. I rarely seek the advice of my friends to choose movies, books, or music.
- (T) (F) 10. I sometimes appear to others to be experiencing deeper emotions than I actually am.
- (T) (F) 11. I laugh more when I watch a comedy with others than when alone.
- (T) (F) 12. In groups of people, I am rarely the center of attention.
- (T) (F) 13. In different situations and with different people, I often act like very different persons.
- (T) (F) 14. I am not particularly good at making other people like me.
- (T) (F) 15. Even if I am not enjoying myself, I often pretend to be having a good time.
- (T) (F) 16. I'm not always the person I appear to be.
- (T) (F) 17. I would not change my opinions (or the way I do things) in order to please someone else or win their favor.
- (T) (F) 18. I have considered being an entertainer.
- (T) (F) 19. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.
- (T) (F) 20. I have never been good at games like charades or improvisational acting.
- (T) (F) 21. I have trouble changing my behavior to suit different people and different situations.
- (T) (F) 22. At a party, I let others keep the jokes and stories going.
- (T) (F) 23. I feel a bit awkward in company and do not show up quite as well as I should.
- (T) (F) 24. I can look anyone in the eye and tell a lie with a straight face (if for a right end).
- (T) (F) 25. I may deceive people by being friendly when I really dislike them.

**Scoring and Interpretation:** Give yourself one point each time your answer agrees with the key. A score that is between 0-12 would indicate that you are a relatively low self-monitor; a score that is between 13-25 would indicate that you are relatively high self-monitor.

1. F	10. T	19. T
2. F	11. T	20. F
3. F	12. F	21. F
4. F	13. T	22. F
5. T	14. F	23. F
6. T	15. T	24. T
7. T	16. T	25. T
8. T	17. F	
9. F	18. T	

Source: Mark Snyder, "Self-Monitoring of Expressive Behavior, *Journal of Personality and Social Psychology*, Number 4, October 1974, pp. 528-537.

work and receive just rewards. Conscientiousness relates to job performance for many different occupations, and has proven to be the personality factor most consistently related to success. As explained in the discussion above, each of the Big Five factors is composed of more narrow or specific traits. With respect to conscientiousness, the specific trait of *dependability* may be the most important contributor to job performance.<sup>[9]</sup>

## SELF-ASSESSMENT QUIZ 2-2

### Risk-Taking Scale

Directions: Answer true or false to the following questions to obtain an approximate idea of your tendency to take risks, or your desire to do so:

	True	False
1. I don't eat sushi or other raw fish.	<input type="checkbox"/>	<input type="checkbox"/>
2. I think that amusement park roller coasters should be abolished.	<input type="checkbox"/>	<input type="checkbox"/>
3. I don't like trying foods from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>
4. I would choose bonds over growth stocks.	<input type="checkbox"/>	<input type="checkbox"/>
5. I like to challenge people in positions of power.	<input type="checkbox"/>	<input type="checkbox"/>
6. I don't always wear a seat belt while driving.	<input type="checkbox"/>	<input type="checkbox"/>
7. I sometimes talk on my cell phone or send text messages while driving at highway speeds.	<input type="checkbox"/>	<input type="checkbox"/>
8. I would love to be an entrepreneur (or I love being one).	<input type="checkbox"/>	<input type="checkbox"/>
9. I would like helping out in a crisis such as a product recall.	<input type="checkbox"/>	<input type="checkbox"/>
10. I would like to go cave exploring (or already have done so).	<input type="checkbox"/>	<input type="checkbox"/>
11. I would be willing to have at least one-third of my compensation based on a bonus for good performance.	<input type="checkbox"/>	<input type="checkbox"/>
12. I would be willing to visit a maximum security prison on a 90-day assignment.	<input type="checkbox"/>	<input type="checkbox"/>

**Scoring and Interpretation:** Give yourself one point each time your answer agrees with the key. If you score 10-12, you are probably a high risk taker; 6-9, you are a moderate risk taker; 3-5, you are a low risk taker; 0-2, you are a very low risk taker.

1. T	5. T	9. T
2. F	6. T	10. T
3. F	7. T	11. T
4. F	8. T	12. T

Source: The idea of a test about risk-taking comfort, as well as several of the statements on the quiz, comes from psychologist Frank Farley.

**Extraversion and Self-Monitoring.** Another important research finding is that extraversion is associated with success for managers and sales representatives. The explanation is that managers and salespeople are required to interact extensively with other people.<sup>[10]</sup> For people who want to advance in their careers, being a high self-monitor is important. An analysis was made of the self-monitoring personality by combining 136 studies involving 23,101 people. A major finding was that high self-monitors tend to receive better performance ratings than low self-monitors. High self-monitors were also more likely to emerge as leaders and work their way into top management positions.<sup>[11]</sup> Another advantage to being a high self-monitor is that the individual is more likely to help out other workers, even when not required. An example would be helping a worker outside your department with a currency exchange problem even though this was not your responsibility. Self-monitors are also much more likely to *click* with other workers and to succeed in the workplace. The "clicking" may lead to good relationships which facilitate performing well.<sup>[12]</sup>

**Organizational Citizenship Behavior.** The willingness to go beyond one's job description without a specific reward apparent is referred to as organizational citizenship behavior. (We mention organizational citizenship behavior here because it is linked to other traits, particularly agreeableness and conscientiousness.) Good organizational citizens are highly valued by employers. An analysis of studies based on a total of more than 50,000 employees highlights the importance of organizational citizenship behavior in understanding how a willingness to help others contributes to both individual and organizational success.

#### organizational citizenship behavior

The willingness to go beyond one's job description without a specific reward apparent.



Among the findings were that being a good organizational citizen leads to better performance ratings by supervisors, higher salary increases, and less turnover and absenteeism. Organizational citizenship behavior also contributes to higher productivity, reduced costs, and better customer satisfaction.<sup>[13]</sup>

Another perspective on organizational citizenship behavior is that an employee will make a short-term sacrifice that leads to long-term benefits to the organization.<sup>[14]</sup> An example would be an employee voluntarily working from home to deal with customer confusion about a product recall, which would lead to more loyal and appreciative customers.

**Turnover and Personality.** A recent synthesis of studies suggests that personality can be linked to turnover. Employees who are emotionally stable are less likely to plan to quit or to actually quit. Employees who score higher on the traits of conscientiousness and agreeableness are less likely to leave voluntarily. Another finding of note is that workers who are low on agreeableness and high on openness to experience are likely to quit spontaneously.<sup>[15]</sup> (Maybe the grouchy, intellectually curious employee may jump on a sudden opportunity for another job.)

**Optimism and Pessimism.** Optimism and pessimism also can be linked to job performance. Optimism can be quite helpful when attempting such tasks as selling a product or service or motivating a group of people. Yet psychologist Julie Normen has gathered considerable evidence that pessimism can sometimes enhance job performance. Pessimists usually assume that something will go wrong, and will carefully prepare to prevent botches and bad luck. A pessimist, for example, will carefully back up computer files or plan for emergencies that might shut down operations.<sup>[16]</sup>

**Combination of Standing on Several Personality Traits.** A combination of personality factors will sometimes be more closely associated with job success than one factor alone. A study about personality and job performance ratings was conducted with diverse occupations including clerical workers and wholesale appliance sales representatives. A key finding was that conscientious workers who also scored high on agreeableness performed better than conscientious workers who were less agreeable.<sup>[17]</sup> (Being agreeable toward your manager helps elevate performance evaluations!) A study with experienced pharmaceutical sales representatives found that the combination of extraversion and conscientiousness was associated with higher sales. However, being conscientious was the personality factor most closely associated with growth in sales over several years for the experienced sales representatives.<sup>[18]</sup>

## Personality Types and Cognitive Styles

People go about solving problems in various ways. You may have observed, for example, that some people are more analytical and systematic while others are more intuitive. Modes of problem solving are referred to as cognitive styles. According to this method of understanding problem-solving styles, your personality traits influence strongly how you approach problems, such as being introverted pointing you toward dealing with ideas. Knowledge of these cognitive styles can help you relate better to people because you can better appreciate how they make decisions.

One of the best-known methods of measuring personality types is the Myers-Briggs Type Indicator (MBTI<sup>®</sup>), a self-report questionnaire designed to make the theory of psychological types developed by psychoanalyst Carl Jung applicable to everyday life.<sup>[19]</sup> Another leading method of measuring types is the Golden Personality Type Profiler.<sup>[20]</sup> Jung developed the theory of psychological types, but did not develop the two measuring instruments just developed.

As measured by the Golden instrument, four separate dichotomies direct the typical use of perception and judgment by an individual. The four dichotomies can also be considered a person's cognitive style.<sup>[21]</sup>

1. **Energy flow: Extraversion versus introversion.** Extraverts direct their energy primarily toward the outer world of people and objects. In contrast, introverts direct their energy primarily toward the inner world of experiences and ideas.

### cognitive styles

Mental processes used to perceive and make judgments from situations.

2. **Information gathering: Sensation versus intuition.** People who rely on sensing focus primarily on what can be perceived by the five primary senses of touch, sight, sound, smell, and taste. People who rely on intuition focus primarily on perceiving patterns and interrelationships.
3. **Decision making: Thinking versus feeling.** People who rely primarily on thinking base conclusions on logical analysis and emphasize objectivity and detachment. People who rely on feelings base conclusions on personal or social values, and focus on understanding and harmony.
4. **Lifestyle orientation: Judging versus perceiving.** Individuals high on Judging tend to orient their lives in a deliberate and planned manner. Individuals high on perceiving tend to orient their lives in a spontaneous and open-ended manner.

Combining the four types with each other results in 16 personality types, such as the ESFP, or "The Entertainer." ESFP refers to extraverted/sensing/feeling/perceiving. It is believed that approximately 13 percent of the population can be classified as the ESFP type. People of this type are optimistic, and are skilled at living joyfully and entertaining others. ESFPs are effective at communicating their good-natured realism to others.

You might want to take the Golden Personality Type Profiler (see the Appendix to this book). Here our concern is with how your personality influences your learning style. Figure 2-2 presents 4 of the 16 personality types along with the implications for each one with respect to cognitive style.

**FIGURE 2-2 Four Cognitive Styles of the Golden Personality Types**

Personality Type	Highlights of Type
ENFP (The Proponent) Extraverted/ Intuitive/Feeling/Perceiving	Lives continually in the realm of the possible. When absorbed in their latest project, they think of little else. Filled with energy, they are tireless in their pursuit of goals. Have an almost magnetic quality that enables them to have fun in almost any setting. The combination of Extraversion, Intuition, and Perceiving is well suited for leadership.
ENFJ (The Communicator) Extraverted/ Intuitive/Feeling/Judging	Chief concern is fostering harmony and cooperation between self and others. Has strong ideals and a potent sense of loyalty, whether to a mate, a school, a hometown, or a favorite cause. Usually good at organizing people to get things done while keeping everyone happy. At work, well armed to deal with both variety and action. Typically patient and conscientious, make a concerted effort of sticking with a job until finished.
INFJ (The Advocate) Introverted/ Intuitive/Feeling/Perceiving	Capable of immense sensitivity and has an enormous emotional capacity that is guarded closely. Has to know people well before displaying warmth, letting down the guard, and displaying warmth. Interpersonal relationships are a crucial focus. Has powerful sense of faithfulness, duty, and commitment to the people and causes he or she is attracted to. Able to express emotion and move people through his or her communication. A perfectionist on the job. Prefers a quiet working environment and, despite attraction for human companionship, will often work best alone. Will work at best only in job he or she truly believes in.
INTJ (The Foreseer) Introverted/ Intuitive/Feeling/Judging	Imaginative, inspired, tenacious, creative, and inward looking. Also stubborn, easily bored by routine work, and often pays little attention to obstacles. Makes decisions easily. Lives in a world of ideas, and will have a unique vision. Pours all own energy into achieving his or her goal. Trusts own intuition. Can express emotion and move people through written communication. Although cherishes the companionship of people, prefers a quiet working environment, and working alone. Perfectionist about quality. Creativity is his or her hallmark.

Note: E = Extraverted, N = iNtuitive, F = Feeling, P = Perceiving, I = Introverted, J = Judging

Source: Karen A. Deitz and John P. Golden, *Boundless Diversity: An Introduction to the Golden Personality Type Profiler* (San Antonio, Texas: Pearson TalentLens, 2004).

Far too many people perceive personality types as being definitive indicators of individual's personality and therefore think they know exactly how to classify that person in terms of personality. The developers of the Golden point out that the instrument is an accurate and dependable measure of the aspects of personality measured. However, it is up to the person taking the Golden to determine if the report's description of him or her is accurate.<sup>[22]</sup> If the results are completely out of line with what you believe to be true about yourself, or what others have told you about your personality type, the result from the Golden (or other type indicator) should not be a cause for concern.

An interpersonal skills application of understanding the Golden personality type is to help people get along better within a work group. All the group or team members would have their types assessed using the Golden instrument, and all members would be made aware of each other's type or working style. Knowing your type among the 16 types and the type of the other group members would give you some clues for working smoothly together.

To illustrate, I will use a couple of the types shown in Figure 2-2. Visualize yourself as a member of a work group. You know that Nick is a forseer (INFJ). The group has an assignment that calls for creating something new, so you consult with Nick to capitalize on his imaginative thinking, determination to attain goals, and fine written communication skills. Yet you know that you and Margot are proponents (ENFP), so you two play a heavy role in helping translate Nick's plan into action. And, you, Nick, and Margot know that Jason is an advocate (INFP), so you will have to work slowly with him to help him to believe in the new project so that he can make good use of his tendencies toward perfectionism. You will also not discourage Jason from spending some time working alone, so he can be at his best.

### Guidelines for Dealing with Different Personality Types

#### LEARNING OBJECTIVE 3

A key purpose in presenting information about a sampling of various personality types is to provide guidelines for individualizing your approach to people. As a basic example, if you wanted to score points with an introvert, you would approach that person in a restrained, laid-back fashion. In contrast, a more gregarious, lighthearted approach might be more effective with an extravert. The purpose of individualizing your approach is to build a better working relationship or to establish rapport with the other person. To match your approach to dealing with a given personality type, you must first arrive at an approximate diagnosis of the individual's personality. The following suggestions are therefore restricted to readily observable aspects of personality:

1. When relating to a person who appears to be neurotic based on symptoms of worry and tension, be laid back and reassuring. Attempt not to project your own anxiety and fears. Be a good listener. If possible, minimize the emphasis on deadlines and the dire consequences of a project's failing. Show concern and interest in the person's welfare.
2. When relating to an extraverted individual, emphasize friendliness, warmth, and a stream of chatter. Talk about people more than ideas, things, or data. Express an interest in a continuing working relationship.
3. When relating to an introverted individual, move slowly in forming a working relationship. Do not confuse quietness with a lack of interest. Tolerate moments of silence. Emphasize ideas, things, and data more heavily than people.
4. When relating to a person who is open to experience, emphasize information sharing, idea generation, and creative approaches to problems. Appeal to her or his intellect by discussing topics of substance rather than ordinary chatter or gossip.
5. When relating to a person who is closed to experience, stick closely to the facts of the situation at hand. Recognize that the person prefers to think small and close with the here and now.
6. When relating to an agreeable person, just relax and be yourself. Reciprocate with kindness to sustain a potentially excellent working relationship.

7. When relating to a disagreeable person, be patient and tolerant. At the same time, set limits on how much mistreatment you will take. Disagreeable people sometimes secretly want others to put brakes on their antisocial behavior.
8. When relating to a conscientious person, give him or her freedom and do not nag. The person will probably honor commitments without prompting. Conscientious people are often taken for granted, so remember to acknowledge the person's dependability.
9. When relating to a person of low conscientiousness, keep close tabs on him or her especially if you need the person's output to do your job. Do not assume that because the person has an honest face and a pleasing smile he or she will deliver as promised. Frequently follow up on your requests, and impose deadlines if you have the authority. Express deep appreciation when the person does follow through.
10. When dealing with a person whom you suspect is a high self-monitor, be cautious in thinking that the person is really in support of your position. The person could just be following his or her natural tendency to appear to please others, but not really feel that way.
11. When relating to a person with a high propensity for risk taking and thrill seeking, emphasize the risky and daring aspects of activities familiar to you. Talk about a new product introduction in a highly competitive market, stock options, investment in high-technology startup firms, skydiving, and race car driving.
12. When relating to a person with a low propensity for risk taking and thrill seeking, emphasize the safe and secure aspects of activities familiar to you. Talk about the success of an established product in a stable market (like pencils and paper-clips), investment in U.S. Treasury bonds, life insurance, camping, and gardening.
13. When dealing with a sensation type of information gatherer, emphasize facts, figures, and conventional thinking without sacrificing your own values. To convince the sensation type, emphasize logic more than emotional appeal. Focus on details more than the big picture.
14. When dealing with an intuition type of information gatherer, emphasize feelings, judgments, playing with ideas, imagination, and creativity. Focus more on the big picture than details.

To start putting these guidelines into practice, do the role-plays in Skill-Building Exercise 2-1. Remember that a role-player is an extemporaneous actor. Put yourself in the shoes of the character you play and visualize how he or she would act. Because you are given only the general idea of a script, use your imagination to fill in the details.

## SKILL-BUILDING EXERCISE 2-1

### Personality Role-Plays

**The Extravert:** One student assumes the role of a successful outside sales representative who has just signed a \$3 million order for the company. The sales rep comes back to the office elated. The other student assumes the role of a member of the office support staff. He or she decides this is a splendid opportunity to build a good relationship with the triumphant sales rep. Run the role-play for about seven minutes. The people not involved in the role-play will observe and then provide feedback when the role-play is completed. (These directions regarding time, observation, and feedback also apply to the two other role-plays in this exercise and throughout the book.)

**Openness:** One student plays the role of an experienced worker in the department who is told to spend some time orienting a new co-op student or intern. It appears that this new person is open to experience. Another student plays the role of the co-op student who is open to experience and eager to be successful in this new position.

**Organizational Citizenship Behavior:** One student plays the role of a strong organizational citizen who wants to help other people, going beyond what is found in his or her job description. The strong organizational citizen is thinking, "What can I do today to help somebody?" As the student walks down the row of cubicles, he or she spots a person who is staring at the computer with an agonized, perplexed look. The good organizational citizen thinks, "Maybe here is a good opening to be useful today." The other student plays the role of the perplexed worker who might need help with a specific problem facing him or her at the moment.

For the three scenarios, observers rate the role players on two dimensions, using a 1-to-5 scale from very poor to very good. One dimension is "effective use of human relations techniques." The second dimension is "acting ability." A few observers might voluntarily provide feedback to the role players in terms of sharing their ratings and observations. The course instructor might also provide feedback.

## COGNITIVE ABILITY

### Intelligence

The capacity to acquire and apply knowledge, including solving problems.

Cognitive ability (also referred to as mental ability or intelligence) is one of the major sources of individual differences that affects job performance and behavior. Intelligence is the capacity to acquire and apply knowledge, including solving problems. Intelligent workers can best solve abstract problems. In an exceedingly simple job, such as packing shoes into boxes, having below-average intelligence can be an advantage because the employee is not likely to become bored.

Understanding the nature of intelligence contributes to effective interpersonal relations in the workplace. Your evaluation of a person's intelligence can influence how you relate to that person. For example, if you think a person is intelligent, you will tend to seek his or her input on a difficult problem. If you realize that different types of intelligence exist, you are more likely to appreciate people's strengths. You are thus less likely to judge others as being either good or poor problem solvers.

Four important aspects of cognitive ability include (1) the components of traditional intelligence, (2) practical intelligence, (3) multiple intelligences, and (4) emotional intelligence. (This fourth type of intelligence can also be regarded as personality, not cognitive ability.) Knowledge of the four aspects will enrich your understanding of other workers and yourself.

### Components of Traditional Intelligence

Intelligence consists of more than one component. A component of intelligence is much like a separate mental aptitude. Evidence suggests that intelligence consists of a **g (general factor)** and **s (special) factors** that contribute to problem-solving ability. Scores of tests of almost any type (such as math, aptitude for spatial relations, or reading skill) are somewhat influenced by the **g** factor. The **g** factor helps explain why some people perform well in so many different mental tasks. Substantial evidence has accumulated over the years that workers with high intelligence tend to perform better. The relationship between **g** and job performance is likely to be strongest for those aspects of jobs involving thinking and knowledge, such as problem solving and technical expertise.<sup>[23]</sup>

Over the years, various investigators have arrived at different special factors contributing to overall mental aptitude. The following seven factors have been identified consistently:

1. **Verbal comprehension.** The ability to understand the meaning of words and the relationship to each other and to comprehend written and spoken information.
2. **Word fluency.** The ability to use words quickly and easily, without an emphasis on verbal comprehension.
3. **Numerical acuity.** The ability to handle numbers, engage in mathematical analysis, and to do arithmetic calculations.
4. **Spatial perception.** The ability to visualize forms in space and manipulate objects mentally, particularly in three dimensions.
5. **Memory.** Having a good rote memory for symbols, words, and lists of numbers along with other associations.
6. **Perceptual speed.** The ability to perceive visual details, to pick out similarities and differences, and to perform tasks requiring visual perception.
7. **Inductive reasoning.** The ability to discover a rule or principle and apply it in solving a problem and to make judgments and decisions that are logically sound.

Being strong in any of the preceding mental aptitudes often leads to an enjoyment of work associated with that aptitude. The reverse can also be true: enjoying a type of mental activity might lead to the development of an aptitude for the activity.

Attempts to improve cognitive skills, or intelligence, have become an entire industry including both brain-stimulating exercises and food supplements. Common wisdom suggests that staying in shape mentally by such activities as doing crossword puzzles, surfing the Internet, or studying a foreign language can slow the decline of an aging brain. Brain imaging studies support the idea that mental workouts help preserve cognitive fitness.

### **g (general) factor**

A factor in intelligence that contributes to the ability to perform well in many tasks.

### **s (special) factors**

Specific components of intelligence that contribute to problem-solving ability.

“ The best measure of a person's intelligence is the type of life he or she leads.”

—David Wechsler, developer of one of the most widely used I.Q. tests

a state of optimized ability to remember, learn, plan, and adapt to changing circumstances. Acquiring expertise in such diverse areas as playing a cello, juggling, speaking a foreign language, and playing video games and computer games expands your neural systems and helps them communicate with one another. This means that by learning new skills you can alter the physical makeup of the brain even in later life. Engaging in play also enhances brain functioning that helps explain the link between creativity and play.<sup>[24]</sup>

The contribution of food supplements to enhancing or maintain in cognitive ability is debatable. For example, a study published in the *Journal of the American Medical Association* found that ginko biloba, a widely used supplement for improving memory, does not appear to delay or prevent the onset of dementia in elderly adults.<sup>[25]</sup> Nevertheless, a balanced, healthy diet contributes to the proper functioning of the brain as well as any other organ of the body.

## Practical Intelligence

Many people, including psychologists, are concerned that the traditional way of understanding intelligence inadequately describes mental ability. An unfortunate implication of intelligence testing is that intelligence as traditionally calculated is largely the ability to perform tasks related to scholastic work. Thus, a person who scored very high on an intelligence test could follow a complicated instruction manual, but might not be street smart.

To overcome the limited idea that intelligence mostly involves the ability to solve abstract problems, the triarchic theory of intelligence has been proposed.<sup>[26]</sup> See Figure 2-3. The theory holds that intelligence is composed of three different subtypes: analytical, creative, and practical. The *analytical* subtype is the traditional intelligence needed for solving difficult problems. Analytical intelligence is required to perform well in most school subjects. The *creative* subtype is the type of intelligence required for imagination and combining things in novel ways. The *practical* subtype is the type of intelligence required for adapting your environment to suit your needs. The idea of practical intelligence helps explain why a person who has a difficult time getting through school can still be a successful businessperson, politician, or athlete. Practical intelligence incorporates the ideas of common sense, wisdom, and street smarts.

A person with high practical intelligence would also have good *intuition*, an experience-based way of knowing or reasoning in which the weighing and balancing of evidence are

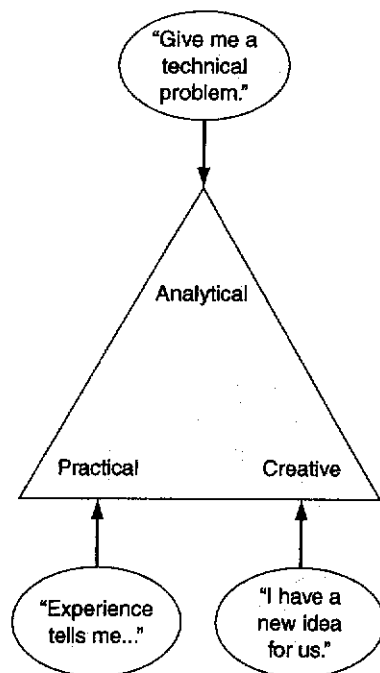
### triarchic theory of intelligence

An explanation of mental ability holding that intelligence is composed of three different subtypes: analytical, creative, and practical.

### intuition

An experience-based way of knowing or reasoning in which the weighing and balancing of evidence are done automatically.

FIGURE 2-3 The Triarchic Theory of Intelligence



done automatically. Examples of good intuition include a merchandiser who develops a hunch that a particular style will be hot next season, a basketball coach who sees the possibilities in a gangly youngster, and a supervisor who has a hunch that a neighbor would be a great fit for her department. Intuition is also required for creative intelligence.

An important implication of practical intelligence is that experience is helpful in developing intellectual skills and judgment. At younger ages, raw intellectual ability such as required for learning information technology skills may be strongest. However, judgment and wisdom are likely to be stronger with accumulated experience. This is why people in the forties and older are more likely to be chosen for position such as the CEO of a large business or a commercial airline pilot. Poor judgment is *sometimes* associated with inexperience and youth, and the frequent impulsiveness of young people is often referred to as the *teenage brain*.

One major reservation some have about practical intelligence is the implication that people who are highly intelligent in the traditional sense are not practical thinkers. In truth, most executives and other high-level workers score quite well on tests of mental ability. These tests usually measure analytical intelligence.

## Multiple Intelligences

Another approach to understanding the diverse nature of mental ability is the theory of multiple intelligences. According to Howard Gardner, people know and understand the world in distinctly different ways and learn in different ways. Individuals possess the following eight intelligences, or faculties, in varying degrees:

### multiple intelligences

A theory of intelligence contending that people know and understand the world in distinctly different ways and learn in different ways.

1. **Linguistic.** Enables people to communicate through language, including reading, writing, and speaking.
2. **Logical-mathematical.** Enables individuals to see relationships between objects and solve problems, as in calculus and statistics.
3. **Musical.** Gives people the capacity to create and understand meanings made of sounds and to enjoy different types of music.
4. **Spatial.** Enables people to perceive and manipulate images in the brain and to recreate them from memory, as is required in making graphic designs.
5. **Bodily kinesthetic.** Enables people to use their body and perceptual and motor systems in skilled ways such as dancing, playing sports, and expressing emotion through facial expressions.
6. **Intrapersonal.** Enables people to distinguish among their own feelings and acquire accurate self-knowledge.
7. **Interpersonal.** Makes it possible for individuals to recognize and make distinctions among the feelings, motives, and intentions of others as in managing or parenting.
8. **Naturalist.** Enables individuals to differentiate among, classify, and utilize various features of the physical external environment.

Your profile of intelligences influences how you best learn and to which types of job you are best suited. Gardner believes that it is possible to develop these separate intelligences through concentrated effort. However, any of these intelligences might fade if not put to use.<sup>[27]</sup> The components of multiple intelligences might also be perceived as different talents or abilities. Having high general problem-solving ability (*g*) would contribute to high standing on each of the eight intelligences.

Two books in recent years have emphasized that having natural abilities of the type just described is not as important as hard work in developing talent. According to the 10,000-hour rule proposed by Malcolm Gladwell, no one gets to the top without 10,000 hours of practice in a field.<sup>[28]</sup> Guided practice does indeed help, but a person still needs some basic talent to attain high-level success in such fields as finance, foreign languages, and sports. Recognize also that many teenagers achieve outstanding success in information technology, science, sports, and music without having practiced 1,000 hours per year for 10 years.

The three types of intelligence mentioned so far (cognitive, practical, and multiple) all contribute to but do not guarantee our ability to think critically. Critical thinking is the

of evaluating evidence, and then based on this evaluation, making judgments and decisions. Through critical thinking, we find reasons to support or reject an argument.<sup>[29]</sup> Personality factors contribute heavily to whether we choose to use the various types of evidence. For example, the personality factor of openness facilitates critical thinking because the individual enjoys gathering evidence to support or refute an idea. Also, conscientiousness also facilitates critical thinking because the individual feels compelled to gather more facts and think harder.<sup>[30]</sup>

## Emotional Intelligence

How effectively people use their emotions has a major impact on their success. Emotional intelligence refers to qualities such as understanding one's own feelings, having empathy for others, and regulating one's emotion to enhance living. The intelligence aspect focuses on the ability to engage in complex information processing about your own emotions and those of others. At the same time you use this information as a guide to thinking and behavior.<sup>[31]</sup> A person with high emotional intelligence would be able to engage in such behaviors as sizing up people, pleasing others, and influencing them. Four key factors included in emotional intelligence are as follows:<sup>[32]</sup>

### emotional intelligence

Qualities such as understanding one's own feelings, empathy for others, and the regulation of emotion to enhance living.

1. **Self-awareness.** The ability to understand your moods, emotions, and needs as well as their impact on others. Self-awareness also includes using intuition to make decisions you can live with happily. A person with good self-awareness knows whether he or she is pushing other people too far. Imagine that Amanda is an assistant to the food service manager at a financial services company. Amanda believes strongly that the cafeteria should ensure that no food served on company premises contains trans-fats. However, the food services manager seems lukewarm to the idea. So instead of badgering the manager, Amanda decides to fight her battle bit by bit by presenting facts and reminders in a friendly way. Eventually, the manager agrees to have a meeting on the subject with a nutritionist invited. So Amanda's self-awareness has paid off.

2. **Self-management.** The ability to control one's emotions and act with honesty and integrity in a consistent and acceptable manner. The right degree of self-management helps prevent a person from throwing temper tantrums when activities do not go as planned. Effective workers do not let their occasional bad moods ruin their day. If they cannot overcome the bad mood, they let coworkers know of their problem and how long it might last. A person with low self-management would suddenly decide to drop a project because the work was frustrating.

Imagine that Jack is an assistant to the export sales manager, and today is a big day because a company in Russia appears ready to make a giant purchase. The export sales manager says, "Today we need peak performance from everybody. If we nail down this sale, we will exceed our sales quota for the year." Unfortunately, Jack is in a grim mood. His favorite NFL team was eliminated from the playoffs the night before, and his dog has been diagnosed as having a torn abdominal muscle. Jack would like to lash out in anger against everybody he meets today, but instead he focuses his energy on getting the job done, and does not let his personal problems show through.

3. **Social awareness.** Includes having empathy for others and having intuition about work problems. A team leader with social awareness, or empathy, would be able to assess whether a team member has enough enthusiasm for a project to assign him to that project. Another facet of social skill is the ability to interpret nonverbal communication, such as frowns and types of smiles.<sup>[33]</sup> A supervisor with social awareness, or empathy, would take into account the most likely reaction of group members before making a decision affecting them.

Imagine that Cindy has been working as an assistant purchasing manager for six months. Company policy prohibits accepting "lavish" gifts from vendors or potential vendors attempting to sell the company goods or services. Cindy has been placed in charge of purchasing all paper toweling for the company. Although most of the purchasing is made over the Internet, sales representatives





still make the occasional call. The rep from the paper towel company asks Cindy if she would like an iPhone as a token gift for even considering his company. Cindy badly wants an iPhone, and it is not yet in her budget. After thinking through the potential gift for five minutes, Cindy decides to refuse. Perhaps an iPhone is not really a lavish gift, but her intuition tells her it would look like a conflict of interest if she accepted the iPhone.

4. **Relationship management.** Includes the interpersonal skills of being able to communicate clearly and convincingly, disarm conflicts, and build strong personal bonds. Effective workers use relationship management skills to spread their enthusiasm and solve disagreements, often with kindness and humor. A worker with relationship management skill would use a method of persuasion that

is likely to work well with a particular group or individual. A study showed that emotional intelligence is closely related to the evaluation by a superior of a manager's interpersonal behaviors. The specific skills noted were "guides, mentors, and develops people," and "someone who communicates clearly."<sup>[34]</sup>

Much of this book is about relationship management, but here is yet another example. Donte is an information technology specialist. His assignment for the first six months is to visit users at their workplace to help them with any IT problems they might be experiencing. In discussing his role with his supervisor, Donte begins to realize that helping with technical problems is not his only job. He is an ambassador of good will for the IT department. He and his manager want to build a network of support for the efforts of the department. So when Donte visits the various departments, he is courteous and friendly, and asks about how an IT rep could make work easier for the person in question.

Emotional intelligence thus incorporates many of the skills and attitudes necessary to achieve effective interpersonal relations in organizations. Most of the topics in this book, such as resolving conflict, helping others develop, and possessing positive political skill, would be included in emotional intelligence. It is therefore reasonable to regard emotional intelligence as being a mixture of cognitive skills and personality.

## BACK TO THE OPENING CASE

The heroics of Captain Sullenberger have been reported in thousands of places. As he viewed the situation, he and his crew were just doing their job of responding well to a high-pressure, life-or-death situation. Here we want to emphasize one of "Sully's" traits that has not received much attention. Sullenberger, the copilot Skiles, and the flight attendants all displayed high emotional stability, enabling them to prevent a total airline

disaster. In addition to personality factors, Sullenberger's lengthy experience was an enormous asset when he faced an extraordinarily high-pressure situation. Sullenberger had logged 19,000 hours of flight time spread out over 40 years.



## Guidelines for Relating to People of Different Levels and Types of Intelligence

### LEARNING OBJECTIVE 4

Certainly you cannot expect to administer mental ability and emotional intelligence tests to all your work associates, gather their scores, and then relate to associates differently based on their scores. Yet it is possible to intuitively develop a sense for the mental quickness of people and the types of mental tasks they perform best. For example, managers must make judgments about mental ability in selecting people for jobs and assigning them to tasks. Following are several guidelines worth considering for enhancing your work relationships with others.

1. If you perceive another worker (your manager included) to have high cognitive skill, present your ideas in technical depth. Incorporate difficult words into your conversation and reports. Ask the person challenging questions.

## BUILDING EXERCISE 2-2

### People of Different Mental Ability

**The Highly Skilled Coworker:** One student plays the role of a highly skilled coworker who needs to learn a complex software program in a hurry. The student approaches a particular coworker who is known for having a high cognitive ability and you wonder whether this highly intelligent person can help you solve your problem. The other person plays the role of a slow learner who ordinarily does not like to solve problems and you wonder whether they should be able to solve themselves. The first student explains the problem to the second to discuss loading the software.

**The Cognitively Average Team Member:** One student plays the role of a supervisor who needs to explain to a team member how to calculate discounts for customers. To the supervisor's knowledge, the team member does not know how to calculate discounts, although it will be an important part of the team member's new job. The supervisor and the team member get together for a session on calculating discounts.

1. If you perceive another worker to have low cognitive skill, present your ideas with a minimum of technical depth. Use a basic vocabulary, without going so far as to be patronizing. Ask for frequent feedback about having been clear. If you have supervisory responsibility for a person who appears to be below average in intelligence, give the person the opportunity to repeat the same type of task rather than switching assignments frequently.
2. If you perceive a work associate to relish crunching numbers, use quantitative information when attempting to persuade that person. Instead of using phrases such as "most people," say "about 65 percent of people."
3. If you perceive a work associate to have high creative intelligence, solicit his or her input on problems requiring a creative solution. Use statements such as "Here's a problem that requires a sharp, creative mind, so I've come to you."
4. If you perceive a work associate to have low emotional intelligence, explain your feelings and attitudes clearly. Make an occasional statement such as "How I feel about his situation is quite important" to emphasize the emotional aspect. The person may not get the point of hints and indirect expressions.

To start putting these guidelines into practice, do the role-plays in Skill-Building Exercises 2-2 and 2-3.

## VALUES AS A SOURCE OF INDIVIDUAL DIFFERENCES

Another group of factors influencing how a person behaves on the job is that person's values and beliefs. A value refers to the importance a person attaches to something. Values are also tied to the enduring belief that one's mode of conduct is better than another mode of conduct. If you believe that good interpersonal relations are the most important part of your life, your humanistic values are strong. Similarly, you may think that people who are not highly concerned about interpersonal relations have poor values.

Values are closely tied in with ethics, or the moral choices a person makes. A person's values influence which kinds of behaviors he or she believes are ethical. Ethics convert

### value

The importance a person attaches to something.

### ethics

The moral choices a person makes. Also, what is good and bad, right and wrong, just and unjust, and what people should do.

## SKILL-BUILDING EXERCISE 2-3

### Helping an Intellectually Challenged Worker Get Started

You are an order-fulfillment supervisor at the distribution center for a large online store. Your area of responsibility is the order fulfillment of games, toys, and sports. Part of top-level management's human resource philosophy is "give a break to those who need a break." One way of implementing this philosophy is to hire the occasional job applicant who is well below-average in cognitive (traditional) intelligence. Under this program, you are assigned Jimmy, an amiable, physically able, and energetic 20-year-old who has substantially below-average problem-solving ability

(such as measured by I.Q.). Your manager instructs you to assign Jimmy to a job you think he can handle. You decide that packing orders for video games would be a starting point. It is day one on the job, and you want to get Jimmy to feel useful right away. Jimmy also wants to feel useful, yet he is apprehensive about the situation.

Demonstrate how you will reassure Jimmy, and show him how to get started packing the box and attaching the shipping label. Another student plays the role of Jimmy.

values into action. An executive who strongly values profits might not find it unethical to raise prices higher than needed to cover additional costs. Another executive who strongly values family life might suggest that the company invest money in an on-site child care center. Ethics is such an important part of interpersonal relations in organizations that this topic receives separate mention in Chapter 15.

## Classification of Values

An almost automatic response to classifying values is that people have either good or bad values, with bad values meaning those that are quite different than yours. To the person with strong work ethic, an individual who took a casual approach to work might have "bad values." To the person with a weak work ethic, the person who was work obsessed might have "bad values." Shalom H. Schwartz, a professor from the Hebrew University of Jerusalem has developed a particularly useful method of classifying values because it points to how we establish goals to fit our values.<sup>[35]</sup> For example, as shown in Table 2-1, people who value power are likely to set the goals of attaining power, strength, and control. And those who value benevolence are likely to establish the goals of being kind, charitable, and showing respect for others. The link between values and goals has extensive research support.

## Generational Differences in Values

Differences in values among people often stem from age, or generational, differences. Workers above 50 years of age, in general, may have different values than people who are much younger. These age differences in values have often been seen as a clash between Baby Boomers and members of Generation X and Generation Y. The category of Baby Boomers is so broad that part of the Baby Boomer generation is said to include Generation Jones, the younger boomers born between 1954 and 1964. This group comprises one-fourth of the U.S. population. Members of Generation Jones are typically entering the peak of their careers, and are not yet thinking much about retirement.<sup>[36]</sup>

According to the stereotype, Boomers see Generation Xers and Yers as disrespectful of rules, not willing to pay their dues, and being disloyal to employers. Generation Xers and Yers see Boomers as worshipping hierarchy (layers of authority), being overcautious and wanting to preserve the status quo.

Table 2-2 summarizes these stereotypes with the understanding that massive general stereotypes like this are only partially accurate because there are literally millions of

TABLE 2-1 A Classification of Values and Associated Goals

Value	Goals Associated with Each Value
Power	power, strength, control
Achievement	achievement, ambition, success
Hedonism	luxury, pleasure, delight
Stimulation	excitement, novelty, thrill
Self-direction	independence, freedom, liberty
Universalism	unity, justice, equality
Benevolence	kindness, charity, mercy
Tradition	tradition, custom, respect
Conformity	restraint, regard, consideration
Security	security, safety, protection

Source: Anat Bardi, Rachel M. Calogero, and Brian Mullen, "A New Archival Approach to the Study of Values and Value-Behavior Relations: Validation of the Value Lexicon," *Journal of Applied Psychology*, March 2008, pp. 483-497. Based on Shalom H. Schwartz, "Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries," in Mark P. Zanna, ed., *Advances in Experimental and Social Psychology* (New York: Academic Press, Vol. 25, 1992), pp. 1-65.

## Value Stereotypes for Several Generations of Workers

Generation Z (1996–2012)	Millennials (1981–2002)	Generation X (1961–1980)	Baby Boomers (1946–1964) including Jones (1954–1965)
Technology is a necessary tool, but not technology for its own sake	Techno-savvy, and even questions the value of standard IT techniques such as e-mail, with a preference for communications on a Web site	Techno-savvy	
Dislikes hierarchy	Teamwork very important, highly team focused	Teamwork very important	
Values independent work	Dislikes hierarchy, prefers participation	Dislikes hierarchy	
Work-life orientation	Strives for work-life balance, and may object to work interfering with personal life; expects flexible work schedule	Strives for work-life balance but will work long hours for now; prefers flexible work schedule	
Loyalty to organization	Loyalty to own career and profession and feels entitled to career goals	Loyalty to own career and profession	
Directness and tact	Quite direct in conversation	Candid in conversation	
Job-hopping	Looks toward each company as a stepping stone to better job in another company	Will accept long-term employment if situation is right	
Feedback issues should be formally	Believes that feedback can be given informally, even on the fly, and craves feedback	Believes that feedback can be administered informally, and welcomes feedback	
Willing to accept orders and	Frequently asks why things should be done in a certain way, and asks loads of questions	Often questions why things should be done in certain way	
Take initiative to establish and completion dates for projects	Prefer structure on dates and other activities based on childhood of structured activities	Slight preference for a manager to provide structure about project dates	
Rewards as a positive consequence of performance and seniority	Feels strong sense of entitlement to rewards, including promotions	Expects frequent rewards	
Task in front of work associates seems necessary	Assumes that multitasking, including listening to music on earphones while dealing with work associates, is acceptable behavior	Feels comfortable in multitasking while interacting with work associates	

No disagreement exists about which age bracket fit Baby Boomers, Generation X, and Generation Y with both professional publications and dictionaries showing slight differences.

The majority of ideas in this table are from Sommer Kehrl and Trudy Sopp, "Managing Generation Y: Stop Resisting and Start Embracing the Challenges Generation Y Brings to the Workplace," *HR Magazine*, May 2006, pp. 113–119; Ron Alsop, *The Trophy Kids Grow Up: How the Millennial Generation is Shaking Up the Workforce* (San Francisco: Jossey-Bass/Wiley, 2008); Alsop, "Schools, Recruiters Try to Define Traits for Future Students," *The Wall Street Journal*, February 14, 2006, p. B6; Kathryn Tyler, "Generation Gaps: Millennials May Be Out of Touch with the Basics of Workplace Behavior," *HR Magazine*, January 2008, pp. 69–72; Lindsay Holloway, "Stick Together," *Entrepreneur*, March 2008, p. 30; Mark Irvine, "Recession Intensifies Gen X Discontent at Work," *The Detroit News* ([www.detnews.com](http://www.detnews.com)), November 16, 2009; Chris Penttila, "Talking about My Generation," *Entrepreneur*, March 2009, pp. 53–55.

expectations. For example, many Baby Boomers are fascinated with technology, and many Generation Yers like hierarchy.

### How Values Are Learned

People acquire values in the process of growing up, and many values are learned by the age of four. Whereas in the past the family was the most important environment for shaping values, attitudes, and beliefs, today children are exposed via television and the Internet to many more role models, values, ways of thinking, and choices than ever before.<sup>[37]</sup>

Models can be teachers, friends, brothers, sisters, and even public figures. If we identify with a particular person, the probability is high that we will develop some of his or her major values. For example, if a parent valued helping less fortunate people, the child might place a high value on helping people in need later in life.

Another major way values are learned is through the communication of attitudes. The attitudes that we hear expressed directly or indirectly help shape our values. Assume that

using credit to purchase goods and services was considered an evil practice among your family and friends. You might therefore hold negative values about installment purchases. Unstated but implied attitudes may also shape your values. If key people in your life showed no enthusiasm when you talked about work accomplishments, you might place such a high value on achieving outstanding results. If, however, your family and friends centered their lives on their careers, you might develop similar values. (Or you might rebel against such a value because it interfered with a more relaxed lifestyle.) Many key values are also learned through religion and thus become the basis for society's moral standards. For example, most religions emphasize treating other people fairly and kindly. To "knock somebody in the back" is considered immoral both on and off the job.

Although many core values are learned early in life, our values continue to be shaped by events later in life. The media, including the dissemination of information about popular culture, influence the values of many people throughout their lives. The aftermath of Hurricane Katrina intensified a belief in the value of helping less fortunate people. Volunteers from throughout the United States and several other countries invested time, money, and energy into helping rebuild New Orleans and several other Gulf Coast cities. Influential people such as NBA players, were seen on television building houses for Katrina victims. Such publicity sent a message that helping people in need is a value worth considering.

The media, particularly advertisements, can also encourage the development of values that are harmful to a person intent on developing a professional career. People featured in advertisements for consumer products, including snack food, beer, and vehicles, often flaunt rudeness and flagrantly incorrect grammar. The message comes across to many people that such behavior is associated with success.

Changes in technology can also change our values. As the world has become increasingly digitized, more and more people come to value a *digital lifestyle* as the normal way of life. Many people would not think of spending time away from the house, even while participating in sports, or watching sports to leave their electronic gadgets behind. Being part of the digital lifestyle is therefore an important value for many people of all ages.

## Clarifying Your Values

The values that you develop early in life are directly related to the kind of person you are and to the quality of the relationships you form.<sup>[38]</sup> Recognition of this fact has led to exercises designed to help people clarify and understand some of their own values. Self-Assessment Quiz 2-3 gives you an opportunity to clarify your values.

## The Mesh between Individual and Job Values

Under the best of circumstances, the values of employees mesh with those required by the job. When this state of congruence exists, job performance is likely to be higher. Suppose that Jacquelyn strongly values giving people with limited formal education an opportunity to work and avoid being placed on welfare. So she takes a job as a manager of a dollar store that employs many people who would ordinarily have limited opportunity for employment. Jacquelyn is satisfied because her employer and she share a similar value.

A group of researchers attempted to discover why congruence between individual and organizational values leads to positive outcomes such as low turnover and high performance. The major factor creating positive outcomes appears to be employees trusting managers based on the congruence. Communication also plays a role because when communication is regular, open, and consistent, trust is enhanced. For example, trust is enhanced when management explains the reasons behind major decisions. Good communication also enhanced interpersonal attraction between managers and employees. Goal congruence also came about to a lesser extent because employees liked the managers. Liking, in turn, was enhanced by managers communicating well with employees.<sup>[39]</sup>

When the demands made by the organization or a superior clash with the basic values of the individual, he or she suffers from **person–role conflict**. The individual wants to obey orders, but does not want to perform an act that seems inconsistent with his or her values. A situation such as this might occur when an employee is asked to produce a product that he or she feels is unsafe or of no value to society.

### **person–role conflict**

The situation that occurs when the demands made by the organization clash with the basic values of the individual.

## SELF-ASSESSMENT QUIZ 2-3

### Clarifying Your Values

**Directions:** Rank from 1 to 20 the importance of the following values to you as a person. The most important value on the list receives a rank of 1; the least important a rank of 20. Use the space next to "Other" if the list has left out an important value in your life.

- \_\_\_\_\_ Having my own place to live
- \_\_\_\_\_ Having one or more children
- \_\_\_\_\_ Having an interesting job and career
- \_\_\_\_\_ Owning a car
- \_\_\_\_\_ Having a good relationship with coworkers
- \_\_\_\_\_ Having good health
- \_\_\_\_\_ Spending considerable time on social networking Websites
- \_\_\_\_\_ Being able to stay in frequent contact with friends by cell phone and text messaging
- \_\_\_\_\_ Watching my favorite television shows
- \_\_\_\_\_ Participating in sports or other pastimes
- \_\_\_\_\_ Following a sports team, athlete, music group, or other entertainer
- \_\_\_\_\_ Being a religious person
- \_\_\_\_\_ Helping people less fortunate than myself
- \_\_\_\_\_ Loving and being loved by another person
- \_\_\_\_\_ Having physical intimacy with another person
- \_\_\_\_\_ Making an above-average income
- \_\_\_\_\_ Being in good physical condition
- \_\_\_\_\_ Being a knowledgeable, informed person
- \_\_\_\_\_ Completing my formal education
- \_\_\_\_\_ Other

1. Discuss and compare your ranking of these values with the person next to you.
2. Perhaps your class, assisted by your instructor, can arrive at a class average on each of these values. How does your ranking compare to the class ranking?
3. Look back at your own ranking. Does it surprise you?
4. Are there any surprises in the class ranking? Which values did you think would be highest and lowest?

*A manager of a commercial weight-reduction center resigned after two years of service. The owners pleaded with her to stay, based on her excellent performance. The manager replied, "Sorry, I think my job is immoral. We sign up all these people with great expectations of losing weight permanently. Most of them do achieve short-term weight reduction. My conflict is that over 90 percent of our clientele regain the weight they lost once they go back to eating standard food. I think we are deceiving them by not telling them up front that they will most likely gain back the weight they lose."*

### Guidelines for Using Values to Enhance Interpersonal Relations

Values are intangible and abstract, and thus not easy to manipulate to help improve your interpersonal relations on the job. Despite their vagueness, values are an important driver of interpersonal effectiveness. Ponder the following guidelines:

#### LEARNING OBJECTIVE 5

1. Establish the values you will use in your relationships with others on the job, and then use those values as firm guidelines in working with others. For example, following the Golden Rule, you might establish the value of treating other people as you want to be treated. You would then not lie to others to gain personal advantage, and you would not backstab your rivals.
2. Establish the values that will guide you as an employee. When you believe that your values are being compromised, express your concern to your manager in a

tactful and constructive manner. You might say to your manager, "Sorry, I choose not to tell our customers that our competitor's product is inferior just to make sale. I choose not to say this because our competitor makes a fine product. I want I will say is that our service is exceptional."

3. Remember that many values are a question of opinion, not a statement of being right versus wrong. If you believe that your values are right, and anybody who disagrees is wrong, you will have frequent conflict. For example, you may believe that the most important value top managers should have is to bring shareholders a high return on their investment. Another worker believes that profits are important, but providing jobs for as many people as possible is an equally important value. Both of you have a good point, but neither is right or wrong. So it is better to discuss these differences rather than hold grudges because of them.
4. Respect differences in values and make appropriate adjustment when the value clash is reasonable. If you are an older person recognize that you may have to win the respect of a younger coworker rather than assume that because you are more experienced, or a manager, that respect will come automatically.<sup>[40]</sup> If you are a younger person, recognize that an older person might be looking for respect, so search for something you can respect right away, such as his or her many valuable contacts in the company.
5. Recognize that many people today are idealistic about their jobs, and want to have an impact on the lives of others.<sup>[41]</sup> In the mean time, you might feel that you need that person's cooperation to get an important task done right now, such as fulfilling a larger order. Invest a couple of minutes in helping that person understand how an ordinary task might be having an impact on the lives of others—such as earning money to feed a hungry baby at home!

To help you put these guidelines into practice, do Skill-Building Exercise 2-4. Remember, however, that being skilled at using your values requires day-by-day monitoring.

## SKILL-BUILDING EXERCISE 2-4

### The Value-Conflict Role-Play

One student plays the role of a company CEO who makes an announcement to the group that the company must soon lay off 10 percent of the workforce in order to remain profitable. The CEO also points out that the company has a policy against laying off good performers. He or she then asks four of the company managers to purposely give below-average performance ratings to 10 percent of employees. In this way, laying them off will fit company policy.

Four other students play the role of the company managers who receive this directive. If such manipulation of performance

evaluations clashes with your values, engage in a dialogue with your manager expressing your conflict. Remember, however, that you may not want to jeopardize your job.

Conduct this role-play for about seven minutes. Observers rate the role players on two dimensions, using a 1-to-5 scale from very poor to very good. One dimension is "effective use of human relations techniques." The second dimension is "acting ability." A few observers might voluntarily provide feedback to the role players in terms of sharing their ratings and observations. The course instructor might also provide feedback.

## SELF-ASSESSMENT QUIZZES IN OVERVIEW

The several self-assessment quizzes presented in this chapter taken collectively will help you paint a verbal portrait of your personality. Self-Assessment Quiz 2-1, the self-monitoring scale, gives you insight into how much you go out of your way to please others, often by telling them what they want to hear. Self-Assessment Quiz 2-2, the risk-taking scale, looks at a dimension of personality that could lead you toward being adventuresome and innovative. Quite often people who are high risk takers are low self-monitors because they risk telling people what they do not want to hear, such as pointing out flaws in a company product.

Self-Assessment Quiz 2-3 gives you a chance to reflect on what is important to you. Your values are linked to the first two scales in that some people want to please others, and therefore would place a high premium on values like "helping people less fortunate than myself" and "loving and being loved by another person." Examples of strong values for a high risk taker would be "having an interesting job and career" and "making an above-average income."

# Concept Review and Reinforcement

## Key Terms

individual differences 21	g (general) factor 30	emotional intelligence 33
personality 21	s (special) factors 30	value 35
organizational citizenship behavior 25	triarchic theory of intelligence 31	ethics 35
cognitive styles 26	intuition 31	person–role conflict 38
intelligence 30	multiple intelligences 32	

## Summary

Individual differences are among the most important factors influencing the behavior of people in the workplace. Knowing how to respond to such differences is the cornerstone of effective interpersonal relations.

Personality is one of the major sources of individual differences. The eight major personality factors described in this chapter are neuroticism, extraversion, openness, agreeableness, conscientiousness, self-monitoring of behavior, risk taking and thrill seeking, and optimism. Depending on the job, any one of these personality factors can be important for success, and they also affect interpersonal relations. Conscientiousness relates to job performance for many different occupations, and has proven to be the personality factor most consistently related to success.

Personality also influences a person's cognitive style, or modes of problem solving. According to the Golden Personality Profiler, four separate dichotomies direct the typical use of perception and judgment by the individual as follows: (a) energy flow: extraversion vs. introversion, (b) information gathering: sensing vs. intuition, (c) decision making: thinking vs. feeling, and (d) lifestyle orientation: judging vs. perceiving. Combining the four types with each other results in 16 personality types, such as being a proponent, communicator, advocate, or enforcer. For example, the proponent (ENFP) scores high on extraversion, intuition, feeling, and perceiving.

Mental ability, or intelligence, is one of the major sources of individual differences that affects job performance and behavior. Understanding the nature of intelligence contributes to effective interpersonal relations in organizations. For example, understanding that different

types of intelligence exist will help a person appreciate the strengths of individuals.

Intelligence consists of many components. The traditional perspective is that intelligence includes a general factor (*g*) along with special factors (*s*) that contribute to problem-solving ability. A related perspective is that intelligence consists of seven components: verbal comprehension, word fluency, numerical acuity, spatial perception, memory, perceptual speed, and inductive reasoning.

To overcome the idea that intelligence involves mostly the ability to solve abstract problems, the triarchic theory of intelligence has been proposed. According to this theory, intelligence has three subtypes: analytical, creative, and practical (street smarts included). Another approach to understanding mental ability contends that people have multiple intelligences, or faculties, including linguistic, logical-mathematical, musical, spatial, bodily kinesthetic, intrapersonal, interpersonal, and naturalist.

Emotional intelligence refers to factors other than traditional mental ability that influence a person's success. The four components of emotional intelligence are (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management. Emotional intelligence is a skill through which employees treat emotions as valuable information in navigating a situation.

Values and beliefs are another set of factors that influence behavior on the job, including interpersonal relations. Values are closely tied in with ethics. A useful way of classifying values points to how we establish goals to fit our values, as shown in Table 2-1. Differences in values among people often stem from age, or generational, differences.



People acquire values in the process of growing up and modeling others, and the communication of attitudes. Later life influences such as the media also shape values. The values a person develops early in life are directly related to the kind of adult he or she becomes and to the quality of relationships formed. Values-clarification exercises help people identify their values.

When the values of employees mesh with those required by the job, job performance is likely to be high. **Person–role conflict** occurs when the demands made by organization or a superior clash with the basic values of individual.

## Questions for Discussion and Review

1. Why is responding to individual differences considered to be the cornerstone of effective interpersonal relations?
2. How can knowledge of major personality factors help a person form better interpersonal relations on the job?
3. Identify three job situations (or entire jobs) in which being optimistic might be an asset.
4. Suppose a high self-monitoring person is attending a company-sponsored social event and that person dislikes such events. How is he or she likely to behave?
5. Identify two business occupations for which a high propensity for risk taking and thrill seeking would be an asset. Also, identify two business occupations for which risk taking and thrill seeking might be a liability.
6. Imagine yourself going about your job in your field or intended field. Give an example of how you might use the five primary senses of touch, sight, sound, smell, and taste to gather information.
7. Which of the seven components of traditional intelligence represents your best mental aptitude? What is your evidence?
8. How could you use the concept of multiple intelligences to raise the self-esteem of people who did not consider themselves to be very smart?
9. Suppose a person is quite low in emotional and social intelligence. In what type of job is he or she most likely to be successful?
10. How can you use information about a person's values to help you relate more effectively to him or her?

## The Web Corner

**<http://myskillprofile.com>**

(This site provides many self-quizzes, including emotional intelligence, sports mental skills, and spiritual intelligence. Several of the tests are free.)

**<http://www.queendom.com>**

(This site provides many tests and quizzes related to cognitive factors, personality, and emotional I.Q.)

### **Internet Skills Builder: Boosting Your Mental Ability**

Do you want to be smarter? Thousands of specialists think they have developed intelligent ways of making people more intelligent. You will find at least two million

Websites that provide information about improving brain functioning through such methods as practice in problem solving and taking food supplements. Try out one of these sights. Evaluate the suggestions for plausibility. You might even try the exercises for a couple of weeks and observe if you become smarter. Ask somebody close to you if he or she has become smarter. You might also see if you do better on tests with the same amount of study and classroom attentiveness.

### Capitalizing on Hidden Talent at Westmont Center

Ginette Gagnon is the director of Westmont Center, a residential center for older persons who require assisted living, such as being served meals, help with taking baths, and supervision for taking daily medication. Many of the residents also need readily available professional health care provided by physicians or nurses. Westmont takes care of an average of 125 guests on a given month.

At a recent meeting with the Westmont board of directors, Gagnon addressed the Center's most critical problem. She explained, "We are in good shape financially. Because of the aging population in the area we serve, there is a never-ending supply of people who want entrance to Westmont. I say with pride that the good reputation of our staff, and our comfortable physical facilities have enhanced our reputation."

"Our biggest need is for to attract staff who will stick around long enough after they are trained and experienced. You will recall that we used to emphasize hiring young people. We still hire young people, but they tend not to stay very long. Many of them see taking care of older people as a stepping stone to other work. Our program of recruiting young retirees has worked somewhat. The older folks usually have developed nurturing skills, and that is exactly what our residents need. The big problem is that we cannot find enough retirees who want to take care of people not much older than themselves."

"Ginette, please get to the point," said Karl Adams, one of the board members.

"Okay, here is what I am proposing. I would like to start a pilot program of hiring about five workers with developmental disabilities to work on our staff. Our local university has a program of preparing people with light intellectual deficiencies for the workforce. The people in the program are not college students, but individuals whose parents or guardians have enrolled them in this cooperative program between the psychology department and a community agency.

"We would assign these workers to basic jobs like baking bread and muffins, folding laundry, and bring meals to residents. Running the dishwashing machine would be

another possibility, as would be trimming bushes. We would make sure that the workers in the pilot program perform the same task everyday. McDonald's has had a program like this for years, and both the workers and the restaurants have benefited quite well."

"Hold on," said Jean Weiss. "When the word gets out that we are staffing our Center with mentally unstable people, we will be in big trouble. I can imagine headlines in the newspapers and the blogs."

Ginette responded with a tone of anger, "I must say Jean, you do not understand the meaning of an intellectual deficiency, or I am not making myself clear. A developmental disability such as having difficulty learning has nothing to do with mental instability which refers to emotional problems. Emotional stability and I.Q. are not particularly related."

The discussion with the board lasted another hour. Ralph Goodwin, the chairperson of the board, concluded the meeting in these words: "I think we see advantages and disadvantages in hiring about five people with intellectual deficiencies to work at Westmont. We would be doing a social good, we would have a new source of dependable workers. Yet, we have some concerns about hiring people who might not be able to think well in emergencies. Also, maybe some of our constituents would think that we are hiring mentally unstable people."

"I am disappointed that we could not reach an approval of my plan today," said Gagnon. "However, with more study, I think the board will see the merit in my plan of hiring a group of workers who have mild intellectual deficiencies."

#### Case Questions

1. What do you recommend that the board should do in terms of approving Gagnon's plan for hiring about five people with intellectual deficiencies to work at Westmont?
2. Assuming that the workers with mild intellectual deficiencies are hired, what recommendations can you make to the supervisors for their training and supervision?
3. Gagnon mentioned a few potential jobs at the Center for workers with light intellectual deficiencies. What other tasks would you recommend?

## Values Are Big at Zappos

At the Las Vegas headquarters of Zappo.com, an online retail company best known for its array of shoes and free shipping, employees can get goal-setting tips from the on-site life coach Dr. Vik, who is a chiropractor by trade. In front of the human resources department, anyone who stops by is welcome to have his or her picture taken wearing a “mullet” wig—the 1980s hairstyle that recruiting manager Christa Foley says represents her group’s motto: “Business in the front, party in the back.”

On a typical day, Jamie Naughton, whose title is “Cruise Ship Captain,” is planning events for employees. More than 50 percent of the 774 people in the headquarters (another 721 work in a Kentucky warehouse) are on the company-wide Twitter feed, which enables them to meet up easily after work and get to know coworkers in other departments. Those on break can head to the company library, which houses hundreds of self-help and positive psychology books.

Cultivating happiness is the ultimate goal of Tony Hsieh, the CEO of Zappos. Back when he started and sold a tech firm in the '90s, he formed a theory: If you create a work culture that fosters well-being, good practices and good profits will naturally flow out of the operation. “In the first company, we made the right hires in terms of skill sets and experience, but we didn’t look for a culture fit. I remember dreading going to the office,” he says, because that vital sense of a shared purpose among employees was missing. When Hsieh was put in charge of the fledgling Zappos in 1999, he vowed to organize the business around 10 “core values”—by which every single employee would be hired and fired. (See Exhibit 1 for a list of these values.)

Ten years later, Zappos was raking in \$1 billion work of annual gross sales, and employees widely report that their work is exciting and challenging. “We know our employees are happy based on our very low turnover rate and high employee satisfaction scores on surveys,” says Rebecca Ratner, director of human resources. The success of Zappos caught the attention of Amazon.com, which purchased the company for \$900 million in 2009.

Hsieh believes that his entire business revolves around happiness. As part of this attitude, managers are encouraged

to goof off with the people they manage. Every day he sends a steady stream of playful messages to 350,000 people on Twitter. Hsieh also takes employees out to restaurants frequently because he wants a company where employee can hang out together.

Prospective employees undergo a “culture interview” to help figure out whether they would fit in to the slightly wacky, drama club atmosphere. Augusta Scott, a representative on the customer loyalty team, recalls that in her culture interview she was asked to draw a pig. “I was quite surprised. I made him rainbow colored. “I still have him on my cubicle wall.” Scott says Zappos is by far the best company she’s worked for because it allows her to express her individuality.

If not caught in the interview, a values mismatch is easily revealed during the company’s four-week training session, where even new managers must learn how to work the customer service phones. “It’s a pretty good screening metric for determining how humble someone is,” Foley says. One highly specialized techie was paid to go back to San Francisco after he showed up late to training and claimed it was something he just “had to get through.” New hires are offered \$2,000 to refuse the job and go away. According to company representatives, those who stay (about 96%) are more committed and engaged thereafter.

Employees share values, but they don’t share styles and personalities. A quiet employee is encouraged to connect with customers in his own low-key way, while loudmouths are free to be as chatty as they wish—as long as they are going above and beyond to make sure that the client will come back.

“We’re not just motivated. We’re inspired,” Scott says. “We jump on calls—we don’t want customers to be on hold.” That empowering sense of fulfilling a higher purpose at her work has spilled into Scott’s after-hours life. “It’s built my self-confidence. And I notice I hold doors open for strangers, I smile at them, I try to help them with anything I can. I’m just a much happier person.”

### Case Questions

1. In what way does the case about Zappos.com illustrate the role of values in the workplace?

2. In what way does management at Zappos.com take into account individual differences?
3. Suppose you were applying for a position in your field at Zappos.com, and that you were asked one of their culture-fit questions, "How weird are you?" What would be your answer?
4. To what extent do you think a Zappos.com employee would need good interpersonal skills?
5. Explain why you would or would not want to work for a company that espoused the Zappos.com values.

*Source:* Excerpted from Carline Flora, "Paid to Smile," *Psychology Today*, September/October 2009, pp. 58-59. A few additional facts are from Max Chafkin, "The Zappos Way of Managing," *Inc.com*, May 1, 2009, pp. 1-8.

#### EXHIBIT 1 Zappos Core Values

As we grow as a company, it has become more and more important to explicitly define the Zappos core values from which we develop our culture, our brand, and our business strategies. These are the 10 core values that we live by:

1. Deliver the WOW through service.
2. Embrace and drive change.
3. Create fun and a little weirdness.
4. Be adventuresome, creative, and open-minded.
5. Pursue growth and learning.
6. Build open and honest relationships with communication.
7. Build a positive team and family spirit.
8. Do more with less.
9. Be passionate and determined.
10. Be humble.

*Source:* "Zappos.com Powered by Service," *about.zappos.Com*.