

MGM603

Managing People and Organizations

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Lecture 3

جامعة الجميع الذكية

تسعى لتكون الكيان الأول الذي يتبنى مبدأ المجتمع التعليمي
التعاوني ويقدم العلم مقابل العمل لتنمية وبناء المجتمعات.

Individual Differences



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Outcomes of the chapter:

- ☐ Explain the nature of individual differences, the concept of fit, and the role of realistic job previews.
- ☐ Define personality and describe general personality frameworks and attributes that affect behavior in organizations.
- ☐ Identify and discuss other important personality traits that affect behavior in organizations.
- ☐ Discuss different kinds of intelligence that affect behavior in organizations.
- ☐ Describe different learning styles that influence how people process information and that affect behavior in organizations.

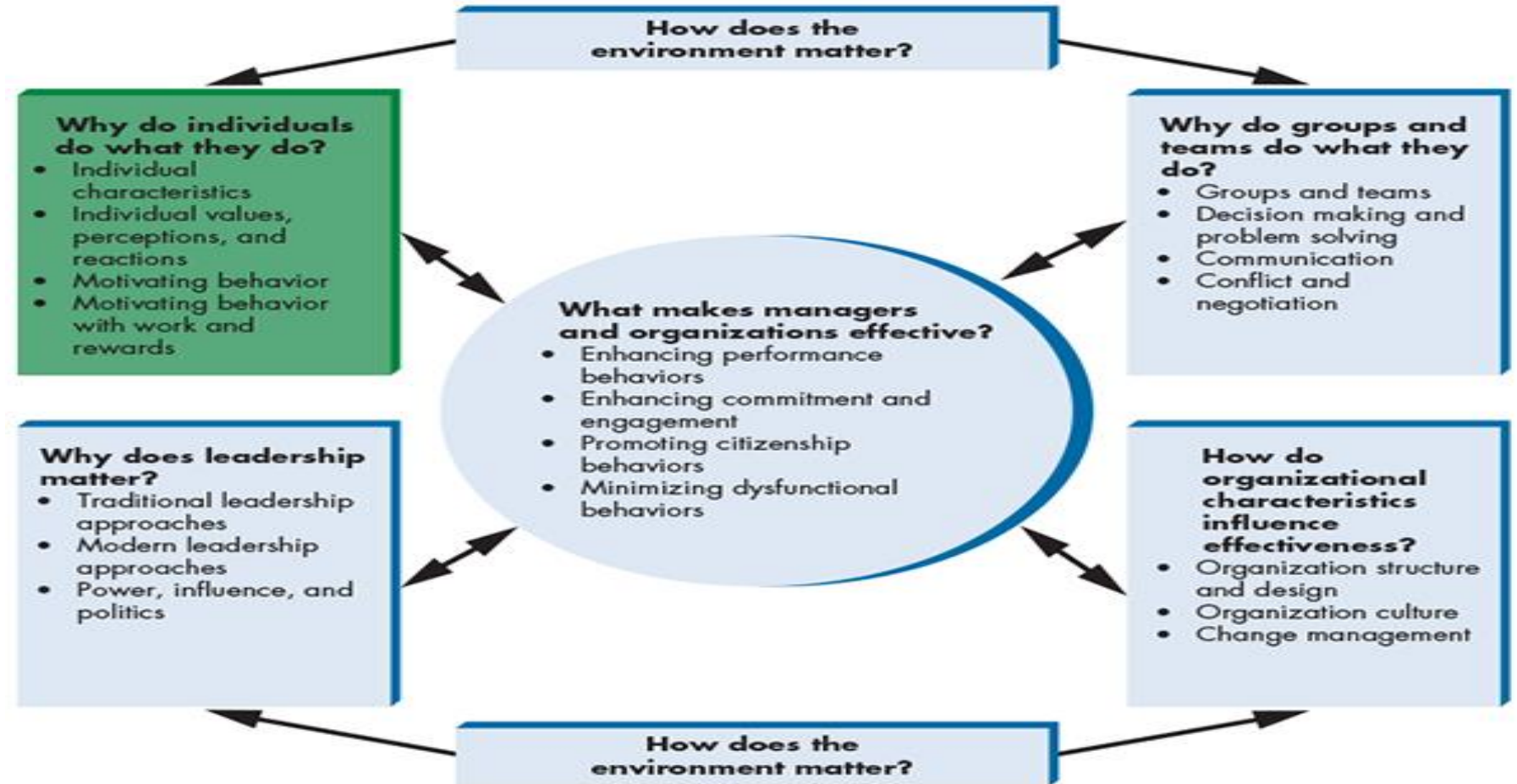
CHAPTER 3 Individual Differences

Introduction:

- **Chapter 1**, discussed managers strive to enhance performance behaviors, enhance commitment and engagement, promote citizenship behaviors, and minimize dysfunctional behaviors by their employees.
- **Chapter 2** identified how various environmental factors—diversity, globalization, technology, ethics, and new employment relationships—all impact organizational behavior.
- **Chapter 3** identifies and discusses critical individual characteristics that affect people's behaviors in organizations.
- The discussion of other important individual characteristics is continued in Chapter 4. Core theories and concepts that drive employee motivation are introduced and discussed in Chapter 5. Finally, in Chapter 6 we focus on how managers can implement motivation theories and concepts.

CHAPTER 3 Individual Differences

Introduction:



CHAPTER 3 Individual Differences

Real-World Challenge :

Individual Differences That Make a Difference at Southwest Airlines:

- Fun and friendly customer service is essential to the success of Southwest Airlines' business strategy.
- Because Southwest believes that fun is about attitude, it hires for personality and attitude
- The airline wants employees who have a drive to excel and innovate, who put others first, and who take their work seriously but not themselves
- Southwest Airlines' mission statement is "Dedication to the highest quality of Customer Service delivered with a sense of warmth, friendliness, individual pride, and Company Spirit."
- Southwest's learning-oriented, fun culture gives employees the freedom to be themselves and become passionate about their jobs.
- Southwest asks for your advice about how to better hire empathetic employees with creativity and fun-loving characteristics who fit with the company's unique culture.

CHAPTER 3 Individual Differences

Real-World Challenge :

Individual Differences That Make a Difference at Southwest Airlines:



CHAPTER 3 Individual Differences

Real-World Challenge :

- Think about human behavior as a jigsaw puzzle.
- Puzzles consist of various pieces that fit together in precise ways. And of course, no two puzzles are exactly alike.
- They have different numbers of pieces, the pieces are of different sizes and shapes, and they fit together in different ways.
- The same can be said of human behavior and its determinants
- Each of us is a whole picture, like a fully assembled jigsaw puzzle, but the puzzle pieces that define us and the way those pieces fit together are unique.
- Every person in an organization is fundamentally different from everyone else. To be successful, managers must recognize that these differences exist and attempt to understand them.



CHAPTER 3

Individual Differences

Individual Differences:

Individual differences defined as personal attributes that vary from one person to another. Individual differences may be **physical, psychological, and emotional.**

Categories of individual basic categories of individual differences include **personality, intelligence, learning styles, attitudes, values and emotions, perception, and stress.**

The Concept of Fit Why are some very talented people undesirable coworkers or employees despite being very talented at what they do? The answer lies in the many ways in which people need to fit with an employment opportunity to be a successful match.

CHAPTER 3 Individual Differences

Individual Differences:

Dimensions of Fit

Type of Fit	Possible Dimensions of Fit
Person-Job Fit: Does the person meet the needs of the job and does the job meet the needs of the person?	Intelligence Job-related skills Job knowledge Previous work experience Personality related to performing job tasks
Person-Group Fit: Does the employee fit the workgroup, including the supervisor?	Teamwork skills Knowledge and ability relative to other team members Conflict management style Preference for teamwork Communication skills Personality related to working well with others

CHAPTER 3

Individual Differences

Individual Differences:

Dimensions of Fit

Type of Fit	Possible Dimensions of Fit
<i>Person-Organization Fit:</i> Do the individual's values, beliefs, and personality fit the values, norms, and culture of the organization?	Alignment between personal motivations and the organization's culture, mission, and purpose Values Goals
<i>Person-Vocation Fit:</i> Do the person's interests, abilities, values, and personality fit his or her occupation?	Aptitudes Interests Personal values Long-term goals

CHAPTER 3 Individual Differences

Individual Differences:

Person - Job Fit

Person-Job Fit

is the fit between a person's abilities and the demands of the job and the fit between a person's desires and motivations and the attributes and rewards of a job

- It is important to consider not only the fit between an individual's talents and the job requirements, but also the fit between an individual's motivations and the rewards offered by the job.
- Research suggests that person-job fit leads to higher job *performance, satisfaction, organizational commitment, and intent to stay with the company*

CHAPTER 3 Individual Differences

Individual Differences:

Person - Job Fit



Fit is an important concept in organizations. Take this woman, for example. Her job appears to require her to deal with binders full of information. She may find this work interesting, or she may find it tedious and boring. Person-job, person-group, person organization, and person-vocation fit are all important factors in organizational behavior.

CHAPTER 3 Individual Differences

Individual Differences:

Person-Group Fit

Person-Group Fit

is the fit between the employee and his or her workgroup and supervisor.

- Person-group fit leads to improved **job satisfaction, organizational commitment, and intent to stay with the company.**
- Teamwork, communication, and interpersonal competencies can be as critical to team performance as team members' ability to perform core job duties
- **Example:** An executive at Men's Wearhouse once terminated one of the men's suits retail store's most successful salesperson because he focused only on maximizing his own sales as opposed to working with the other sales staff as a team. After firing the salesperson, sales at the store where he worked increased significantly.



Individual Differences:Person-Organization Fit**Person-Organization Fit**

is the fit between an individual's values, beliefs, and personality and the values, norms, and culture of the organization.

- Organizational values and norms that are important for person-organization fit include integrity, fairness, work ethic, competitiveness, cooperativeness, and compassion for fellow employees and customers.
- Person-organization fit has a strong positive relationship with **job satisfaction, organizational commitment, and intent to stay with the company and can influence employee attitudes and citizenship behaviors** beyond the job requirements, such as helping others or talking positively about the firm



CHAPTER 3 Individual Differences

Individual Differences:

Person-Organization Fit

Person-Organization Fit

Example:

- even if Maria is technically well qualified as a researcher, if she avoids risk, is indecisive, and tends to ruminate over a decision, she may be unsuccessful in an innovative, fast-paced company.
- Both online retailer Amazon.com and online shoe retailer Zappos.com offer new employees thousands of dollars to quit to ensure that they are committed to their jobs and to dissuade poor fits from staying.



Person-group fit is the fit between an individual and their group or team. The bored individual on the left may not be a good fit with the rest of her team members, who seem engaged and attentive.



CHAPTER 3 Individual Differences

Individual Differences:

Person-Vocation Fit

Person-Vocation Fit

is the fit between a person's interests, abilities, values, and personality and a profession.

- **For example,** a social individual who is low in conscientiousness and dislikes working with numbers would be a poor fit with the engineering vocation.
- Although individuals usually choose a vocation long before applying to an organization, understanding person-vocation fit can still be useful to organizations and managers.
- Companies wanting to develop their own future leaders, or smaller organizations that need employees to fill multiple roles, may be able to use vocational interests in determining whether job applicants would be a good fit with the organization's future needs.



Individual Differences:Realistic Job Previews**Realistic job
previews
(RJPs)**

- involve the presentation of both positive and potentially negative information to job candidates. Rather than trying to sell candidates on the job and company by presenting the job opportunity in the most positive light, the company strives to present an accurate picture through an RJP.
- Giving applicants the opportunity to self-select out of the hiring process if they do not perceive themselves to be good fits with the position or organization increases the likelihood that the applicants ultimately hired will be good fits and will be better employees as a result.
- If a common reason for employees leaving an organization is that the job is not what they expected, this is a good sign that the recruiting message can be improved.

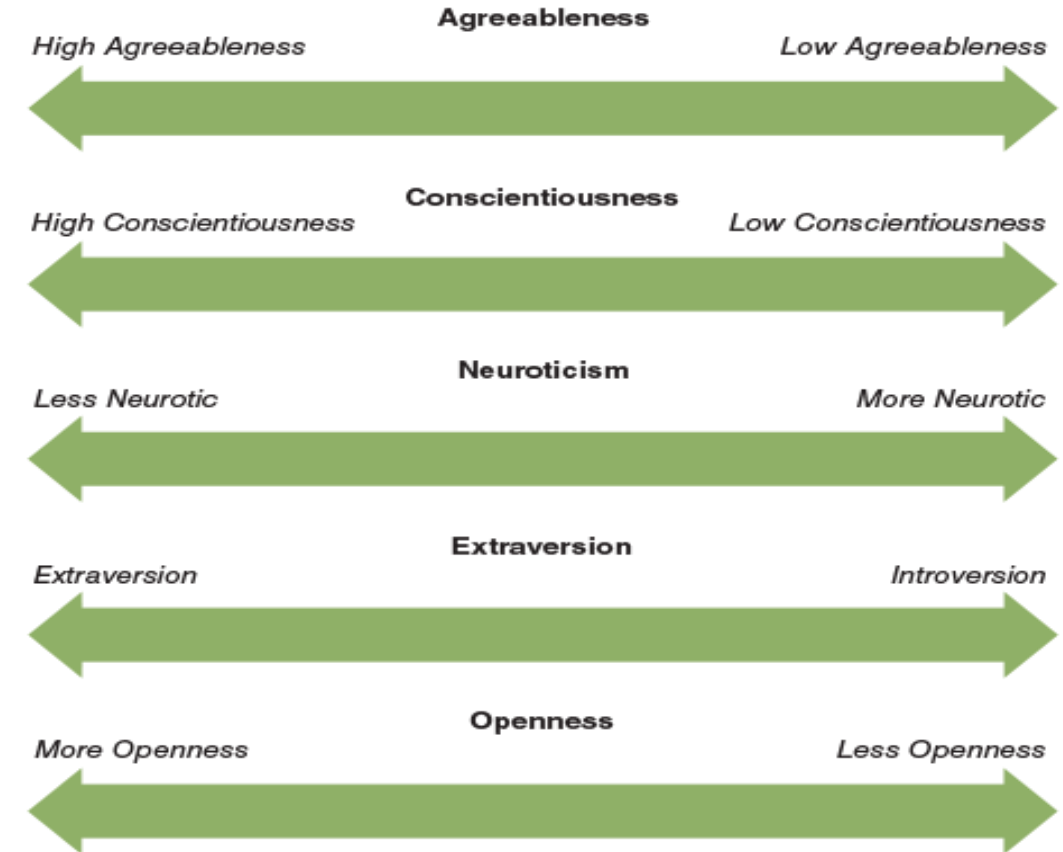
CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

Researchers have identified five fundamental personality traits that are especially relevant to organizations.

Figure 3.1 shows the “Big Five” personality traits, which is currently very popular among researchers and managers. These five dimensions represent fundamental personality traits presumed to be important in determining the behaviors of individuals in organizations. In general, experts agree that personality traits closer to the left end of each dimension are more positive in organizational settings, whereas traits closer to the right are less positive.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

- Agreeableness**
- Agreeableness refers to a person’s ability to get along with others. Agreeableness causes some people to be gentle, cooperative, forgiving, understanding, and good-natured in their dealings with others.
 - Researchers have not yet fully investigated the effects of agreeableness, but it seems likely that highly agreeable people ***are better at developing good working relationships with coworkers, subordinates, and higher-level managers,*** whereas less-agreeable people are not likely to have particularly good working relationships. The same pattern might extend to relationships with customers, suppliers, and other key organizational constituents.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

Conscientiousness

- Conscientiousness refers to the extent to which a person can be counted on to get things done. Some people, for example, are **organized, detail oriented, responsible, dependable, and plan carefully** to meet deadlines.
- Less-conscientious people may be prone to missing deadlines, overlooking various tasks, being unorganized, and being generally less dependable. In general, research suggests that being strong on conscientiousness is often a good predictor of job performance for many jobs.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

- Extraversion** ■ Extraversion reflects a person’s comfort level with relationships. Extroverts are sociable, talkative, assertive, and open to establishing new relationships.
- Introverts are much less sociable, talkative, and assertive and more reluctant to begin new relationships. Research suggests that extroverts tend to be higher overall job performers than introverts and that they are more likely to be attracted to jobs based on personal relationships, such as sales and marketing positions.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

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- Introversion** ▪ introversion. An introvert tends to be less comfortable in social situations.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

Openness

- openness reflects a person's rigidity of beliefs and range of interests. People with high levels of openness are willing to listen to new ideas and to change their own ideas, beliefs, and attitudes in response to new information.
- People with more openness might be expected to be better performers due to their flexibility and the likelihood that they will be better accepted by others in the organization. Openness may also encompass a person's willingness to accept change; people with high levels of openness may be more receptive to change, whereas people with little openness may resist change.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

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CHAPTER 3 Individual Differences

Personality and Individual Behavior:

1- The “Big Five” Framework:

Conscientiousness refers to the extent that a person can be counted on to get things done. This group is acknowledging the work of one of their colleagues and his efforts to help them complete a project on time. He most likely has a high level of conscientiousness. Further, given how his colleagues seem to genuinely like him he most likely also has a high degree of agreeableness.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

The “Big Five” Framework: Limitations

- Even assessment using the most rigorous and valid measures is likely to be **somewhat imprecise**.
- There are also times when using more specific personality traits to predict outcomes such as turnover or performance are more useful than the **more general** Big Five traits because the more specific trait more directly influences the intended outcome.
- For example, if you are trying to hire a strong team player for a diverse creative team, individual differences including a preference for teamwork and other group orientation (a preference for working with diverse others) may **outperform** any of the Big Five traits in predicting performance.
- Another limitation of the Big Five framework is that it is **primarily based on research conducted in the United States**. Thus, generalizing it to other cultures presents unanswered questions. Even within the United States, a variety of other factors and traits are also likely to affect behavior in organizations.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

2- The Myers-Briggs Framework:

The Myers-Briggs framework

- *The Myers-Briggs framework* is also a popular framework that some people use to characterize personality. Many people know of this framework through a widely used questionnaire called *the Myers-Briggs Type Indicator (MBTI)*.
- It is based upon Carl Jung's work on psychological types. Psychologist Carl Jung was a contemporary of Sigmund Freud and a leading exponent of Gestalt personality theory.
- The MBTI was first developed by Isabel Briggs Myers (1897–1979) and her mother, Katharine Cook Briggs, to help people understand themselves and each other so that they could find work that matches their personality.

Personality and Individual Behavior:2- The Myers-Briggs Framework:

The Myers-
Briggs
framework

The MBTI uses four scales with opposite poles to assess four sets of preferences.

1- Extroversion (E)/Introversion (I): Extroverts are energized by things and people. They are interactors and “on the fly” thinkers whose motto is “ready, fire, aim.” Introverts find energy in ideas, concepts, and abstractions.

2- Sensing (S)/Intuition (N): Sensing people are detail oriented. They want and trust facts. Intuitive people seek out patterns and relationships among the facts that they have learned.

3- Thinking (T)/Feeling (F): Thinkers value fairness and decide things impersonally based on objective criteria and logic. Feelers value harmony and focus on human values and needs as they make decisions or judgments.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

2- The Myers-Briggs Framework:

The Myers-Briggs framework

4- Judging (J)/Perceiving (P): Judging people are decisive and tend to plan. They focus on completing tasks, take action quickly, and want to know the essentials. They develop plans and follow them, adhering to deadlines. Perceptive people are adaptable, spontaneous, and curious. They start many tasks and often find it difficult to complete them. Deadlines are meant to be stretched.

- The possible combinations of these preferences result in **sixteen personality types**, which are identified by the four letters that represent one's tendencies on the four scales. For example, ENTJ reflects extraversion, intuition, thinking, and judging.
- You can complete a brief Myers-Briggs type self-assessment online at <http://www.humanmetrics.com/cgi-win/JTypes2.asp>.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

3- Other Important Personality Traits:

Other Important Personality Traits

Besides these complex models of personality, several other specific personality traits are also likely to influence behavior in organizations. Among the most important *are locus of control, self-efficacy, authoritarianism, Machiavellianism, self-esteem, and risk propensity*



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

3-1 Locus of Control:

Locus of Control

Locus of control: is the extent to which people believe that their behavior has a real effect on what happens to them.

- Some people, for example, believe that if they work hard, they will succeed.
- They may also believe that people who fail do so because they lack ability or motivation. People who believe that individuals are in control of their lives are said to have **an internal locus of control**.
- ***For example***, an employee who fails to get a promotion may attribute that failure to a politically motivated boss or just bad luck, rather than to his or her own lack of skills or poor performance record.
- People who think that forces beyond their control dictate what happens to them are said to have **an external locus of control**.

CHAPTER 3

Individual Differences

Personality and Individual Behavior:

3-1 Locus of Control:

Effects of Locus of Control on Organizational Outcomes

Organizational Outcome	Internal versus External Locus of Control
Job satisfaction	Internals are generally more satisfied with their job, pay, supervisor, and coworkers.
Commitment	Internals are more committed and have lower absenteeism.
Job motivation	Internals have greater task motivation, job involvement, and self-confidence than do externals.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

3-1 Locus of Control:

Effects of Locus of Control on Organizational Outcomes

Organizational Outcome	Internal versus External Locus of Control
Job performance	Internals tend to have higher job performance than externals.
Career success	Internals tend to earn a higher salary than do externals.
Conflict and stress	Internals report lower role conflict, work-family conflict, burnout, and stress than do externals
Social integration	Internals tend to be more socially integrated at work and report more favorable relationships with their supervisors

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

Locus of Control: Understand Yourself

Work Locus of Control

Using the scale below, write the number from 1 to 7 that reflects your agreement or disagreement with the statements below. When you are finished, follow the scoring instructions at the bottom to interpret your score.



- ___ 1. A job is what you make of it.
- ___ 2. On most jobs, people can pretty much accomplish whatever they set out to accomplish.
- ___ 3. If you know what you want out of a job, you can find a job that gives it to you.
- ___ 4. If employees are unhappy with a decision made by their boss, they should do something about it.
- ___ 5. Getting the job you want is mostly a matter of luck.
- ___ 6. Making money is primarily a matter of good fortune.
- ___ 7. Most people are capable of doing their jobs well if they make the effort.
- ___ 8. In order to get a really good job, you need to have family members or friends in high places.
- ___ 9. Promotions are usually a matter of good fortune.
- ___ 10. When it comes to landing a really good job, who you know is more important than what you know.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

3-2 Authoritarianism:

Authoritarianism

authoritarianism, the extent to which a person believes that power and status differences are appropriate within hierarchical social systems such as organizations

- For example, a person who is highly authoritarian may accept directives or orders from someone with more authority purely because the other person is “the boss.” On the other hand, a person who is not highly authoritarian, although he or she may still carry out reasonable directives from the boss, is more likely to question things, express disagreement with the boss, and even refuse to carry out orders if they are for some reason objectionable.
- **Example** During the aftermath of the Enron and Arthur Anderson scandals that destroyed both firms, charges were brought against some accountants who shredded important documents before they could be seized by the authorities.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

Authoritarianism is the extent to which a person believes that power and status differences within organizations are appropriate. This individual is listening closely to instructions from his boss and seems intent on following those instructions. A person lower on authoritarianism might not be as receptive to direction.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

3-3 Machiavellianism:

Machiavellianism

The term “Machiavellianism” is now used to describe behavior directed at gaining power and controlling the behavior of others.

- More Machiavellian individuals tend to be rational and unemotional, may be willing to lie to attain their personal goals, put little emphasis on loyalty and friendship, and enjoy manipulating others' behavior.
- Less Machiavellian individuals are more emotional, less willing to lie to succeed, value loyalty and friendship highly, and get little personal pleasure from manipulating others.
- **Example:** By all accounts, Dennis Kozlowski, the indicted former CEO of Tyco International, had a high degree of Machiavellianism. He apparently came to believe that his position of power in the company gave him the right to do just about anything he wanted with company resources



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

3-4 Tolerance for Risk and Ambiguity:

Tolerance for risk *Tolerance for risk (also called risk propensity):* is the degree to which a person is comfortable accepting risk and is willing to take chances and to make risky decisions.

- A manager with a high tolerance for risk, for example, might experiment with new ideas and gamble on new products. Such a manager might also lead the organization in new and different directions.
- A manager with low tolerance for risk might lead an organization to stagnation and excessive conservatism or might help the organization successfully weather turbulent and unpredictable times by maintaining stability and calm.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

3-4 Tolerance for Risk and Ambiguity:

Tolerance for ambiguity

Tolerance for ambiguity reflects the tendency to view ambiguous situations as either threatening or desirable.

- Intolerance for ambiguity reflects a tendency to perceive or interpret vague, incomplete, or fragmented information or information with multiple, inconsistent, or contradictory meanings as an actual or potential source of psychological discomfort or threat.
- Being tolerant of ambiguity is related to creativity, positive attitudes toward risk, and orientation to diversity
- Managers with a low tolerance for ambiguity tend to be more directive with their staff and do not empower them to make their own decisions at work. The best managerial strategy is to place individuals with a low tolerance for ambiguity in well-defined and regulated tasks.



CHAPTER 3 Individual Differences

Personality and Individual Behavior:

4- Type A and B Traits :

- Type A and B Traits :**
- *The Type A personality* is impatient, competitive, ambitious, and uptight.
 - *The Type B personality* is more relaxed and easygoing and less overtly competitive than Type A.
 - Type Bs are not without stress, but they confront challenges and external threats less frantically. Unlike Type As,
 - Type B personalities rarely experience a frustrated sense of wasting time when not actively engaged in productive activity
 - Although Type As often have higher job performance than Type Bs, Type As are also more prone to stress and coronary heart disease.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

4- Type A and B Traits :

A Type B personality describes someone who is relaxed, easygoing, and less overtly competitive. This manager seems to be calm and relaxed as she completes a project. While we can't be certain, it would appear likely that she has a Type B personality.



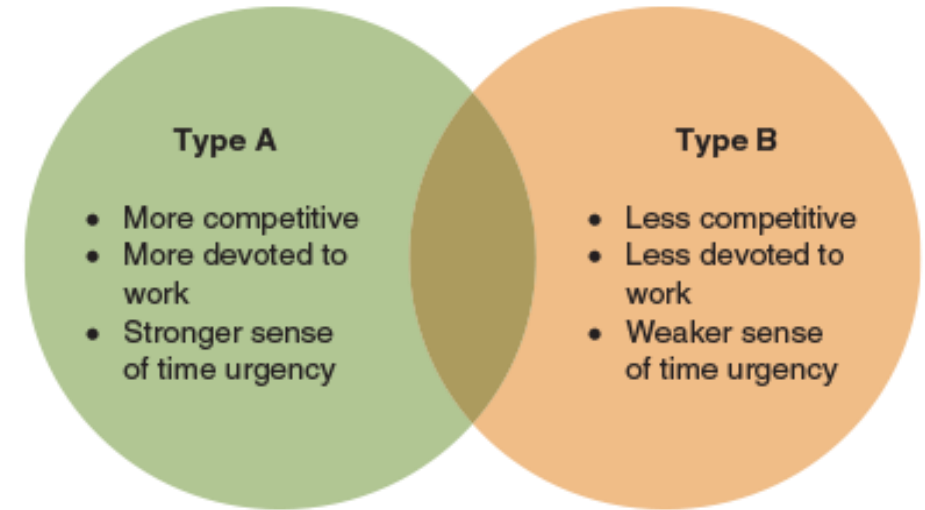
CHAPTER 3 Individual Differences

Personality and Individual Behavior:

4- Type A and B Traits :

Type A and B Traits :

- In managers, having a high Type A personality and an external locus of control is associated with greater levels of perceived stress, lower job satisfaction, and poorer physical and mental health compared to those with a Type B personality and an internal locus of control. Some researchers have even suggested that negative health consequences may outweigh the superficial attractiveness of the Type A personality in a managerial position.



Few people have extreme Type A or Type B personality profiles. Instead, people tend toward one type or the other. This is reflected by the overlap between the profiles shown here

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

5- The Bullying Personality:

Workplace bullying:

- **Workplace bullying:** is a repeated mistreatment of another employee through verbal abuse; conduct that is threatening, humiliating, or intimidating; or sabotage that interferes with the other person's work.
- Bullying costs employers through higher turnover, greater absenteeism, higher workers' compensation costs, and higher disability insurance rates, not to mention a diminished reputation as a desirable place to work.
- Who tends to become a bully? Bullying is complex and comes in a variety of forms, but common to all types is the abuse of authority and power, stemming from the bully's need to control another person. Machiavellianism may lead to bullying.

CHAPTER 3 Individual Differences

Personality and Individual Behavior:

5- The Bullying Personality:

Workplace bullying:

- If personality helps to explain why some people are bullies, can it also help us understand why some people are more likely to be targets of bullying? Although there is no clear personality profile that predicts who will be targeted, people who are more introverted, less agreeable, less conscientious, less open to experience, and more emotionally unstable seem to be more likely to be bullied
- Many companies, including *Berkshire Hathaway*, *Google*, *IDEO*, and *Barclays Capital* have explicit “no jerks” policies and rules that help prevent and quickly resolve bullying issues.



Intelligence:

- In addition to personality and personality traits, another important set of individual differences is intelligence. There are many types of intelligence, or mental abilities, including
 - general mental ability,
 - information processing capacity,
 - verbal ability, and
 - emotional intelligence.



CHAPTER 3 Individual Differences

Intelligence:

1- General Mental Ability:

General Mental Ability:

- **General mental ability** is the capacity to rapidly and fluidly acquire, process, and apply information. It involves reasoning, remembering, understanding, and problem solving. It is associated with the increased ability to acquire, process, and synthesize information and has been defined simply as the ability to learn.
- It is associated with the increased ability to acquire, process, and synthesize information and has been defined simply as the ability to learn.
- Research has supported the idea that mental ability is most important in complex jobs, when individuals are new to the job, and when there are changes in the workplace that require workers to learn new ways of performing their jobs. Some companies, including Google, prefer to hire for general mental ability rather than experience



CHAPTER 3 Individual Differences

Intelligence:

2- Information processing capacity:

Information processing capacity

- Information processing capacity involves the way individuals process and organize information. Information processing capacity also helps explain differences between experts and novices on task learning and performance, as experts process and organize information more efficiently and accurately than novices.
- General mental ability influences information processing capacity. Age also explains differences in information processing capacity. Relative to younger adults, older adults tend to have access to a wider amount and variety of information, although they are less able to process novel information quickly

CHAPTER 3 Individual Differences

Intelligence:

2- Information processing capacity:

Information processing capacity

- There are many different types of mental ability tests, including the Wonderlic Personnel Test, Raven's Progressive Matrices, the Kaufman Brief Intelligence Test, and the Wechsler Abbreviated Scale of Intelligence. Table 3.3 presents example items like those incorporated into the Wonderlic test.
- Because hiring discrimination can be legally problematic when using mental ability tests, it is best to evaluate the effect of mental ability tests on protected groups before using them on job candidates. Many organizations use mental ability tests, including the National Football League.

CHAPTER 3 Individual Differences

Intelligence:

General Mental Ability:

Table 3.3.

Mental Ability Test Items: The following questions are similar to those found on the Wonderlic Personnel Test measuring mental ability. The answers are at the bottom of the table.

- *Assume the first two statements are true. Is the final one (1) true (2) false or (3) not certain?*
- ❖ *The girl plays soccer.*
- ❖ *All soccer players wear cleats.*
- ❖ *The girl wears cleats.*

ANSWER ↓

True

Intelligence:General Mental Ability:

➤ *Paper sells for \$0.36 per pad. What will three pads cost?*

ANSWER ↓ **\$1.08**

➤ *How many of the five pairs of items listed below are exact duplicates?*

- Pullman, K. M. Puilman, K. M.
- Jeffrey, C. K. Jeffrey, C. K.
- Schoeft, J. P. Shoeft, J. P.
- Lima, L. R. Lima, L. R.
- Woerner, K. E. Woerner, K. C.

ANSWER ↓ **2**

➤ *PRESENT PRESERVE—Do these words* ANSWER ↓ **3**

- Have similar meanings?
- Have contradictory meanings?
- Mean neither the same nor the opposite?



CHAPTER 3 Individual Differences

Intelligence:

3- Multiple Intelligences:

Multiple Intelligences

- Researchers and scholars are realizing that there is more than one way to be smart. Gardner's theory of multiple intelligences suggests that there are several distinct forms of intelligence that everyone possesses in varying degrees:
 - 1) Linguistic: words and language
 - 2) Logical–mathematical: logic and numbers
 - 3) Musical: music, rhythm, and sound
 - 4) Bodily–kinesthetic: body movement and control
 - 5) Spatial–visual: images and space
 - 6) Interpersonal: other people's feelings
 - 7) Intrapersonal: self-awareness

CHAPTER 3 Individual Differences

Intelligence:

3- Multiple Intelligences:

Table3.4.Matching Intelligence Types with Career Choices

Type of Intelligence	Related Careers	Preferred Learning Style
Bodily-Kinesthetic: physical agility and balance; body control; hand-eye coordination	Athletes, firefighters, chefs, actors, gardeners	Touch and feel, physical experience
Interpersonal: ability to relate to others and perceive their feelings; interprets behaviors of others; relates to emotional intelligence	Psychologists, doctors, educators, salespeople, politicians	Human contact, teamwork
Intrapersonal: self-awareness; understands oneself and one's relationship to others and to the world; relates to emotional intelligence	Related to success in almost all careers	Self-reflection, self-discovery

CHAPTER 3 Individual Differences

Intelligence:

3- Multiple Intelligences:

Table3.4.Matching Intelligence Types with Career Choices

Type of Intelligence	Related Careers	Preferred Learning Style
Linguistic: verbal and written language; explaining and interpreting ideas and information	Authors, speakers, lawyers, TV and radio hosts, translators	Verbal and written words and language
Logical-Mathematical: logic and pattern detection; analytical; problem solving; excels at math	Engineers, directors, scientists, researchers, accountants, statisticians	Logic and numbers
Musical: recognition of rhythm and tonal patterns; musical ability; high awareness and use of sound	Musicians, DJs, music teachers, acoustic engineers, music producers, composers	Music, sounds, rhythm
Spatial-Visual: creation and interpretation of visual images; visual and special perception	Artists, engineers, photographers, inventors, beauty consultants	Pictures, shapes, visually

CHAPTER 3 Individual Differences

Intelligence:

5- Emotional Intelligence:

Emotional Intelligence

- Emotional intelligence (EI) is an interpersonal capability that includes the ability to perceive and express emotions, to understand and use them, and to manage emotions in oneself and other people
- Expert Daniel Goleman defines emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”
- He describes five dimensions of EI that ***include three personal competencies (self-awareness, self-regulation, and motivation) and two social competencies (empathy and social skills).*** Emotional capabilities may operate at multiple levels to influence change in organizations.

CHAPTER 3 Individual Differences

Intelligence:

4- Emotional Intelligence:

Emotional Intelligence

The five dimensions comprising emotional intelligence are:

1. **Self-awareness:** being aware of what you are feeling
2. **Self-motivation:** persisting in the face of obstacles, setbacks, and failures
3. **Self-management:** managing your own emotions and impulses
4. **Empathy:** sensing how others are feeling
5. **Social skills:** effectively handling the emotions of others

- You can get a rough estimate of your EI by taking the EI self-assessment from About.com at:

http://psychology.about.com/library/quiz/bl_eq_quiz.htm.

CHAPTER 3 Individual Differences

Learning Styles:

Learning style **Learning style** refers to individual differences and preferences in how we process information while problem solving, learning, or engaging in similar activities.

There are several of the most popular approaches to learning styles:

Sensory Modalities

1- A sensory modality is a system that interacts with the environment through one of the basic senses. The most important sensory modalities are:

- Visual: learning by seeing
- Auditory: learning by hearing
- Tactile: learning by touching
- Kinesthetic: learning by doing

according to researchers, about 20–30 percent of American students are auditory; about 40 percent are visual; and the remaining 30–40 percent are either tactile/kinesthetic, visual/tactile, or some combinations of the above major senses.



CHAPTER 3 Individual Differences

Learning Styles:

Learning Style Inventory

2- **The Kolb Learning Style Inventory**, is one of the more dominant approaches to categorizing cognitive styles. According to David Kolb, the four basic learning modes are **active experimentation, reflective observation, concrete experience, and abstract conceptualization.**

Kolb suggests that there are four basic learning styles:

1- Convergers: depend primarily on active experimentation and abstract conceptualization to learn. People with this style are superior in technical tasks and problems and inferior in interpersonal learning settings.

2- Divergers: depend primarily on concrete experience and reflective observation. People with this style tend to organize concrete situations from different perspectives and structure their relationships into a meaningful whole. They are superior in generating alternative hypotheses and ideas and tend to be imaginative and people- or feeling-oriented.



CHAPTER 3 Individual Differences

Learning Styles:

Learning Style Inventory

3- Assimilators: depend on abstract conceptualization and reflective observation. These individuals tend to be more concerned about abstract concepts and ideas than about people. They also tend to focus on the logical soundness and preciseness of ideas, rather than the ideas' practical values; they tend to work in research and planning units.

4- Accommodators: rely mainly on active experimentation and concrete experiences and focus on risk taking, opportunity seeking, and action. Accommodators tend to deal with people easily and specialize in action-oriented jobs, such as marketing and sales.

CHAPTER 3 Individual Differences

Learning Styles:

Learning Style Orientations

3- Learning style orientations predict preferences for instructional methods beyond the Big Five personality traits. They identified five key factors:

1. *Discovery learning*: an inclination for exploration during learning. Discovery learners prefer subjective assessments, interactional activities, informational methods, and active-reflective activities.
2. *Experiential learning*: a desire for hands-on approaches to instruction. Experiential learning is positively related to a preference for action activities.
3. *Observational learning*: a preference for external stimuli such as demonstrations and diagrams to help facilitate learning. Observational learning is positively related to preference for informational methods and active-reflective methods.

CHAPTER 3 Individual Differences

Learning Styles:

Learning Style Orientations

4. *Structured learning*: a preference for processing strategies such as taking notes, writing down task steps, and so forth. Structured learning is related to preferences for subjective assessments.

5. *Group learning*: a preference to work with others while learning. Group learning is related to preferences for action and interactional learning



CHAPTER 3 Individual Differences

Summary :

- Organizations strive to achieve an optimal person-job fit, but this process is complicated by the existence of individual differences.
- Personalities are the relatively stable sets of psychological and behavioral attributes that distinguish one person from another.
- The Big Five personality traits are agreeableness, conscientiousness, neuroticism, extraversion, and openness.
- Myers-Briggs dimensions and emotional intelligence also offer insights into personalities in organizations.
- Other important personality traits include locus of control, self-efficacy, authoritarianism, Machiavellianism, self-esteem, and risk propensity.
- Learning styles, or individual differences and preferences in how we process information while problem solving, learning, or engaging in similar activities, are also important individual differences and preferences, and there are numerous typologies, measures, and models that capture them.

CHAPTER 3 Individual Differences

Discussion Questions :

1. What is a psychological contract? Why is it important? What psychological contracts do you currently have?
2. What individual differences do you feel are most important to organizations? Why?
3. If you were denied a job because of your score on a personality test, what would be your reaction?
4. If your supervisor exhibited bullying behaviors, what would you do?
5. Which of Gardner's multiple intelligences do you feel are most important for managers?
6. Do you think emotional intelligence is important to managers? How would you assess emotional intelligence in deciding who to promote to a managerial position?
7. If you were a manager, what individual differences would be important to you in hiring an assistant? Why?

Thanks



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