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Principles of Managing Organisations

Lecture 17:

**Personality,
Individual Difference
& Diversity**



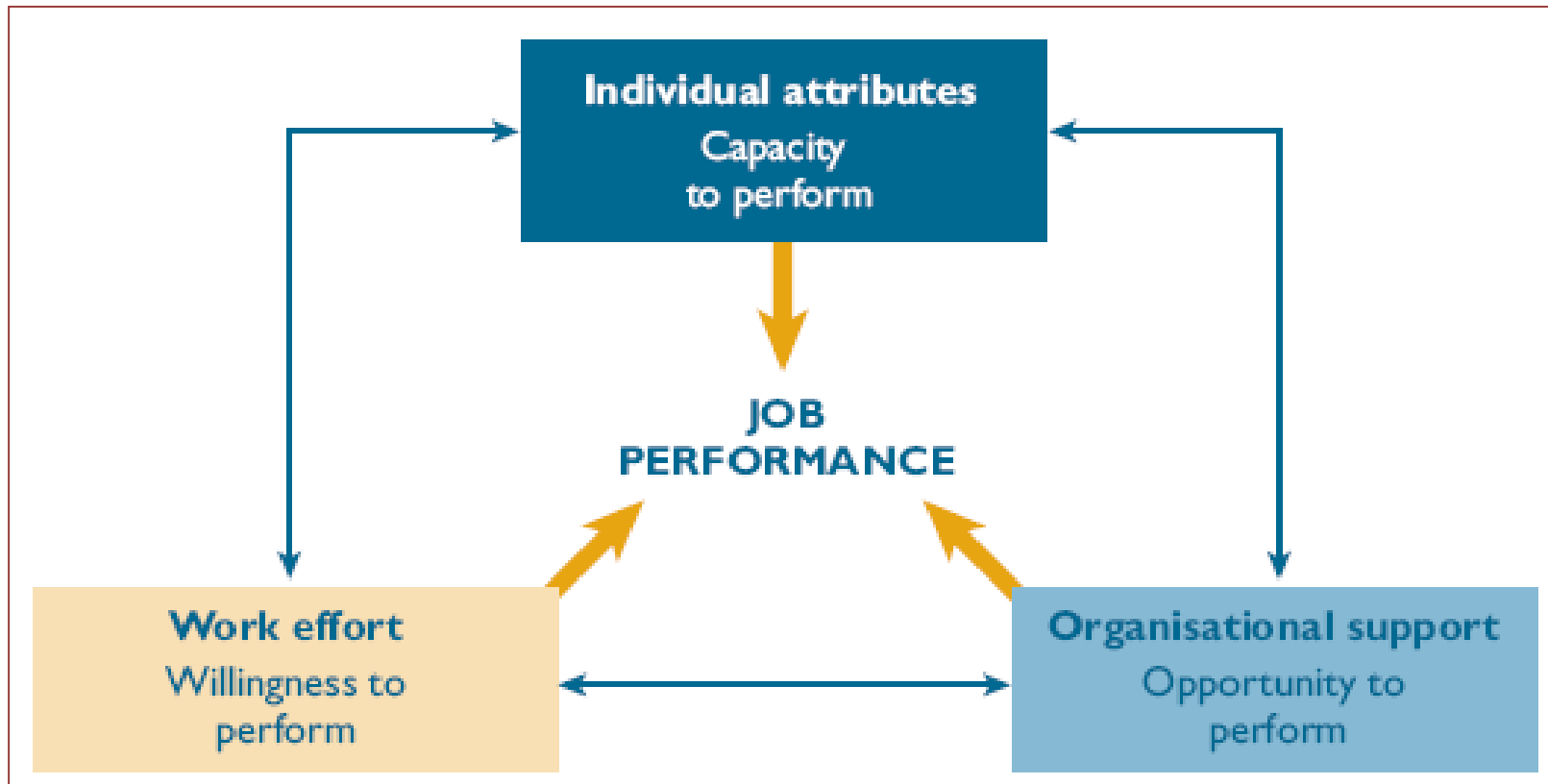
Today's objectives

1. To consider individual difference and what affects behaviour and performance
2. To examine how personality impacts at work
3. To explain 'emotional intelligence'
4. To examine how attitudes affect the workplace
5. To assess the value of psychometric testing
6. To explore diversity management
7. To evaluate the business case for diversity

<http://youtu.be/kHF0VXPanU8>



Individual performance factors



Source: Suggested by Melvin Blumberg and Charles D Pringle, 'The missing opportunity in organizational research: some implications for a theory of work performance', *Academy of Management Review*, vol. 7 (1982), p. 565.

Individual performance factors

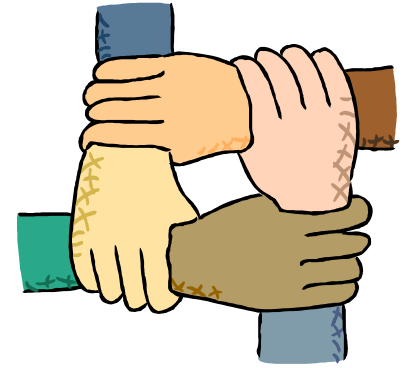
Individual attributes (capacity to perform)

- Demography
- Competency
- Personality



**Individual
performance**

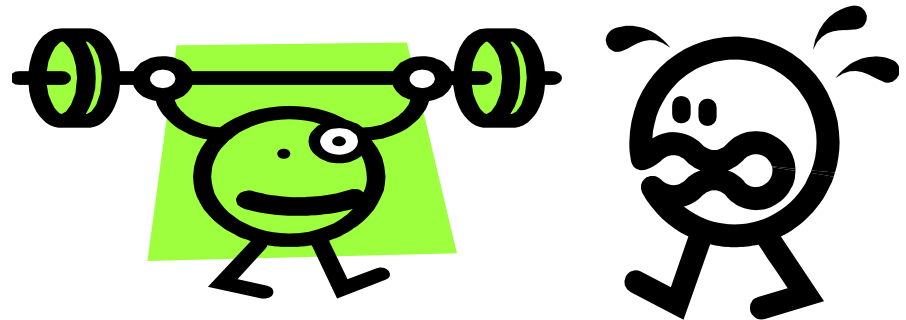
How do people differ?



- Ethnic origin
- Physique
- Gender
- Early family experiences
- Social and cultural factors
- National culture
- Motivation
- Attitudes
- Personality traits and types
- Intelligence and abilities
- Perception

What is 'Personality'?

- Stable characteristics that explain why a person behaves in a particular way
- 'Stable' = a consistent part of someone's behaviour
- What characterises someone – their unique nature:
 - Independence
 - Conscientiousness
 - Agreeableness
 - Self control



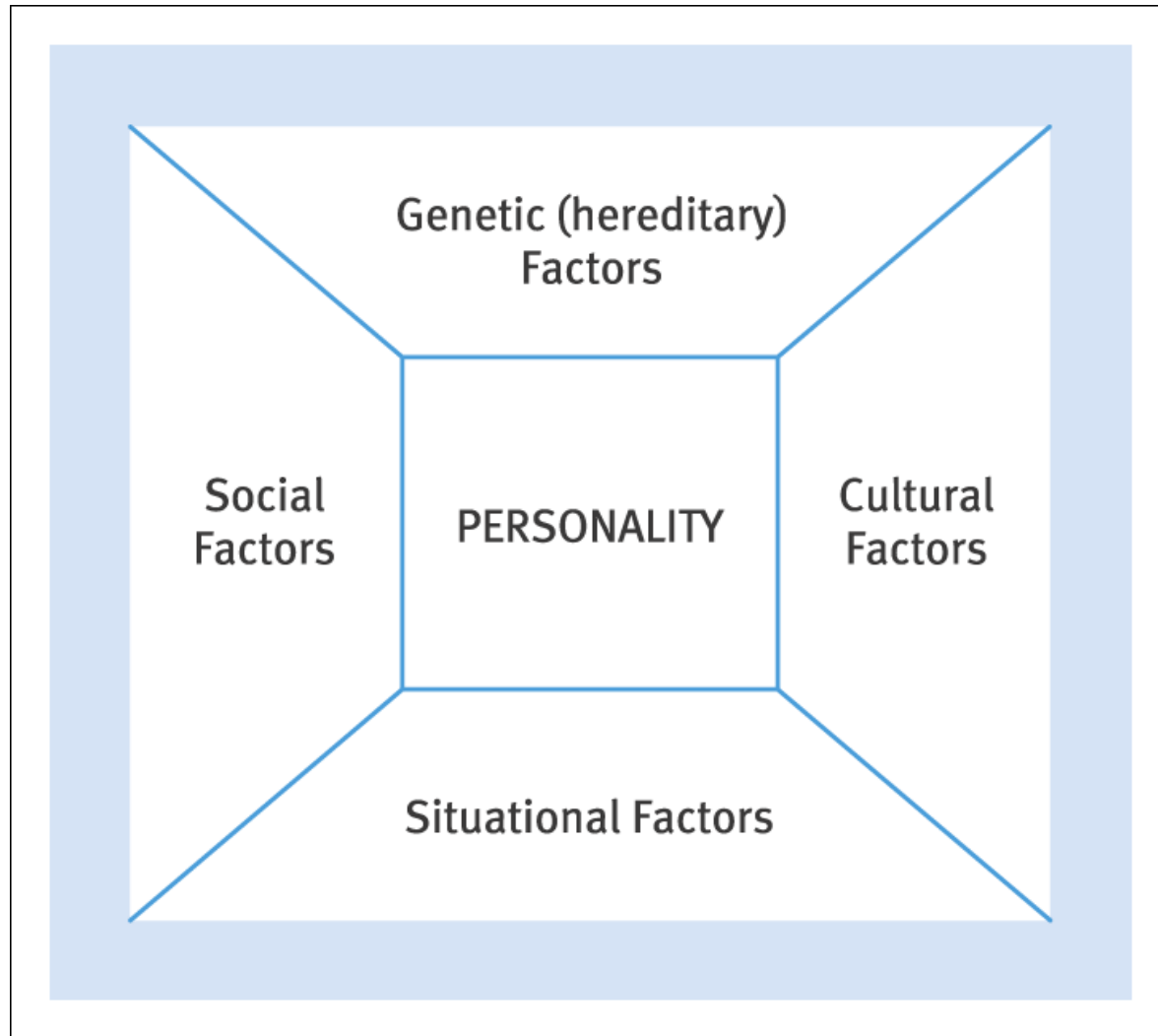


Figure 3.1 Sources of personality Rollinson (2008)

Studying personality: Two approaches



Nomothetic (WHAT)

- 'Scientific' approach
- Identification of traits and characteristics
- Uses observation, measurement and testing of these traits
- Personality is consistent, largely inherited and resistant to change

Idiographic (WHY)

- Holistic approach
- Study of the individual in a social context
- Attempts to understand the uniqueness of the individual
- Personality is importantly shaped by environment and experience

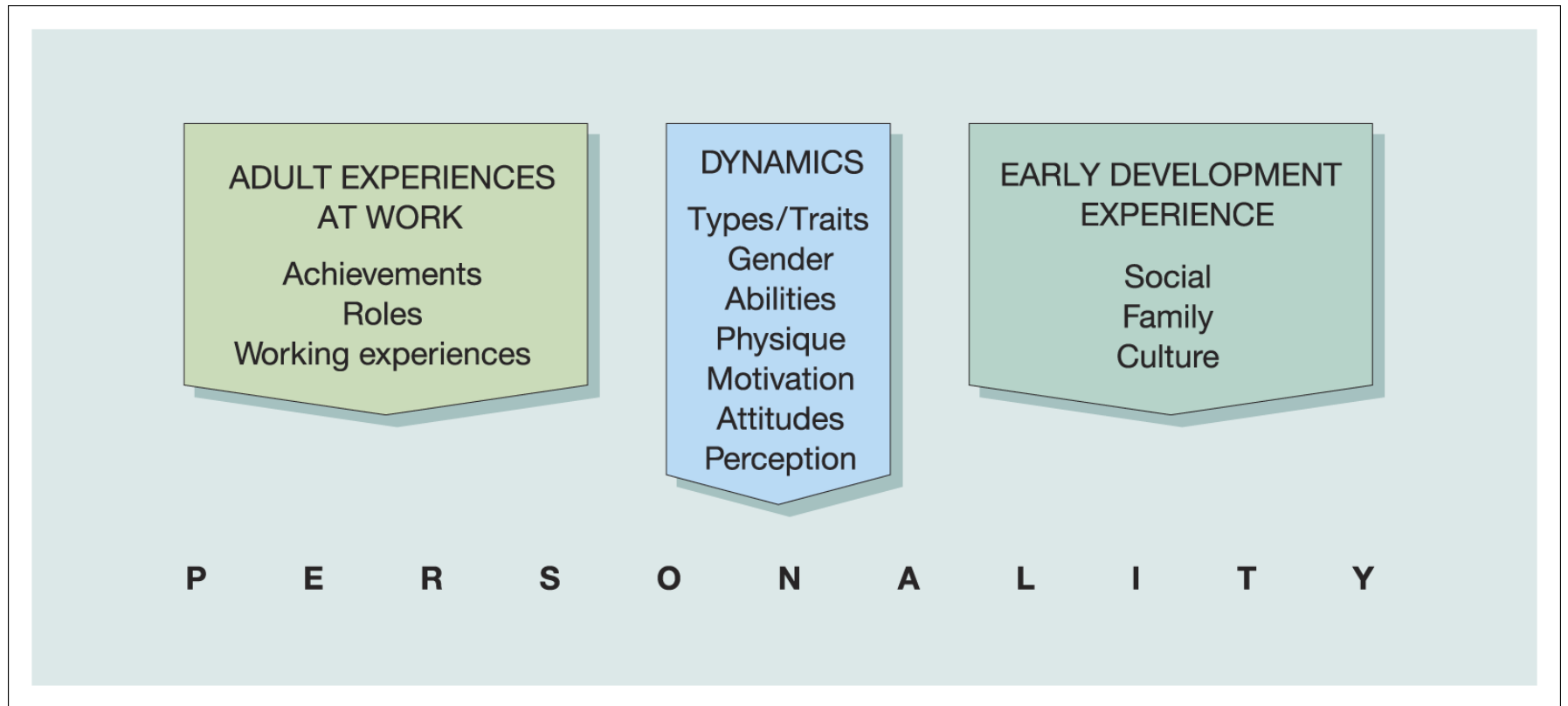


Figure 4.1 To what extent does our personality remain constant?

Different levels of personality research

Level	Psychologists' research interests
LEVEL 3 😊😊😊😊😊😊😊😊😊😊😊😊😊😊 Universal human features	Common human aspirations
LEVEL 2 😊😊😊😊😊😊😊😊😊😊 Some shared features – gender; ability	Identification, measurements, comparison (nomothetic)
LEVEL 1 😊 Unique combination of features	'Self' – unique interaction with the world (idiographic)

Table 4.3 Different levels of personality research

The “*Big Five*”

OCEAN Factors

Nomothetic approach

- inherited characteristics

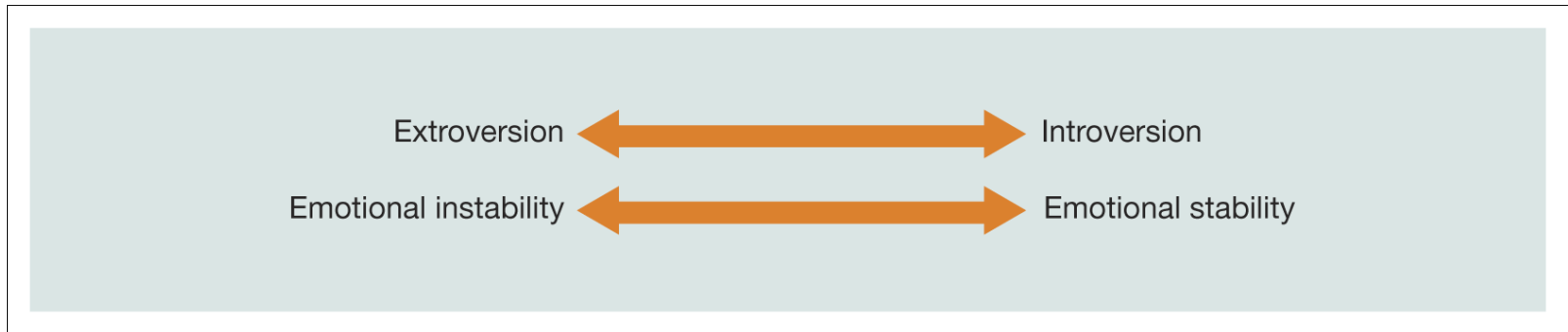
UK/US studies of personality traits:

- Openness to experience
- Conscientiousness
- Extroversion/introversion
- Agreeableness
- Neuroticism /Emotional stability



Nomothetic approaches: Eysenck

- Two major dimensions of personality:



Which define four major personality types:

- Stable extroverts (talkative, carefree, easygoing)
- Unstable extroverts (impulsive, excitable, restless)
- Stable introverts (calm, thoughtful)
- Unstable introverts (anxious, moody, reserved)

Figure 4.2 Eysenck's personality dimensions

Eysenck's Type Theory



Figure 3.9 'Eysenck's personality types'

Source: Eysenck, HJ (1965) Fact and Fiction in Psychology (pub Penguin Books Ltd), copyright © HJ Eysenck 1965

Cattell's Trait Theory (Nomothetic)



- 2 major types of personality trait.

Surface traits:

clusters of traits we consistently see in behaviour e.g. assertiveness

Source traits:

can't see, can only infer from what we can see e.g. self-discipline

Trait Theory

Low score description	Factor	High score description
Reserved , detached, critical, aloof <i>sizothymia</i>	A	Outgoing , warmhearted easygoing, participating <i>affectothymia, formerly cyclothymia</i>
Less intelligent , concrete thinking <i>lower scholastic mental capacity</i>	B	More intelligent , abstract thinking, bright <i>higher scholastic mental capacity</i>
Affected by feelings , emotionally less stable, easily upset <i>lower ego strength</i>	C	Emotionally stable , faces reality, calm, mature <i>higher ego strength</i>
Humble , mild accommodating conforming <i>submissiveness</i>	E	Assertive , aggressive, stubborn, competitive <i>dominance</i>
Sober , prudent, serious, taciturn <i>desurgency</i>	F	Happy-go-lucky , impulsively lively, gay, enthusiastic <i>surgency</i>
Expedient , disregards rules, feels few obligations <i>weaker superego strength</i>	G	Conscientious , persevering, staid, moralistic <i>stronger superego strength</i>
Shy , restrained, timid, threat sensitive <i>threctia</i>	H	Venturesome , socially bold, uninhibited, spontaneous <i>parmia</i>
Tough minded , self-reliant, realistic, no-nonsense <i>harria</i>	I	Tender-minded , clinging, over-protected, sensitive <i>premsia</i>

Figure 3.7 Cattell's 16 personality factors

Trait Theory (Continued)

Low score description	Factor	High score description
Trusting , adaptable, free of jealousy, easy to get along with <i>alaxia</i>	L	Suspicious , self-opinionated, hard to fool <i>protension</i>
Practical , careful, conventional, regulated by external realities, proper <i>praxernia</i>	M	Imaginative , wrapped up in inner urgencies, careless of practical matters, bohemian <i>autia</i>
Forthright , natural, artless, unpretentious <i>artlessness</i>	N	Shrewd , calculating, worldly, penetrating <i>shrewdness</i>
Self-assured , confident, serene <i>untroubled adequacy</i>	O	Apprehensive , self-reproaching, worrying, troubled <i>guilt proneness</i>
Conservative , respecting established ideas, tolerant of traditional difficulties <i>conservatism</i>	Q ₁	Experimenting , liberal, analytical, free thinking <i>radicalism</i>
Group dependent , a 'joiner' and sound follower <i>group adherence</i>	Q ₂	Self-sufficient , prefers own decisions, resourceful <i>self-sufficiency</i>
Undisciplined self-conflict , follows own urges, careless of protocol <i>low integration</i>	Q ₃	Controlled , socially precise, following self-image <i>high self-concept control</i>
Relaxed , tranquil, unfrustrated <i>low ergic tension</i>	Q ₄	Tense , frustrated, driven, overwrought, <i>high ergic tension</i>

Figure 3.7 Cattell's 16 personality factors (Continued)

Activity - Psychological Testing

Which one of the five words on the right bears a similar relation to each of the two words on the left?

sensible	noise	A sound	B judgement	C tone	D silly	E sensitive
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Activity



Should an organisation assess someone's personality before deciding whether to employ them? Why/why not?

Why use psychometric tests?



Advantages

- They make decisions about people:
 - More systematic
 - More precise
- They predict future performance and reduce uncertainty
- They provide relatively accurate descriptions of people and behaviour
- They add sources of information

Problems

- They can be expensive and time consuming
- If handled unprofessionally, they can be misused or abused
- They can be seen as intrusive by candidates
- They may be inappropriate
- Candidates who practice tests can affect their results

Environmental approaches

Idiographic



- **Erikson**
 - Importance of developmental life stages
- **Jung**
 - And the Myers-Briggs Personality Type Indicator or MBTI

Erikson's 8 stages of personality development

Stage 1	Trust	v	Mistrust	1st year
Stage 2	Autonomy	v	Doubt	2–3 years
Stage 3	Initiative	v	Guilt	4–5 years
Stage 4	Industry	v	Inferiority	6–11 years
Stage 5	Identity	v	Role confusion	12–18 years
Stage 6	Intimacy	v	Isolation	Young adult
Stage 7	Generativity	v	Self-absorption	Middle age
Stage 8	Integrity	v	Despair	Old age

Table 4.4 Erikson's eight stages of personality development

Source: From *Identity and the Life Cycle* by Erik H. Erikson, Copyright © 1980 by W. W. Norton & Company, Inc. Copyright © 1959 by International Universities Press, Inc.
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Alternative approaches:

Jung and the Myers Briggs Type Indicator

- Four aspects of everyone's personality:
 - *I*ntroversion / *E*xtroversion
 - *S*ensing / *I*ntuition
 - *T*hinking / *F*eeling
 - *P*erceiving / *J*udging
- Combine to give 16 personality types



Jung's Type Theory

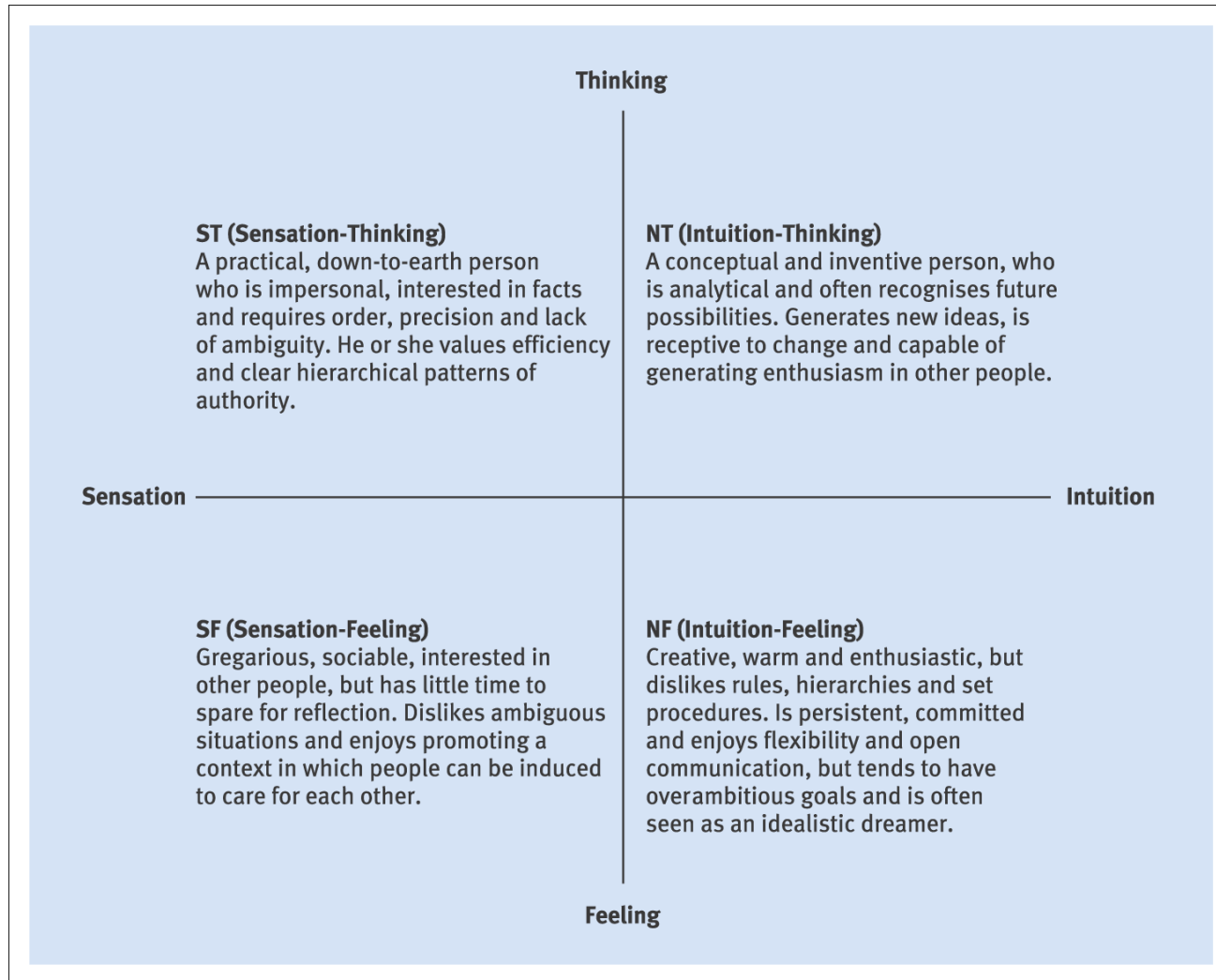


Figure 3.8 Jung's personality types

Leadership types and the MBTI

ISTJ Salt of the earth	ISFJ Behind-the-scenes leader	INFJ Oracle for people	INTJ Designer of the future
ISTP Walking encyclopedia	ISFP Gentle spirit	INFP Values crusader	INTP Blueprinter of ideas
ESTP Self starter	ESFP Everyone's friend	ENFP Spark of energy	ENTP Classic entrepreneur
ESTJ Take-charge leader	ESFJ Servant leader	ENFJ Values spokesperson	ENTJ Grand scale organiser

Table 4.5 Leadership types and the Myers–Briggs

Applications of psychology in work organisations

- Recruitment and selection
 - Psychometric testing
- Personal development planning
 - Training coaching and career planning
- Teamwork
 - Team composition and development
- Organisational culture and personality
 - Learned behaviour, roles and rewards



Emotions at work



- Are workplaces always rational and logical?
- Emotional component
- Service industries – customer care
- About making people feel good
- Display emotion without feeling it – ‘acting’?
- Mission statements (how firms want workers to feel)
- How does emotion affect behaviour?

- Jane is asked to carry out a difficult project, usually given only to more experienced colleagues. She feels valued, flattered and trusted – also a little worried.
- While working hard on the project her emotions range from excitement and elation to fear and frustration.
- She completes the task well and feels proud and relieved.
- Jane tells her boss and shows her completed work.
- Boss gives no thanks or praise and picks out a trivial error.
- Jane then feels resentful and angry and thinks that she will never again ‘put herself out’ for her boss. Also feels exploited.
- Thinks about looking for another job.
- Doesn’t volunteer to do additional tasks any more.
- Starts to feel sad and disappointed.
- Updates her CV and regularly starts looking at job advertisements.

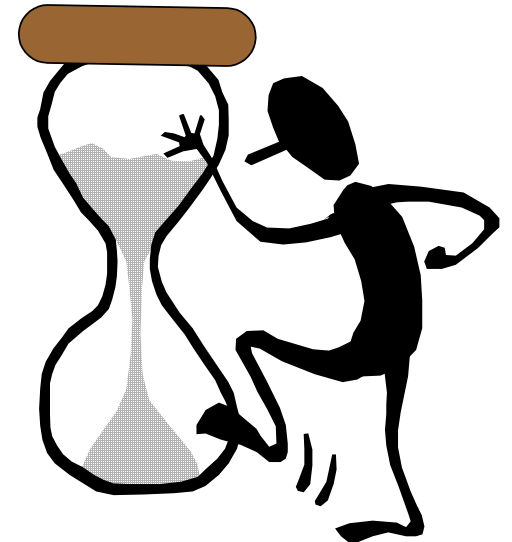
Table 4.6 A sequence of work emotions, thought and behaviour

Source: Briner, R. ‘Feeling and Smiling’, *The Psychologist*, vol. 12, no. 1, January 1999, pp. 16–19. Reproduced with permission from the British Psychological Society

Type 'A' and 'B' Personalities

(Friedman and Rosenman)

- **Type A** tend to thrive on hard work, long hours, high stress levels
 - High need for achievement
 - Extreme competitiveness
 - Impatient
 - Aggressive
 - Speak quickly
 - Need to be busy
 - Restlessness, time is short



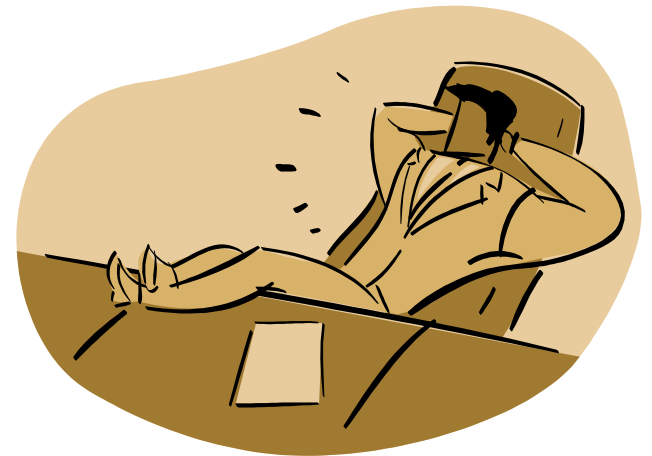
Type 'A' and 'B' Personalities

(Friedman and Rosenman)

- **Type B**

Can be driven and ambitious but:

- Opposite of A
- More relaxed at work
- Steady pace
- No sense of time urgency



Personality and work behaviour



Managers need to assess a person's

- Compatibility with the task
- Compatibility with the organisation's systems and culture
- Compatibility with other team members

And take corrective action where necessary

<http://youtu.be/66REF9vFB1Q>

Ability and intelligence

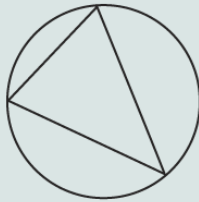
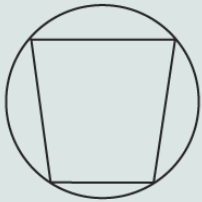
- Intelligence is mostly inherited (nature/ nativists)
- Our environment shapes our behaviour and mental abilities (nurture / empiricists)

Debate = Nature v Nurture

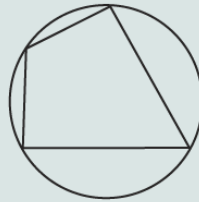


Activity – Psychometric Test 2

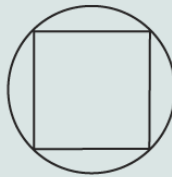
The two figures on the left have a feature in common. One, and one only, of the figures on the right lacks this feature. Which is it?



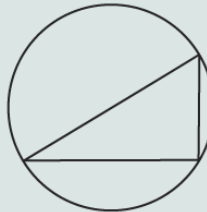
A



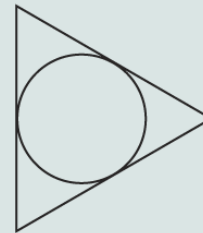
B



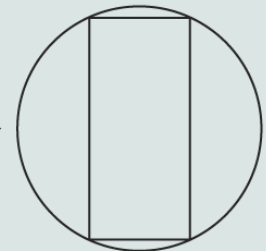
C



D



E



Emotional intelligence



'Abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope.'

Goleman

Emotional intelligence competence model

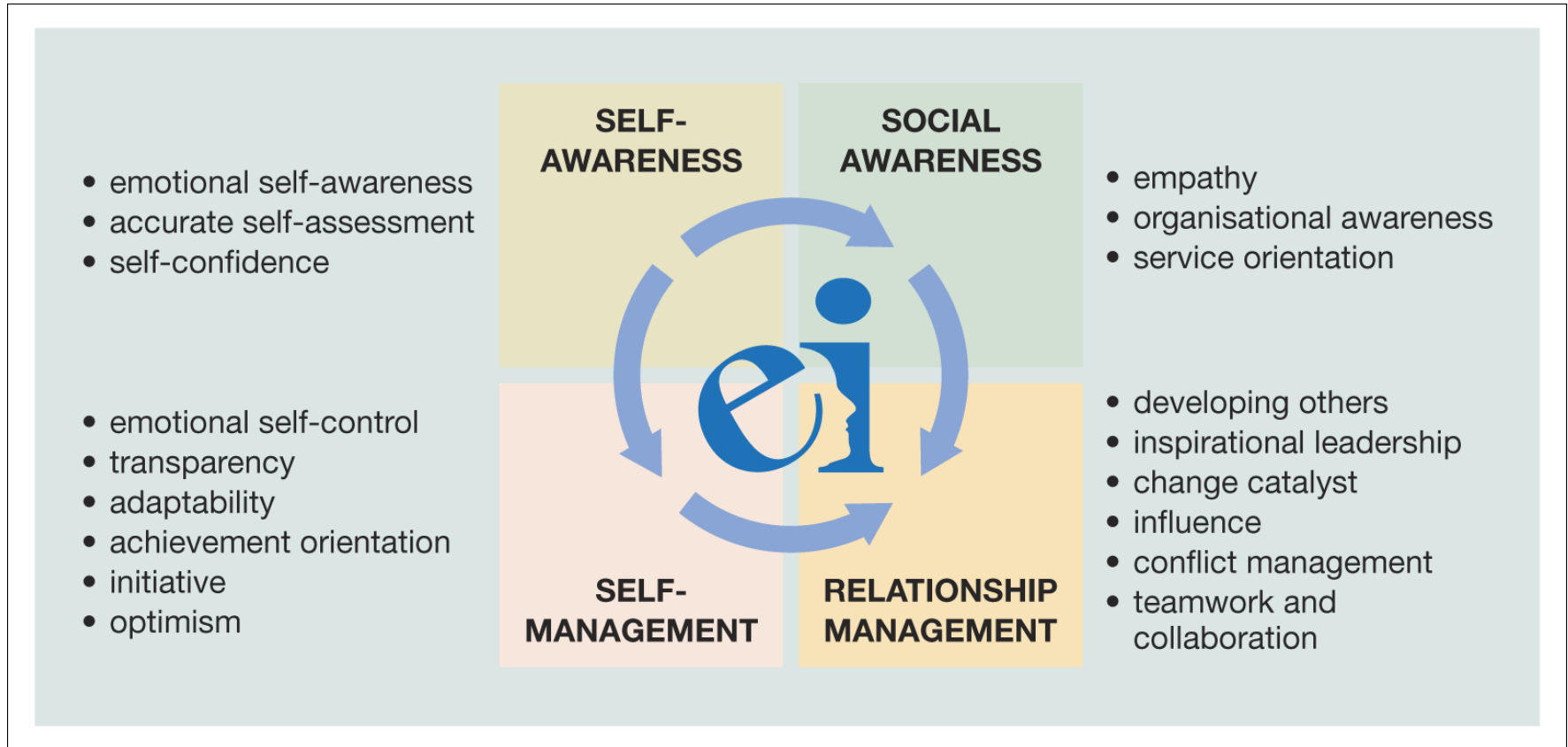


Figure 4.6 Emotional Intelligence Competence Model

Source: Copyright © 2002 Hay Acquisition Company, Inc. From Emotional Competence Inventory, Version 2. All rights reserved. Reproduced with permission

Attitudes, beliefs and values



- Attitudes

- Providing a state of readiness or tendency to respond in a particular way

- Beliefs

- Concerned with what is known about the world; reality as it is understood

- Values

- Concerned with what 'should' be and what is desirable

Attitude change

Affects people and organisations

What can help this process?



- The persuader's characteristics
- Presentation of issues
- Audience characteristics
- Group influences
- Potential outcome of any attitude change (reward/punishment)

A change in behaviour or personality?



‘Changing people’s attitudes is comparatively easy but changes to personality or attitudes are far more difficult.

And a change in behaviour does not necessarily mean a change in personality or attitudes.’

(Mullins, 2016)

Diversity management



- Diversity is about individual difference
- People aren't the same
- Can affect individual and team performance
- New, modern workplace – different attitudes
- Is valuing difference easy to do?
- Need to integrate differences into the workforce

Dimensions of diversity



Primary (genetic)

- Age
- Race
- Ethnicity
- Gender
- Physical abilities and qualities
- Sexual orientation

Secondary (learned)

- Education
- Work experience
- Income
- Marital status
- Religious belief
- Geographical location
- Parental status
- Personal style

Hellriegel, Slocum and Woodman

Business Case for Diversity



- Global workforce
- Diverse customers
- Understand their needs better = more sales
- Reflect customer attitudes
- Improved job satisfaction/retention
- Manager EI
- Equal opportunities
- Value people = value creation
- Bottom line impact
- Affordable?
- Harmonious?
- Action plans
- Hilton Hotels – enhance competitiveness and value of business

Today's objectives



- To consider individual difference and what affects behaviour and performance
- To examine how personality impacts at work
- To explain 'emotional intelligence'
- To examine how attitudes affect the workplace
- To assess the value of psychometric testing
- To explore diversity management
- To evaluate the business case for diversity

Next class: TUESDAY 27 March

Lecture 1pm:

**Organisational Effectiveness
Stakeholder analysis**

Presentations from 2pm

