

HUMAN RELATIONS: INTERPERSONAL JOB-ORIENTED  
SKILLS, 12e

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## CHAPTER 2

# UNDERSTANDING INDIVIDUAL DIFFERENCES

# INTRODUCTORY CONCEPTS

- **Individual differences** exert a profound effect on job performance and behavior.
- Key sources of individual differences on the job are personality, cognitive intelligence, personal values, and emotional intelligence.
- An example of individual differences is the ability to concentrate on work. Some people can concentrate longer and harder.

# EIGHT MAJOR PERSONALITY FACTORS AND TRAITS

1. Neuroticism—reflects emotional instability and proneness to distress.
2. Extraversion—quantity or intensity of social interactions.
3. Openness—proactive seeking of experience for its own sake (intellectual curiosity).
4. Agreeableness—quality of interpersonal orientation, such as being good natured.

5. Conscientiousness—organization, self-restraint, persistence, and motivation toward attaining goals.
6. Self-monitoring—process of observing and controlling how we are perceived by others.
7. Risk taking and thrill seeking—propensity to take risks and pursue thrills.
8. Optimism—tendency to experience positive emotional states, and think that positive outcomes will occur (versus pessimism).

# PERSONALITY FACTORS, TRAITS, AND JOB PERFORMANCE

- A particular trait may give rise to more frequent use of certain actions, such as being conscientious.
- Conscientiousness is linked to job performance in many positions, and is also associated with success.
- Extraversion is associated with success for managers and sales representatives because these positions require frequent interaction with others.

## *Personality and Job Performance, continued*

- Strong self-monitors tend to receive high performance ratings.
- Successful self-monitors more likely to emerge as leaders and be promoted to management positions.
- **Organizational citizenship behaviors** (OCBs) linked to other personality traits, including agreeableness and conscientiousness.

## *Personality and Job Performance, continued*

- Interpersonal and cooperative are affiliation-oriented OCBs
- Change ready is a challenge-oriented OCB. This can cause annoyance because status quo tends to be challenged.
- Study with 50,000 employees found that high OCB is associated with successful evaluations, higher salary increases, less turnover, and less absenteeism. OCB also help companies increase productivity.
- OCBs allow employees to make short-term sacrifice to benefit company.



## *Personality and Job Performance, continued*

- Emotionally stable, conscientious, and agreeable employees are less likely to quit.
- Optimism is good for tasks such as selling and motivating.
- Pessimism can also help performance by preventing problems.
- Combination of personality types is often more linked to performance than one factor.

# PERSONALITY TYPES AND COGNITIVE STYLES

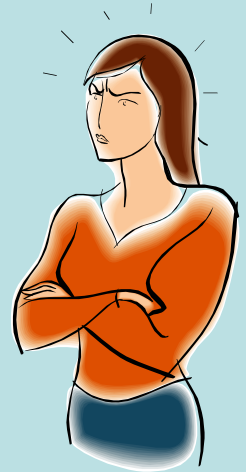
**Cognitive styles** are modes of problem solving based on four dichotomies:

1. Energy flow—extraversion vs. introversion.
2. Information gathering—sensation vs. intuition.
3. Decision making—thinking vs. feeling.
4. Lifestyle orientation—judging vs. perceiving.

## *Personality Types and Cognitive Styles, continued*

- Combinations of these four dichotomies results in 16 personality types, collectively called ESPF (Extraverted/ Sensing/ Feeling/ Perceiving).
- It is not advisable to pigeon-hole people in one of these categories.
- The 16 types can sometimes be used to help people get along better within a workgroup.

# DEALING WITH DIFFERENT PERSONALITY TYPES



1. Be friendly and warm toward extroverts.
2. Move slowly with introverts.
3. Share information and ideas with person open to experience.
4. Stick closely to facts with closed person.

5. Relax and be yourself with an agreeable person.
6. Be patient and tolerant with a disagreeable person.
7. Do not nag and allow space to a conscientious person.
8. Keep close tabs on an unconscionable person.
9. Don't believe everything that a self-monitor tells you.

10. Emphasize risks with high risk takers.
11. Emphasize stability and security with low risk-takers.
12. When dealing with an information gatherer looking for sensation, emphasize facts and figures.
13. When dealing with an intuition-type of information gatherer, emphasize feelings, judgment, and creativity.

# COGNITIVE ABILITY

- **Cognitive intelligence** is the capacity to acquire and apply knowledge to solve problems.
- Intelligence consists of *g* (general) and *s* (special) factors that aid problem-solving.
- Seven special factors are (1) verbal comprehension, (2) word fluency, (3) numerical acuity, (4) spatial perception, (5) memory, (6) perceptual speed, and (7) inductive reasoning.
- Mental workouts help with **cognitive fitness**.

# PRACTICAL INTELLIGENCE

- **Practical intelligence** is needed to adapt your environment to suit your needs.
- Incorporates common sense, wisdom, and street smarts.
- People with high practical intelligence also have good **intuition**.
- Experience helps develop intellectual skills and judgment.



# IMPLICATIONS OF PRACTICAL INTELLIGENCE

- Person who is not great scholar may still make a good living and lead a good life.
- Person with high practical intelligence usually has good intuition.
- Experience is helpful in developing intellectual skills and judgment.
- Study conducted with Printing Industry CEOs found that practical intelligence as measured by problem solving is associated with business success.

# MULTIPLE INTELLIGENCES

Individuals possess the following eight intelligences in varying degrees.

1. Linguistic (language skills)
2. Logical/ mathematical ( $2x=4$ ;  $x=?$ )
3. Musical (good at opera and hip-hop)
4. Spatial (3D and graphics)
5. Bodily/ kinesthetic (e.g. sports and dancing)
6. Intrapersonal (self-knowledge)
7. Interpersonal (this course)
8. Naturalist (the environment)

# IMPLICATIONS OF MULTIPLE INTELLIGENCES

- Profile of intelligences points to your style of learning and your best type of work.
- Separate intelligences can be developed through concentrated effort.
- The eight intelligences can be regarded as abilities or talents.
- It is possible that hard work is more important than natural ability in developing talent.

# MEANING OF EMOTIONAL INTELLIGENCE

- **Emotional Intelligence** refers to qualities such as understanding own feelings, having empathy, and regulating emotions to enhance living.
- Intelligence aspect focuses on ability to engage in complex information processing about emotions of self and others.
- Information is used to guide thinking and behavior.

# COMPONENTS OF EMOTIONAL INTELLIGENCE

1. Self-awareness (understand moods, emotions, and needs)
2. Self-management (control one's emotions)
3. Social awareness (empathy for others and intuition about work problems)
4. Relationship management (good interpersonal skills and ability to build strong bonds)

# MORE INSIGHT INTO EMOTIONAL INTELLIGENCE

- Emotional intelligence incorporates many skills and attitudes needed for interpersonal relationships.
- Issues relating to human relations, such as political skills, are included in emotional intelligence.
- Emotional intelligence can be regarded as a mixture of cognitive skills and personality.

# RELATING TO PEOPLE OF DIFFERENT COGNITIVE SKILL

1. To the mentally quick—present ideas with technical depth, ask challenging questions.
2. To the mentally slow—present ideas without depth, use basic vocabulary.
3. To the number cruncher—use quantitative data.
4. To the creatively intelligent—solicit input.
5. To the one with low emotional intelligence—explain attitudes and feelings carefully.

# VALUES AS A SOURCE OF INDIVIDUAL DIFFERENCES

- A **value** is the importance a person attaches to something and is tied in with his **ethics**, or the moral choices that he makes.
- We learn values as we grow up, as well as by modeling our life after others.
- Values are related to the kind of person you are and the quality of your relationships.
- A mesh between individual and organizational values enhances job performance.



# CLASSIFICATION OF VALUES

One method of classifying values shows how we establish goals to fit values. Examples:

- Achievement value leads to goals of power, strength, and control.
- Benevolence value leads to goals of kindness, charity, and mercy.
- Conformity value leads to goals of restraint, regard, and consideration.

# VALUE STEREOTYPES FOR THREE GENERATIONS

- Baby Boomers (1946-1964): Like hierarchy, loyal, diplomatic.
- Generation X (1961-1980): Techno-savvy, like teamwork, loyal to self.
- Generation Y (1981-2002): Techno-savvy, like teamwork, question traditional way of doing things.

(Stereotypes refer to “typical” person.)

# HOW VALUES ARE LEARNED

- Observing others, or modeling.
- Communication of attitudes from key people.
- Religious teachings.
- Events reported by the media, including popular culture.
- Technology, such as digital lifestyle.

# CLARIFYING VALUES

- Values impact the kind of person you are and the quality of relationships you will keep. Understanding and clarifying values is therefore important.
- Values can be clarified by ranking them (as in Self-Assessment Quiz 2-3).
- For example, someone might rank “helping people less fortunate people” over “making above-average income.”

# MESH BETWEEN INDIVIDUAL AND JOB VALUES

- Best if employee and job values mesh.
- Mesh leads to better job performance.
- When fit between employee and job values mesh, manager is often trusted.
- Trust is enhanced when communication is regular, open, and consistent.
- **Person-role conflict**—job demands clash with basic employee values.

# USING VALUES TO ENHANCE INTERPERSONAL RELATIONS

1. Establish values for relationships.
2. Establish your values as employee, and avoid compromising them.
3. Values are based on opinions, so discuss different points of view.
4. Respect differences in values, and make appropriate adjustments.
5. Recognize that many people want to have impact on lives of others.



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