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Chapter 4 – Personality and values

<p>Heredity:</p> <p>The factors determined at conception, one's biological, physiological and inherent psychological makeup. What we inherited from our parents and forefathers.</p> <p style="text-align: right;">Chap. 4</p>	<p>Core self-evaluation:</p> <p>The degree to which people like or dislike themselves, see themselves as capable or not, and whether the person feels in control or powerless of his or her environment.</p> <p style="text-align: right;">Chap. 4</p>
<p>The Myers-Briggs type indicator (MBTI):</p> <p>It is a 100-question personality test that asks people what they usually feel or act like in specific situations</p> <ul style="list-style-type: none"> - Extraverted (outgoing, sociable, and assertive) vs. Introverted (quiet and shy) - Sensing (practical and prefer routine and orders – focus on details) vs. Intuitive (reliant on unconscious processes and look at the “big picture”) - Thinking (using logic and reasoning to handle problems) vs. Feeling (using personal emotions and values to handle problems) - Judging (they want control and prefer the world to be ordered and structured) vs. Perceiving (flexible and spontaneous) <p style="text-align: right;">Chap. 4</p>	<p>The Big-Five personality model:</p> <p>A personality assessment model that taps five basic dimensions.</p> <ul style="list-style-type: none"> - Extraversion: Captures one's comfort level with relationship. (High scorer) a sociable, gregarious and assertive. (Low scorer) reserved, timid and quiet. - Agreeableness: Refers to an individual's propensity to defer to others. (High score) good-natured, cooperative and trusting. (Low score) cold, disagreeable and antagonistic. - Conscientiousness: Measures reliability. (High score) responsible, dependable, persistent and organized. (Low score) easily distracted, disorganized and unreliable. - Emotional stability: A person's ability to withstand stress. (High score) calm, self-confident and secure (positive). (Low score) <i>Neuroticism</i>, nervous, anxious, depressed and insecure. - Openness to experience: the range of interest and fascination with novelty. (High score) imagination, sensitivity and curiosity. (Low score) conventional and find comfort in the familiar. <p style="text-align: right;">Chap. 4</p>
<p>Machiavellianism:</p> <p>A Machiavellian is pragmatic, maintains emotional distance and believes that ends can justify means. He/she manipulates more, wins more, is persuaded less and persuades more than less Machiavellians. Flourish when; 1) interact face-to-face, 2) minimum rules and regulations, and maximum of improvisation, and 3) when emotional involvement is irrelevant.</p> <p style="text-align: right;">Chap. 4</p>	<p>Narcissism:</p> <p>A person, who has a grandiose sense of self-importance, requires excessive admiration, has a sense of entitlement and is arrogant. Evidence shows, that narcissistic people believe they are better leaders than their colleagues, while their supervisors rate them as worse leaders.</p> <p style="text-align: right;">Chap. 4</p>
<p>Self-monitoring:</p> <p>An individual's ability to adjust his or her behaviour to external situational factors</p> <p style="text-align: right;">Chap. 4</p>	<p>Personality-organization fit theory:</p> <p>The most important for the organization is that the employee's personality fits the overall culture of the organization that with the characteristics of any specific job.</p> <p style="text-align: right;">Chap. 4</p>
<p>Difference on instrumental or terminal values:</p> <p>Rokeach Value Survey (RVS)</p> <p>Terminal values: are the goals a person would like to achieve during the person's lifetime (<i>including values such as a comfortable life, a sense of accomplishment, equality, and wisdom</i>).</p> <p style="text-align: center;">Vs.</p> <p>Instrumental values: preferable modes of behaviour, and means of achieving the terminal values (<i>e.g. intellectual, ambitious, courageous, and responsible</i>).</p> <p style="text-align: right;">Chap. 4</p>	<p>Contemporary work values:</p> <p>People's values differ depending on e.g. generation and culture, so it is difficult to name a common contemporary list of work values.</p> <p>It has been shown that groups tend to reflect similar values and this can be a valuable aid in explaining and predicting behaviour.</p> <p style="text-align: right;">Chap. 4</p>

Chapter 7 – Motivation: from concept to applications

<p>Alternative work arrangements:</p> <p>Flexitime Job sharing Teleworking</p> <p>Chap. 7</p>	<p>Employee involvement:</p> <ul style="list-style-type: none">- Participative management- Representative participation- Quality circles <p>Chap. 7</p>
<p>Rewards:</p> <p>Piece-rate pay plan: when employees are paid a fixed sum for each unit of production completed</p> <p>Merit-based pay: when based on performance appraisal ratings – objective output</p> <p>Bonuses</p> <p>Skill-based pay: based on how many skills or jobs the employee has.</p> <p>Profit-sharing plan: the profit of the organization is being divided between the employees</p> <p>Gain sharing:</p> <p>Employee stock ownership plans (ESOPs)</p> <p>Chap. 7</p>	<p>The Job Characteristic model (JCM):</p> <p>The model proposes that any job can be described in terms of five core job dimensions. Job design: the way the elements in a work are organized.</p> <p>Skill variety: A job requires a variety of different activities so the worker can use a number of different skills and talents.</p> <p>Task identity: A job requires completion of a whole and identifiable piece of work (many tasks to do)</p> <p>Task significance: The work has a big impact on the lives or work of other people (the tasks have significance for the person)</p> <p>Autonomy: The job provides freedom, independence, and discretion. Gives the person a feeling of personal responsibility.</p> <p>Feedback: Direct feedback about performance.</p> <p>Chap. 7</p>
<p>Job redesign:</p> <p>Job rotation, job enlargement (<i>increasing the number and variety of tasks – creates more diversity</i>) and job enrichment (<i>the vertical expansion of jobs, which increases the degree to which the worker controls the planning, execution, and evaluation of the work</i>).</p> <p>Chap. 7</p>	