

Chapter 2

Diversity, Personality, and Values

STUDY QUESTIONS

1.	Why are diversity and individual differences important?
2.	What is personality?
3.	How are personality and stress related?
4.	What are individual and cultural values?

CHAPTER OVERVIEW

This chapter addresses the nature of individual differences and describes why understanding and valuing these differences is increasingly important in today's workplace. The chapter begins with a description of individual differences and awareness of self and others. It describes self-concept as the view individuals have of themselves as physical, social, and spiritual or moral beings and discusses whether individuals develop based on heredity or on the environment. The chapter presents a discussion of diversity and why it is important in the workplace. The most commonly discussed types of diversity in the workplace are gender, racial/ethnic, age, disability, and sexual orientation. There have been two shifts in the diversity discussion in recent years. The first is from "managing" diversity to "valuing" diversity. The second is from a focus on diversity to a focus on retention and inclusion. This represents a need to emphasize not only recruitment but retention. The chapter describes social identity theory which suggests that many forms of discrimination are subtle but powerful, and may occur in subconscious psychological processes that individuals of out-groups perceive in the workplace.

Personality captures the combination of characteristics that represents the unique nature of an individual as that individual interacts with others. The chapter describes the Big Five personality traits of extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. It also provides a useful personality framework consisting of social traits (problem-solving styles), personal conception traits (locus of control, proactive personality, authoritarianism and dogmatism, Machiavellianism, and self-monitoring), emotional adjustment traits (Type A and Type B orientations), and personality dynamics, where each category represents one or more personality dimensions.

The chapter then moves to a discussion of stress and how it is related to personality. Stress emerges when people experience tensions caused by extraordinary demands, constraints, or opportunities in their jobs. Two types of stressors – work and life – are discussed. The *spillover effect* results when forces in people's personal lives "spillover" to affect them at work. Stress can be managed by prevention—such as making adjustments in work and nonwork factors; it can also be dealt with through coping mechanisms and personal wellness—taking steps to maintain a healthy body and mind capable of better withstanding stressful situations.

Finally, the chapter discusses values as broad preferences concerning courses of action or outcomes. Different models for understanding values are presented including Rokeach's terminal values (preferences concerning ends) and instrumental values (preferences concerning means); Meglino and associates values of achievement, helping and concern for others, honesty, and fairness; and Hofstede's dimensions of national culture (power distance, individualism–collectivism, uncertainty avoidance, masculinity–femininity, and long-term/short-term orientation).

CHAPTER OUTLINE

WHY ARE DIVERSITY AND INDIVIDUAL DIFFERENCES IMPORTANT?

- Individual Differences and Diversity
- Self Concept, Self-Awareness, and Awareness of Others
- Valuing (Or Not Valuing) Diversity
- Diversity Issues in the Workplace
- Diversity and Social Identity

WHAT IS PERSONALITY?

- Personality
- Big Five Personality Traits
- Social Traits
- Personal Conception Traits
- Emotional Adjustment Traits

HOW ARE PERSONALITY AND STRESS RELATED?

- Personality and Stress
- Type A Orientation And Stress
- Work and Life Stressors
- Outcomes of Stress
- Approaches to Managing Stress

WHAT ARE INDIVIDUAL AND CULTURAL VALUES?

- Values
- Sources of Values
- Personal Values
- Cultural Values

CHAPTER LECTURE NOTES

LO 1: INDIVIDUAL DIFFERENCES AND DIVERSITY

Differences among people can make the ability to predict and understand behavior in organizations challenging.

- *Individual differences* are the ways in which people are similar and how they vary in their thinking, feeling, and behavior.
- *Surface-level diversity* involves individual differences in visible attributes such as race, sex, age, and physical abilities.
- *Deep-level diversity* involves individual differences in things like personality and values.

Self Concept, Self-Awareness, and Awareness of Others

- The *self-concept* is the view individuals have of themselves as physical, social, and spiritual or moral beings. Two aspects of the self-concept are self-esteem and self-efficacy.
- *Self-awareness* means being aware of one's own behaviors, preferences, styles, biases, personalities, and so on.
- *Awareness of others* is being aware of behaviors, preferences, styles, biases, personalities, etc., of others.
- *Self-esteem* is a belief about one's own worth based on an overall self-evaluation.
- *Self-efficacy* is an individual's belief about the likelihood of successfully completing a specific task.
- *Prejudice* is the display of negative, irrational, and superior opinions and attitudes toward persons who are different from ourselves.

LECTURE ENHANCEMENT

Left brain is sequential, logical and analytical; the right brain is nonlinear, intuitive and holistic. Ask students to discuss why, in the Industrial Age, the left brain ruled. Also, why in today's workplace, right brain and "whole brain" may be the keys to success. If needed, prod them to think about what job might have been available to them 50 or 100 years ago and what skills it would require vs. the jobs that are available to them now. How does this affect our self-concept?

Valuing (or Not Valuing) Diversity

The U.S. population projections: by 2050 one in five people will be aged 65+ and 30% of the population will be Hispanic.

Individual differences are fast becoming valued for the strengths that diversity can bring to a workforce.

The flip side of valuing diversity is outright discrimination against women and minorities in the workplace.

- *Discrimination* actively denies minority members the full benefits of organizational membership.
- The *glass ceiling effect* is an invisible barrier limiting career advancement of women and minorities.

Diversity Issues in the Workplace

Race and Ethnicity

Racial and ethnic differences represent another prominent form of diversity in organizations. In the workplace, race and ethnicity are protected from discrimination by Title VII of the Civil Rights Act of 1964.

Title VII of the Civil Rights Act of 1964 protects individuals against employment discrimination on the basis of race and color, national origin, sex, and religion.

Gender

In 2009, women comprised 46.3 percent of U.S. business and 50 percent of management, professional and related occupations. Despite this, women are still underrepresented at the highest levels of organizations.

- *Leaking pipeline* is a phrase coined to describe how women have not reached the highest levels of organizations.

Sexual Orientation

Although sexual orientation is not protected by the Equal Employment Opportunities Commission (EEOC), which addresses discrimination based on race, color, sex, religion, national origin, age, and disability,⁸⁴ many states now have executive orders protecting the rights of gay and lesbian workers. Wisconsin was the first in 1982, and as of January 2008, thirteen states prohibit workplace discrimination against gay people and seven more have extended additional protection to LGB (lesbian, gay, bisexual) people.

The higher a company is on the Fortune 500 list, the more likely it is to have both domestic partner benefits and a written nondiscrimination policy covering sexual orientation.

Age

Age, or more appropriately *generational*, diversity is affecting the workplace like never before. There are four generations in the workforce:

1. Baby Boomers, born between 1946 and 1964, make up about 40 percent of today's workforce.
2. Generation X, born between 1965 and 1980, make up about 36 percent of the workplace.
3. Millennials, born between roughly 1981 and 2000, make up about 16 percent of the workforce
4. Matures, born between 1922 and 1945, make up 8 percent of the workforce.

The generational mix provides an excellent example of diversity in action. For example, one thing Millennials can bring to the workplace is their appreciation for gender equality and sexual, cultural, and racial diversity—Millennials embrace these concepts more than any previous generation. Millennials also have an appreciation for community and collaboration. They can help create a more relaxed workplace that reduces some of the problems that come from too much focus on status and hierarchy.⁷⁶ Boomers and Gen Xers bring a wealth of experience, dedication, and commitment that contribute to productivity, and a sense of professionalism that is benefiting their younger counterparts. Together, Millennials and Gen Xers may be able to satisfy the Gen X desire for work-life balance through greater demand for more flexible scheduling and virtual work. Accomplishing such changes will come when all the generations learn to understand, respect—and maybe even like—one another.

Ability

The Americans with Disabilities Act is a comprehensive federal civil-rights statute signed into law in 1990 to protect the rights of people with disabilities, and is parallel to acts previously established for women and racial, ethnic, and religious minorities. It prohibits discrimination and mandates that disabled Americans be accorded equality in pursuing jobs, goods, services, and other opportunities.

Disabilities include any form of *impairment* (loss or abnormality of psychological or anatomical structure or function), *disability* (any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being), or *handicap* (a disadvantage resulting from an impairment or disability that limits or prevents the fulfillment of a role that is normal, depending on age, sex, social, and cultural factors, for that individual).

The most visible changes from the ADA have been in issues of “*universal design*”—the practice of designing products, buildings, public spaces, and programs to be usable by the greatest number of people.

Stigma is a phenomenon whereby an individual is rejected as a result of an attribute that is deeply discredited by his/her society.

Diversity and Social Identity

- Instead of addressing the issue of racial and ethnic diversity from the standpoint of compliance, many organizations have begun to focus on inclusion.
- Social psychologists Henri Tajfel and John Turner developed *social identity theory* to understand the psychological basis of discrimination. It describes individuals as having not one but multiple “personal selves” that correspond with membership in different social groups.
 - *In-group* occurs when individuals feel part of a group and experience favorable status and a sense of belonging.
 - *Out-group* occurs when one does not feel part of a group and experiences discomfort and low belongingness

LO 2: PERSONALITY

Personality is the overall combination of characteristics that capture the unique nature of a person as that person reacts and interacts with others.

LECTURE ENHANCEMENT

Ask students if they have ever completed a personality inventory and what was the purpose (job, club, sports team, etc.). Further have the students discuss what they believe are the advantages and disadvantages of administering personality tests to individuals.

Big Five Personality Traits

- *Personality traits* are enduring characteristics describing an individual's behavior.
- The Big Five personality dimensions have been distilled from extensive lists of specific personality traits. The *Big Five traits* are the following:
 - Extraversion — being outgoing, sociable, assertive.
 - Agreeableness — being good-natured, trusting, cooperative.
 - Conscientiousness — being responsible, dependable, persistent.
 - Emotional stability — being unworried, secure, relaxed.
 - Openness to experience — being imaginative, curious, broad-minded.

Social Traits

- *Social traits* are surface-level traits that reflect the way a person appears to others when interacting in various social settings.
- *Problem-solving style*, based on the work of Carl Jung, reflects the way a person gathers and evaluates information when solving problems and making decisions.

- The first component of problem solving is information gathering. Information gathering involves getting and organizing data for use. Styles of information-gathering vary from sensation to intuitive.
 - Sensation-type individuals prefer routine and order and emphasize well-defined details in gathering information; they would rather work with known facts than look for possibilities.
 - Intuitive-type individuals like new problems, dislike routine, and would rather look for possibilities than work with facts.
- The second component of problem solving is evaluation. Evaluation involves making judgments about how to deal with information once it has been collected. Styles of information evaluation vary from an emphasis on feeling to an emphasis on thinking.
 - Feeling-type individuals are oriented toward conformity and try to accommodate themselves to other people; they try to avoid problems that may result in disagreements.
 - Thinking-type individuals use reason and intellect to deal with problems and downplay emotions.
- Problem-solving styles are most frequently measured with the (typically 100-item) Myers-Briggs Type Indicator (MBTI).

Personal Conception Traits

Personal conception traits represent individuals' major benefits and personal orientation concerning a range of issues involving social and physical setting.

Personal conception traits include locus of control, proactive personality, authoritarianism and dogmatism, Machiavellianism, and self-monitoring.

Locus of Control

Locus of control refers to the extent to which a person feels able to control his or her own life.

- *Internals* tend to be more introverted and are more oriented toward their own feelings and ideas. They believe that they control their own fate or destiny.
- *Externals* are more extraverted in their interpersonal relationships and are more oriented toward the world around them. They believe that much of what happens to them is beyond their control and is determined by environmental forces such as fate.

Figure 2.2 in the textbook describes how internals differ from externals regarding information processing; job satisfaction; performance; self-control, risk, and anxiety; motivation, expectancies, and results; and response to others.

LECTURE ENHANCEMENT

Using *Figure 2.2* a point of departure, have each student identify his or her internal/external locus of control orientation regarding information processing; job satisfaction; performance; self-control, risk, and anxiety; motivation, expectancies, and results; and response to others.

Proactive Personality

A *proactive personality* is the disposition that identifies whether or not individuals act to influence their environments.

- Individuals with high proactive personality identify opportunities and act on them, show initiative, take action, and persevere until meaningful change occurs. In contrast, people who are not proactive fail to identify—let alone seize—opportunities to change things.
- Less proactive individuals are passive and reactive, preferring to adapt to circumstances rather than change them.

Authoritarianism/Dogmatism

Authoritarianism/dogmatism: Both “authoritarianism” and “dogmatism” deal with the rigidity of a person’s beliefs.

- A person high in *authoritarianism* tends to adhere rigidly to conventional values and to obey recognized authority. This person is concerned with toughness and power and opposes the use of subjective feelings. Highly authoritarian individuals are so susceptible to authority that in their eagerness to comply they may behave unethically.
- An individual high in *dogmatism* sees the world as a threatening place. This person regards legitimate authority as absolute and accepts or rejects others according to how much they agree with accepted authority.

Machiavellianism

Machiavellianism: The *Machiavellian personality* views and manipulates others purely for personal gain.

- A *high-Mach personality* approaches situations logically and thoughtfully and is even capable of lying to achieve personal goals; is rarely swayed by loyalty, friendships, past promises, or the opinions of others; is skilled at influencing others; tries to exploit loosely structured situations; and performs in a perfunctory manner in highly structured situations.
- A *low-Mach personality* accepts direction imposed by others in loosely structured situations; works hard to do well in highly structured situations; is guided more strongly by ethical considerations; and is less likely to lie or cheat.

Self-monitoring

Self-monitoring reflects a person’s ability to adjust his or her behavior to external or situational (environmental) factors.

- *High self-monitoring individuals* are sensitive to external cues and tend to behave differently in different situations. High self-monitors can present a very different appearance from their true self.
- In contrast, *low self-monitors*, like their low-Mach counterparts, aren’t able to disguise their behaviors — “what you see is what you get.”

LO 3: PERSONALITY AND STRESS

Emotional adjustment traits measure how much an individual experiences emotional distress or displays unacceptable acts.

A frequently encountered emotional adjustment trait that is especially important for OB is the Type A/Type B orientation.

- Individuals with a *Type A orientation* are characterized by impatience, desire for achievement, and perfectionism.
- Individuals with a *Type B orientation* are characterized by as being more easy going and less competitive than Type A.

LECTURE ENHANCEMENT

As an outside assignment, have students write an essay describing themselves in terms of the Big Five personality traits, social traits, personal conception traits, and emotional adjustment traits that were discussed above. Also have them describe how their personality profile (in terms of these various dimensions) seems to influence their behavior.

Type A Orientation and Stress

- *Stress* is tension from extraordinary demands, constraints, or opportunities.
- You can spot Type A personality tendencies in yourself and others through the following patterns of behavior.
 - Always moving, walking, and eating rapidly.
 - Acting impatient, hurrying others, put off by waiting.
 - Doing, or trying to do, several things at once.
 - Feeling guilty when relaxing.
 - Hurrying or interrupting the speech of others.

Work and Life Stressors

Stressors are the wide variety of things that cause stress for individuals.

Work Stressors

- *Work stressors* can arise from many sources, including excessively high or low task demands, role conflicts or ambiguities, poor interpersonal relations, or career progress that is either too slow or too fast.
- Common work stressors include the following:
 - Task demands
 - Role ambiguities

- Role conflicts
- Ethical dilemmas
- Interpersonal problems
- Career developments
- Physical setting

Life Stressors

- *Life stressors* occur as family events (e.g., the birth of a new child), economic difficulties (e.g., the sudden loss of a big investment), and personal affairs (e.g., a separation or divorce).
- The *spillover effect* results when forces in people's personal lives "spillover" to affect them at work.

LECTURE ENHANCEMENT

Ask the students to identify the things that cause stress for them. Treating their role as a student as their work, have them identify the work, nonwork, and personal stressors in their lives.

Outcomes of Stress

- *Eustress or constructive stress*, occurs at moderate levels and prompts increased work effort, stimulates creativity, and encourage greater diligence, thereby having a positive impact on performance.
- *Distress or destructive stress*, is dysfunctional for both the individual and the organization. It occurs as low or high levels of stress.
- *Job burnout* manifests as a loss of interest in and satisfaction with a job due to stressful working conditions.

LECTURE ENHANCEMENT

There are some startling statistics about workplace stress that have been published by the American Institute of Stress, available on the organization's Web site at <http://www.stress.org/>. The statistics are based on surveys of American employees and other American Institute of Stress research. These statistics may stimulate interesting classroom discussion.

Approaches to Managing Stress

Coping Mechanisms

Coping is a response or reaction to distress that has occurred or is threatened.

- *Problem-focused coping* are coping mechanisms which manage the problem that is causing the distress.
- *Emotion-focused coping* mechanism regulates emotions or distress.

Stress Prevention

Stress prevention involves taking action to keep stress from reaching destructive levels in the first place.

Personal wellness

Personal wellness involves the pursuit of one's job and career goals with the support of a personal health promotion program.

LECTURE ENHANCEMENT

Ask the students to identify the techniques that they use for managing stress. Common examples are likely to include both effective and ineffective coping mechanisms. Effective coping mechanisms could include exercise, listening to music, resting, visiting with friends, etc. Ineffective coping mechanisms could include such actions as engaging in angry outbursts, becoming sullen, mistreating family or friends, excessive consumption of alcohol, etc.

LO 4: VALUES

Values are broad preferences concerning appropriate courses of action or outcomes. Values reflect a person's sense of right and wrong or what "ought" to be.

Sources of values

Sources of values are parents, friends, teachers, and external reference groups, and all influence individual values. At the national level, cultural value dimensions, such as those identified by Hofstede, tend to influence these sources.

Personal values

- *Terminal values* reflect a person's preferences concerning the "ends" to be achieved. They are the goals an individual would like to achieve during his or her lifetime.
- *Instrumental values* reflect a person's beliefs about the means for achieving desired ends. They represent how you might go about achieving your important end states, depending on the relative importance you attached to the instrumental values.

Figure 2.3 in the textbook summarizes 18 terminal values and 18 instrumental values.

LECTURE ENHANCEMENT

Using *Figure 2.3* as a point of departure, have each student identify the five most important terminal values and the five most important instrumental values for him or her. Divide the class into small groups to discuss the implications of their selected sets of values for how they might work together on a long-term group project.

A more recent values schema, developed by Bruce Meglino and associates, is aimed at people in the workplace:

- Achievement—getting things done and working hard to accomplish difficult things in life
- Helping and concern for others—being concerned for other people and with helping others
- Honesty—telling the truth and doing what you feel is right
- Fairness—being impartial and doing what is fair for all concerned

Value congruence occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own. When values differ, or are *incongruent*, conflicts over such things as goals and the means to achieve them may result.

Cultural Values

Culture is the learned and shared way of thinking and acting among a group of people or society.

Geert Hofstede refers to culture as the “software of the mind.”

Since culture is shared among people, it helps to define the boundaries between different groups and affects how their members relate to one another.

LECTURE ENHANCEMENT

If any of your students have lived or traveled abroad, ask them to describe their experiences and what they learned about different cultures.

A framework offered by Geert Hofstede helps in understanding how value differences across national cultures can influence human behavior at work.

The five dimensions of national culture in Hofstede’s framework are as follows:

- *Power distance* is the willingness of a culture to accept status and power differences among its members. It reflects the degree to which people are likely to respect hierarchy and rank in organizations.
- *Uncertainty avoidance* is a cultural tendency toward discomfort with risk and ambiguity. It reflects the degree to which people are likely to prefer structured or unstructured organizational situations.

- *Individualism-collectivism* is the tendency of a culture to emphasize individual versus group interests. It reflects the degree to which people are likely to prefer working as individuals or working together in groups.
- *Masculinity-femininity* is the tendency of a culture to value stereotypical masculine or feminine traits. It reflects the degree to which organizations emphasize competition and assertiveness versus interpersonal sensitivity and concerns for relationships.
- *Long-term/short-term orientation* is the tendency of a culture to emphasize values associated with the future, such as thrift and persistence, versus values that focus largely on the present. It reflects the degree to which people and organizations adopt long-term or short-term performance horizons.

Ecological fallacy is acting with the mistaken assumption that a generalized cultural value applies equally to all members of the culture.

CHAPTER STUDY GUIDE

Why are individual differences and diversity important?

- The study of individual differences attempts to identify where behavioral tendencies are similar and where they are different to more accurately predict how and why people behave as they do.
- Self-concept is the view individuals have of themselves as physical, social, and spiritual or moral beings. It is a way of recognizing oneself as a distinct human being.
- Both self-awareness - being aware of our own behaviors, preferences, styles, biases, and personalities, and awareness of others - being aware of these same things in others, are important capabilities if we are to best understand individual differences and diversity.
- The nature/nurture controversy addresses whether we are the way we are because of heredity or because of the environments in which we have been raised and live.
- There are many types of diversity, but the most commonly discussed in the workplace are racial/ethnic, gender, age, disability, and sexual orientation.
- In recent years there has been a shift from a focus on diversity to a focus on inclusion. This represents a need to emphasize not only recruitment but retention.
- Social identity theory suggests that many forms of discrimination are subtle but powerful, and may occur in subconscious psychological processes that individuals of out-groups perceive in the workplace.
- Organizations can value diversity by promoting cultures of inclusion that implement policies and practices to help create a more equitable and opportunity-based environment for all.

What is personality?

- Personality captures the overall profile, or combination of characteristics, that represents the unique nature of an individual as that individual interacts with others.
- Personality is determined by both heredity and environment; across all personality characteristics, the mix of heredity and environment is about 50–50. The Big Five personality traits are extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.

- A useful personality framework consists of social traits, personal conception traits, emotional adjustment traits, and personality dynamics, where each category represents one or more personality dimensions.

How are personality and stress related?

- Stress emerges when people experience tensions caused by extraordinary demands, constraints, or opportunities in their jobs.
- Personal stressors derive from personality type, needs, and values; they can influence how stressful different situations become for different people.
- Work stressors arise from such things as excessive task demands, interpersonal problems, unclear roles, ethical dilemmas, and career disappointments.
- Nonwork stress can spill over to affect people at work; nonwork stressors may be traced to family situations, economic difficulties, and personal problems.
- Stress can be managed by prevention—such as making adjustments in work and nonwork factors; it can also be dealt with through coping mechanisms and personal wellness—taking steps to maintain a healthy body and mind capable of better withstanding stressful situations.

What are individual and cultural values?

- Values are broad preferences concerning courses of action or outcomes.
- Rokeach identifies terminal values (preferences concerning ends) and instrumental values (preferences concerning means); Meglino and his associates classify values into achievement, helping and concern for others, honesty, and fairness.
- Hofstede's five national culture values dimensions are power distance, individualism–collectivism, uncertainty avoidance, masculinity–femininity, and long-term/short-term orientation.
- Culture is the learned and shared way of doing things in a society; it represents deeply ingrained influences on the way people from different societies think, behave, and solve problems.

KEY TERMS

American with Disabilities Act: is a federal civil rights statute that protects the rights of people with disabilities.

Authoritarianism: a tendency to adhere rigidly to conventional values and to obey recognized authority.

Awareness of others: being aware of behaviors, preferences, styles, biases, personalities, etc., of others

Coping: response or reaction to distress that has occurred or is threatened

Culture: the learned and shared way of thinking and acting among a group of people or society.

Deep-level diversity involves individual differences in things like personality and values.

Discrimination actively denies minority members the full benefits of organizational membership.

Distress: a negative impact on both attitudes and performance.

Dogmatism: leads a person to see the world as a threatening place and to regard authority as absolute.

Ecological fallacy is acting with the mistaken assumption that a generalized cultural value applies equally to all members of the culture.

Emotion-focused coping: are mechanisms that regulate emotions or distress.

Emotional adjustment traits: traits related to how much an individual experiences emotional distress or displays unacceptable acts

Eustress: stress that has a positive impact on both attitudes and performance.

Glass ceiling effect is an invisible barrier limiting career advancement of women and minorities.

In-group: occurs when individuals feel part of a group and experience favorable status and a sense of belonging.

Individual differences: the ways in which people are similar and how they vary in their thinking, feeling, and behavior

Individualism–collectivism: the tendency of members of a culture to emphasize individual self-interests or group relationships.

Instrumental values: reflect a person's beliefs about the means to achieve desired ends.

Job burnout: occurs as a loss of interest in and satisfaction with a job due to stressful working conditions.

Leaking pipeline: phrase coined to describe how women have not reached the highest levels of organizations.

Locus of control: the extent a person feels able to control his or her own life and is concerned with a person's internal–external orientation.

Long-Term/Short-Term Orientation: the degree a culture emphasizes long-term or short-term thinking.

Machiavellianism: causes someone to view and manipulate others purely for personal gain.

Masculinity-Femininity: the degree a society values assertiveness or relationships.

Out-group: Occurs when one does not feel part of a group and experiences discomfort and low belongingness.

Personal Conception Trait: represents individuals' major beliefs and personal orientation concerning a range of issues involving social and physical setting.

Personal wellness: involves the pursuit of one's job and career goals with the support of a personal health promotion program.

Personality: the overall combination of characteristics that captures the unique nature of a person as that person reacts and interacts with others.

Personality traits: are enduring characteristics describing an individual's behavior.

Power distance: a culture's acceptance of the status and power differences among its members.

Prejudice is the display of negative, irrational, and superior opinions and attitudes toward persons who are different from ourselves.

Proactive personality: is the disposition that identifies whether or not individuals act to influence their environments.

Problem-solving style: reflects the way a person gathers and evaluates information when solving problems and making decisions.

Problem-focused coping: mechanisms which manage the problem that is causing the distress.

Self-awareness: being aware of one's own behaviors, preferences, styles, biases, personalities, etc.

Self-concept: the view individuals have of themselves as physical, social, spiritual, or moral beings.

Self-efficacy: is an individual's belief about the likelihood of successfully completing a specific task.

Self-esteem: is a belief about one's own worth based on an overall self-evaluation.

Self-monitoring: a person's ability to adjust his or her behavior to external situational (environmental) factors.

Social identity theory: theory developed to understand the psychological basis of discrimination.

Social traits: surface-level traits that reflect the way a person appears to others when interacting in social settings.

Stereotyping: occurs when people make a generalization, usually exaggerated or over simplified (and potentially offensive) that is used to describe or distinguish a group.

Stigma: phenomenon whereby an individual is rejected as a result of an attribute that is deeply discredited by his/her society.

Stress: tension from extraordinary demands, constraints, or opportunities.

Surface-level diversity involves individual differences in visible attributes such as race, sex, age, and physical abilities.

Terminal values: reflect a person's preferences concerning the "ends" to be achieved.

Title VII of the Civil Rights Act of 1964: protects individuals against employment discrimination on the basis of race and color, as well as national origin, sex and religion.

Type A orientation: characterized by impatience, desire for achievement, and a less competitive nature than Type B.

Type B orientation: characterized by an easygoing and less competitive nature than Type A.

Uncertainty avoidance: the cultural tendency to be uncomfortable with uncertainty and risk in everyday life.

Universal design: the practice of designing products, buildings, public spaces, and programs to be usable by the greatest number of people.

Value congruence: occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own.

Values: broad preferences concerning appropriate courses of action or outcomes.

SPECIAL FEATURES

Research Insight – Twin Studies: Nature or Nurture

In examining the nature vs. nurture controversy, a study of twins finds that heredity has an important link to leadership role occupancy. Family experience and work experience were also related to leadership role occupancy with work experiences being more powerful. The study concludes that while much is determined by our heredity, developmental experiences are also important in helping men and women move into leadership roles. Ask students to reflect on their own personalities and comment on what extent they think nature or nurture has shaped their own personality?

Bringing OB to Life – Taking Steps to Curb Bias in Performance Assessment

Harvard scholars Iris Bohnet, Alexandra van Geen, and Max H. Bazerman, may have found a way to minimize or eliminate implicit discrimination in performance assessments and other human resource management decisions. The key, they say, is to make sure evaluators compare candidates directly rather than one-by-one. Has this OB research put its finger on a simple way to remove bias from human resource decisions? Is it time to stop assessing candidates one at a time and instead compare them to one another directly? Ask students how this would affect their decisions if they were to apply this in their team performance peer evaluations.

Worth considering... or best avoided?

Would you please move over? We're making room for Generation Y.

Employers find a lot to like in the skills Generation Y members – the Millennials - bring to the workplace. No problem with technology - they're natives always on the cusp of things. No problem with collaboration – they've grown up with team-work and social media. No problem either with motivation – they're task-oriented and career-focused. But, Gen Ys also need special handling. They can be spoiled and self-centered, quick to complain when their bosses don't communicate enough, when their skills aren't fully tapped, and when work rules and bureaucracy get too restrictive. Ask students do Gen Ys deserve special treatment? And when they get it, should it come at the expense of their more senior co-workers? Just how do you blend the needs and interests of a new generation of workers with others who have been around awhile – perhaps quite a while?

Finding the Leader in You

This breakout describes the life and work of Stephen Hawking, who cannot speak or use his motor skills, but is renowned for his work in theoretical physics and manages an extensive program of travel, public

lectures, and television appearances. Hawking has inspired many to see that disability is not inability. Ask students what they find inspirational about Hawking. Do Hawking's extreme physical challenges give them different insights on others with disabilities?

OB in Popular Culture --Ambition and the Social Network

Sony's movie *The Social Network* is based on Facebook's story and especially the role of visionary and controversial founder Mark Zuckerberg (Jesse Eisenberg). Although Zuckerberg calls it pure "fiction," the movie raises ethical questions about his actions while developing the initial website, refining it, and eventually turning it into a global company valued at over \$50 billion. Ask students, from watching the movie, what can you learn that might help you deal with the ethics and intricacies of human behavior in work situations?

Ethics in OB – Personality Testing Required

Companies using computerized tests to assess personality and integrity are discovering that the Internet allows applicants to cheat. Applicants can look up answers on the Internet where other test takers have posted answer keys containing what to expect and how to answer. This problem could lead to a productive class discussion on several issues around testing. First, how might organizations get creative to keep their questions from getting out? Second, what should organizations do about cheaters? Third, many students share tests and some campus organizations such as sororities and fraternities create "test banks" of old tests. Ask students how these banks are detrimental to students, professors, the college and society.

Group Project

Assign each group a country to research and report back to the class "indicators" of the country's Hofstede dimensions. For example, the Japanese saying "The nail that stands up gets hammered down" is an indicator of their collectivist culture. One very good source of this type of information is the International Business Center. Its web page offers tips to international business travelers about the attire and etiquette in many countries. The tips are available under links to each country on their web page: <http://geert-hofstede.international-business-center.com/>.

Alternatively, the instructor could print out the etiquette rules for several countries and then allow students to pick through them for indicators of cultural dimensions. For example, for countries in which the etiquette rules recommend that visitors call people by their titles such as Doctor or Professors, student might conclude that the country has high power distance.

OB IN ACTION

Case for Critical Thinking	Diversity Leads the Way
Team and Experiential Exercises	What Do You Value in Work? Prejudice in Our Lives How We View Differences Expatriate Assignments

	Alligator River Story
Self-Assessment Portfolio	Turbulent Tolerance Test Global Readiness Index Personal Values Time Management Profile Personality Type

CASES FOR CRITICAL THINKING

DIVERSITY LEADS THE WAY

CROSS-REFERENCE AND INTEGRATION

Diversity and individual differences; perception and attribution; performance management; job design; communication; conflict; decision making

CASE SUMMARY

At Xerox, diversity equals success. Former CEO and Chairman of Xerox, Anne Mulcahy, explains that diversity is about more than race and gender; it's about inclusion and creating an environment where all employees can grow to their fullest potential.

Xerox's corporate culture of inclusion and diversity can be traced back to its first chairman, Joseph C. Wilson, who took proactive steps to create a more diverse workforce in response to the 1960s race riots. Through the years, Xerox has emphasized the advancement of minorities and females, recognized the struggle women face balancing work and family commitments, and addressed sexual orientation issues by offering domestic partner benefits for gay, lesbian, bisexual and transgendered employees.

In 2007, Ursula Burns was named the first African American, female president of Xerox Corporation. In July 2009, she succeeded Anne M. Mulcahy as CEO, in the first female to female hands-off in Fortune 500 history, providing the strongest example yet of Xerox's commitment to diversity.

RELATED WEB SITES

<i>Description of Site</i>	<i>Web Site Address</i>
Xerox	http://www.xerox.com/

REVIEW QUESTIONS AND SUGGESTED ANSWERS

1. How would Xerox define diversity? How has its definition changed over the years?

The case begins "At Xerox, Diversity equals Success." Throughout the case, Xerox executives expand on this succinct definition in several ways. Anne Mulcahy, Xerox Chairman and former CEO, explains that "inclusion" is an important value and that diversity is about creating an environment that allows employees to explore and develop. Differences in thinking and perception are essential to creating innovative solutions for an increasingly global business world.

Since the 1960s, the earliest leaders at Xerox encouraged racial diversity to create equality in their workforce.

In the 1970s, an internal affirmative action program was launched.

In the 1980s, the emphasis on racial diversity and hiring of women was expanded. Family-friendly practices such as flextime were encouraged. During times of re-structuring, care was taken to achieve unbiased representation for women and minorities.

In the 1990s, sexual orientation was included in Xerox's definition of diversity and domestic partner benefits were extended to gay, lesbian, bisexual and transgender employees.

In 2007, Ursula Burns became the first African American, female president of Xerox Corporation.

2. What are the seven reasons why Xerox should be motivated to diversify their workforce?

Illustrate how Xerox shows it values workplace diversity.

Seven reasons for organizations to embrace diversity are listed on page 46 of the text. They range from the practical to the altruistic. The reasons are listed here along with corresponding practices at Xerox.

Resource Imperative: The best talent is developed when all groups are included in the search for talent. Xerox has actively sought diversity since the 1960s (see question 1).

Capacity Building Strategy: Problem solving is enhanced when the organization includes a diverse range of experience, insight and perspective. Xerox executives are quoted in the case as understanding that differences in thinking and perception are essential to creating solutions in a global environment.

Marketing Strategy: Diverse organizations are better equipped to devise marketing solutions to a diverse customer base. Xerox strives for diversity at all levels and in all departments, creating a competitive advantage in designing solutions to customer problems.

Business Communications Strategy: Communications with other organizations are enhanced when the expertise of a diverse workforce is utilized. Xerox is made up of 52% minority employees and 42% of senior executives are women or people of color. They have been recognized by many magazines and minority groups for their diversity and policies.

Economic Payback: Diversifying the workforce reduces the number of minorities dependent on tax-supported social services and increases the number of employees paying taxes. There isn't any direct evidence that Xerox has reduced the number of people on public assistance and increased the number of people paying taxes but Xerox does employ a higher percentage of minority and disabled workers than many other organizations

Social Responsibility: Workforce diversity is the right thing to do. Everyone deserves a chance to earn a living and achieve their dreams. Current Xerox President Ursula Burns was raised in a housing project by a single mom. She would certainly argue that she was able to achieve her dreams at Xerox.

Legal Requirement: Laws and regulations dictate non-discriminatory practices in employment. Xerox seems to be very pro-active in their hiring and promotion practices and seem to go beyond the legal requirements.

3. Does Xerox embody or defy the “leaking pipeline” phenomenon. Why?

Xerox has a history of diversity, dating back to the 1960's when then Chairman Joseph C. Wilson took proactive steps to create a more diverse workforce in response to race riots. Since then it has promoted several strategies to remain a diverse company. The “leaking pipeline” phenomenon describes the theory that women are not penetrating the highest levels at organizations, and are even abandoning the corporate workforce just as they are positioned to attain these levels. Xerox defies this phenomenon, which is can be shown by Ursula Burns being named the first female African-

American president of Xerox Corporation in 2007, and by her succeeding in July 2009 Anne M. Mulcahy as CEO. It was the first female-to-female hand-off in Fortune 500 history.

4. Research Question: Compare Xerox to other Fortune 500 companies. How are women and minorities represented at the highest levels of each organization? How can these statistics be improved upon?

Students will have no problem researching diversity in Fortune 500 companies. Many publications publish statistics and stories about the gains that women, minorities and other groups have made in large companies. Students may be challenged to determine what the impact of the recession has been on minority employment or if smaller businesses embrace diversity in comparable numbers to larger businesses.

TEAM AND EXPERIENTIAL EXERCISES

WHAT DO YOU VALUE IN WORK?

CROSS-REFERENCE AND INTEGRATION

diversity and individual differences, performance management and rewards; motivation; job design; decision making

INSTRUCTOR'S NOTES

This exercise should stimulate considerable interest among your students. The exercise not only highlights the differences in work-related values between men and women, but it also illustrates potential misconceptions that one gender may have about the other. Caution your students at the beginning of the exercise that there are no "right answers" to the questions and that the point of the exercise is not to be judgmental regarding what one gender prefers over another. Instead, the point of the exercise is to illustrate gender-based differences and how "misperceptions" often represent reality until we stop and listen to what people really feel is important to them and what they value.

Also, during or after the exercise, you might consider asking students to volunteer to share their feelings about why certain work-related outcomes are important to them. Often, the importance of a particular job-related outcome to a person hinges on his or her past experiences. For example, if a person was in a job that provided very little job security and that made the individual feel insecure, then the variable "job security" will probably be very salient to the person and rank high in his or her categorization of desirable job outcomes.

The experience of many instructors is that men tend to underestimate the importance of intrinsic rewards for women and are often wrong about their top-rated dimensions. This exercise is most involving when you emphasize gender-role issues. However, you may choose to play down this aspect in order to focus more clearly on the issue of motivation.

You may wish to conclude the exercise by posing the following thought-provoking questions to the class:

- Where do we get our ideas of what people want from work?
- Why is it important for managers to know what people want from work?
- To what extent do our personal expectations enter into our managerial decision-making?

In addition, after the exercise is concluded you might want to share the following information with your students. The table shown below reports the results of a study conducted by Beutell and Brenner (1986). In the study, men and women agreed on the most important characteristics of work; however, the biggest difference for the five highest-ranked dimensions occurred in the “high income” dimension, with men ranking it higher.

Results of the Beutell and Brenner (1986) Study (1 is the strongest ranking)

Item	Men (rank)	Women (rank)
Provides job security	2.5	2.0
Provides the opportunity to earn a high income	2.5	5.0
Permits advancement/responsibility	4.0	6.5
Is respected by other people	5.5	3.0
Provides comfortable working conditions	7.0	4.0
Rewards good performance with recognition	5.5	8.5
Encourages continued development/skills	8.0	6.5
Is intellectually stimulating	9.0	8.5

PREJUDICE IN OUR LIVES

CROSS-REFERENCE AND INTEGRATION

perception and attribution; decision making; conflict; groups and teamwork

INSTRUCTOR'S NOTES

This exercise can help students appreciate the broad base of individuals in our society who are subject to prejudice and stereotyping. It can also help students appreciate what it feels like to be the subject of stereotyping. There may be students in your class who have never thought of themselves as part of a group that is subject to prejudice and stereotyping. However, if your students generate a fairly extensive list of the groups that are the target of potential prejudice and stereotyping, everyone in the class will probably be able to relate to one or more of the groups.

Some of the groups that students may suggest are targets of prejudice and stereotyping include the following:

• Women	• Men	• The elderly
• Working women	• Students	• Economically disadvantaged
• The wealthy	• Union workers	• Teenagers
• Born again Christians	• Asians	• High school students
• Native Americans	• Overweight people	• Polish people
• Italians	• British	• Blue-collar workers
• Mentally challenged	• African Americans	• Handicapped people
• College professors	• Blondes	• Eastern Europeans
• White-collar workers	• Jewish people	• Athletes
• Immigrants	• Government workers	• Truck drivers

At the end of the exercise, remind your students that stereotypes in the workplace create self-imposed boundaries, which prevent people from thinking “outside of the box.” Before most people meet someone, their stereotypes often dictate how they think and feel about the person, regardless of the person’s individual qualities and merits. These kinds of boundaries limit a person’s objective judgment of an individual. These boundaries also limit a person’s willingness to solicit inputs from people of varying backgrounds.

HOW WE VIEW DIFFERENCES

CROSS-REFERENCE AND INTEGRATION

culture; international; diversity and individual differences; decision making; communication; conflict; groups and teamwork

INSTRUCTOR’S NOTES

This exercise is designed to reveal stereotyping, and how stereotypes often miss the mark. For example, when the country music groups hears the words that the other groups have come up with to describe them, the members will often be shocked (and perhaps somewhat offended) at the words that are used. The point is that you cannot judge someone on one criterion alone. Maybe some people who listen to classical music are “stuffy” or “aloof” but certainly not all of them are. This exercise helps drive this important point home.

The following are suggestions for guiding the discussion regarding the questions in part 3 of the exercise:

- a) Help your students fully appreciate the value of the exercise, as described above.
- b) Expect surprises, and expect lively class discussion. Encourage your students to develop what they believe are common stereotypes for the four groups. Even common stereotypes, when carefully considered, often sound foolish.
- c) Answers will vary to this question.
- d) Stereotyping.
- e) Some of the potential consequences of stereotyping include: (1) unnecessarily hurting someone’s feelings; (2) losing a good employee or job candidate as a result of making a judgment based on a stereotype rather than objective criteria; (3) defensiveness on the part of a person who is part of a group that is often the subject of negative stereotypes; and (4) failure to solicit diverse views that may be helpful in decision making.
- f) The perceptual processes here relate to other kinds of intergroup differences in that people often make generalizations about everyone of a certain race, gender, culture, age, etc. based on their experiences with only one member of the group.
- g) The exercise illustrates that intergroup stereotypes are formed with considerable ease.
- h) First, recognize that stereotyping exists. Most people tend to believe that they personally don’t engage stereotyping, while in reality most people do. Increasing awareness of the damaging side effects of stereotyping is the first step. Organizations may also help set aside stereotypes by putting together diverse work teams, so people can see that individuals of all colors, backgrounds, shapes and sizes are potentially valuable and can make significant contributions.

EXPATRIATE ASSIGNMENTS

CROSS-REFERENCE AND INTEGRATION

perception and attribution; diversity and individual differences; decision making

INSTRUCTOR'S NOTES

This is a very innovative exercise that can be insightful, thoughtful, and fun. Asking students to adopt the perspectives of different “family members” can lead to some interesting insights. For example, how might an eight-year-old boy, or a 12-year-old girl, or a 16-year old high school student feel about moving overseas? What if the family has an elderly parent living with them? It is easy to say that an executive should consider his or her family’s feelings when making a decision to relocate overseas. But we rarely gain insight into how actual family members might feel about the decision. Although this exercise is only a role play, some strong feelings may emerge that provide insight into why expatriate decisions are so difficult to make.

To help stimulate classroom discussion or to help a particular group get its discussion underway, the following are questions family members often ask when considering an overseas assignment:

- What is the cost of living?
- Is the standard of living similar to that in the United States?
- Is the language in the target country difficult to learn?
- How much will we miss our extended family and friends?
- Is the target country politically stable?
- Is the target country economically stable?
- Will it be difficult to move about in a normal way?
- Is the country safe?
- Are there other Americans in the target country that my family can visit and be friends with?
- What is the health system like in the target country? What happens if one of us gets really sick?
- Will we be accepted by the new culture, or are most people in the target country unfriendly to foreigners?
- Are there English-speaking schools available in the city in which we will be located?
- What type of entertainment is available? What will we do with our free time?
- How much does it cost to travel between the target country and the United States?
- Will it be difficult for our extended families to visit us in the target country?
- What is the weather like in the target country? What about shopping? What kind of clothing will we be expected to wear?

ALLIGATOR RIVER STORY

CROSS-REFERENCE AND INTEGRATION

diversity and individual differences; decision making; communication; conflict; groups and teamwork

INSTRUCTOR'S NOTES

This is a somewhat odd exercise, but does generate a high degree of interest among students. It also seems to be an exercise that can be an extremely powerful learning device. The exercise deals primarily with values, attitudes, and perceptions. It helps integrate the material on values and attitudes with perceptions treated elsewhere in the text.

One way of administering this exercise is as follows (this suggestion covers two class periods, but it could be condensed to one).

The First Class Session

During the first period of the two-class sequence, students are asked to read the "Alligator River Story" together with instructions on how to proceed.

The processes detailed in step 3 are a vital part of the exercise since they bring out several issues and controversies in the attitudinal, value, and perceptual differences of the group members. While the groups are discussing and debating the rankings, the instructor moves from one group to another, noticing some of the members' struggles with their own, and other members' values, attitudes, and perceptions. The instructor may choose discretely to reflect these back to the class later during the debriefing session.

After the class reassembles, the instructor tabulates on the chalkboard each group's rankings of the five characters in the story. Where there is an absence of group consensus, the subgroups' rankings are posted. By the time the rankings are tabulated, the students are struck with amazement (and dismay) at the divergence in their perceptions. It is not unusual to see that one group's first ranking is another's last, with each story character ranked all over the possible range of rankings.

A brief explanation of each group's rankings follows. Usually, a very interesting, and sometimes emotional, exchange of students' values, attitudes, and perceptions takes place before the class period is terminated.

This exercise seems to help in two ways. First, students begin to realize that there is not only a value difference between generations, but even among members of their own generation there is a difference in values, attitudes, and perceptions concerning what their own life styles and moral codes ought to be. Second, by the time students come to the next class session, it would seem that they have tried to analyze the reasons for the differences in the values, attitudes, and perceptions and pinned them down, at least partially, to the differences in their background and socialization processes. The nature and quality of their contributions to the class discussion during the next lecture/discussion session lends support to this interpretation.

The Second Class Session

The second class period in this sequence is devoted to a general lecture and discussion on values, attitudes, and perceptions. The values and attitudes discussion in the text and the text material covering perception can serve as the instructional base for this class session. Students are asked to read this material before they come to class. Begin this session by recapitulating the previous session's debriefing on the Alligator River exercise, being sure to project and explain to the students why it is so essential to understand more about individuals' values, attitudes, and perceptions, especially in organizational settings. These concepts, their interrelationships, and their relationship to the socialization processes are then discussed. Having gone through a personally meaningful exercise (*i.e.*, the Alligator River Story), students seem to add richness to the discussions that take place during this session. The instructor then gives several examples of potential areas in organizations where an understanding of these concepts could

be usefully applied. Thus, students also are prepared to think about the organizational applications of these concepts.

SELF-ASSESSMENT PORTFOLIO

TURBULENCE TOLERANCE TEST

CROSS-REFERENCE AND INTEGRATION

perception; individual differences; organizational change and stress

INSTRUCTOR'S NOTES

This is an interesting self-assessment. With the exception of item 7, most of your students will see all of these job characteristics as undesirable. What the assessment accomplishes is illustrating to your students the characteristics of a really stressful and turbulent job. Point out to your students that some people thrive in this type of setting. Most people, however, would burn out quite quickly and look for another job within the organization or a different company.

As an option, consider putting your students in teams to discuss their individual assessments. The teams could then appoint one student to report back to the class on their group discussion.

GLOBAL READINESS INDEX

CROSS-REFERENCE AND INTEGRATION

diversity, culture, leading, perception, management skills, career readiness

INSTRUCTOR'S NOTES

Through this self-assessment, students can reflect on their readiness to interact and work with persons from other cultures. A high score would suggest that they deem themselves to be well prepared for intercultural relations; a low score would reveal a need to better prepare themselves for the global workplace. Such insights can be very useful for students as they consider their preparedness for their careers, and identify areas for self-improvement.

PERSONAL VALUES

CROSS-REFERENCE AND INTEGRATION

perception; diversity and individual differences; leadership

INSTRUCTOR'S NOTES

This assessment provides students with the opportunity to be introspective and reflect on the values that are most important to them. Stress to your students that at times, it is helpful for all of us to "step back" and examine whether our lives are being lived in a manner that is consistent with our personal values.

Often, in our busy everyday lives, we lose sight of this “big picture.” This assessment is designed to help a person bring into focus the values that are most important to him or her.

Remind your students that these types of assessments are particularly important when an individual is making an important decision in his or her life. For example, if a person is thinking about changing jobs, it might be helpful to complete this assessment based on the person's perception of what his or her life would be like after the job change. Self-assessments at these key times in a person's life can be an eye opener. For example, the new job may require a person to work 60 hours per week opposed to the current job that requires a standard 40 hours per week. The jump to 60 hours per week may not be a problem for someone who places a high value on professional and financial rewards. In contrast, the jump to 60 hours per week may be particularly worrisome to a person who places high value on family and social activities.

TIME MANAGEMENT PROFILE

CROSS-REFERENCE AND INTEGRATION

diversity and individual differences

INSTRUCTOR'S NOTES

This assessment is intended to draw attention to the topic of time management, and help students determine if they manage their time in an effective manner. Suggest that your students study their answers compared to the optimal ones and to “try” manipulating their time management habits to conform to the optimal ones for one week to see if it improves their effectiveness.

Mention to your students that many managers engage in self-improvement activities. The activities are typically designed to improve efficiency and effectiveness. Self-assessment techniques like the one shown above are the first step in determining areas for improvement.

PERSONALITY TYPE

CROSS-REFERENCE AND INTEGRATION

diversity and individual differences; job design

INSTRUCTOR'S NOTES

This assessment is designed to identify whether an individual has a Type A or a Type B personality profile (or a balanced mix of Type A or Type B). Ask your students to complete this self-assessment just prior to the class period where you intend to discuss personality types.

It is helpful for students to be introspective at times and get a good handle on their own personality makeup. This assessment can be very helpful in that regard.