

Instructor's Manual to Accompany **Organizational Behavior 7/e** by Steven L. McShane and Mary Ann Von Glinow



Chapter 3: Perceiving Ourselves and Others in Organizations

**Prepared by:
Steven L. McShane, The University of Western Australia**



3

Perceiving Ourselves and Others in Organizations

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1. Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
2. Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.
3. Discuss how stereotyping, attribution, self-fulfilling prophecy, halo, false-consensus, primacy, and recency effects influence the perceptual process.
4. Discuss three ways to improve perceptions, with specific applications to organizational situations.
5. Outline the main features of a global mindset and justify its usefulness to employees and organizations.



CHAPTER GLOSSARY

attribution process -- the perceptual process of deciding whether an observed behavior or event is caused largely by internal or external factors

categorical thinking -- organizing people and objects into preconceived categories that are stored in our long-term memory

confirmation bias -- The processing of screening out information that is contrary to our values and assumptions, and to more readily accept confirming information.

contact hypothesis -- a theory stating that the more we interact with someone, the less prejudiced or perceptually biased we will be against that person

empathy -- a person's understanding of and sensitivity to the feelings, thoughts, and situation of others.

false-consensus effect -- a perceptual error in which we overestimate the extent to which others have beliefs and characteristics similar to our own.

fundamental attribution error -- the tendency to see the person rather than the situation as the main cause of that person's behavior

global mindset -- An individual's ability to perceive, appreciate, and empathize with people from other cultures and to process complex cross-cultural information.

halo effect -- a perceptual error whereby our general impression of a person, usually based on one prominent characteristic, colors our perception of other characteristics of that person.

Johari Window -- a model of mutual understanding that encourages disclosure and feedback to increase our own open area and reduce the blind, hidden, and unknown areas.

locus of control -- A person's general belief about the amount of control he or she has over personal life events.

mental models -- Knowledge structures that we develop to describe, explain, and predict the world around us.

perception -- the process of receiving information about, and making sense of, the world around us.

positive organizational behavior – a perspective of organizational behavior that focuses on building positive qualities and traits within individuals or institutions as opposed to focusing on what is wrong with them.

primacy effect -- a perceptual error in which we quickly form an opinion of people based on the first information we receive about them.

recency effect - a perceptual error in which the most recent information dominates our perception of others.

selective attention -- the process of attending to some information received by our senses and ignoring other information.

self-concept -- An individual's self-beliefs and self-evaluations.

self-efficacy -- A person's belief that he or she has the ability, motivation, correct role perceptions, and favorable situation to complete a task successfully.

self-enhancement -- A person's inherent motivation to have a positive self-concept (and to have others perceive him/her favorably), such as being competent, attractive, lucky, ethical, and important.

self-fulfilling prophecy -- The perceptual process in which our expectations about another person cause that person to act in a way that is consistent with those expectations..

self-serving bias -- the tendency to attribute our favorable outcomes to internal factors and our failures to external factors.

self-verification -- A person's inherent motivation to confirm and maintain his/ her existing self-concept.

social identity theory -- A theory stating that people define themselves by the groups to which they belong or have an emotional attachment.

stereotyping -- The process of assigning traits to people on the basis of their membership in a social category.

CHAPTER SUMMARY BY LEARNING OBJECTIVE

3-1 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.

Self-concept includes an individual's self-beliefs and self-evaluations. It has three structural characteristics — complexity, consistency, and clarity — all of which influence employee well-being, behavior, and performance. People are inherently motivated to promote and protect their self-concept (self-enhancement) and to verify and maintain their existing self-concept (self-verification). Self-evaluation consists of self-esteem, self-efficacy, and locus of control. Self-concept also consists of both personal identity and social identity. Social identity theory explains how people define themselves in terms of the groups to which they belong or have an emotional attachment.

3-2 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.

Perception involves selecting, organizing, and interpreting information to make sense of the world around us. Perceptual organization applies categorical thinking — the mostly non-conscious process of organizing people and objects into preconceived categories that are stored in our long-term memory. Mental models — knowledge structures that we develop to describe, explain, and predict the world around us — also help us make sense of incoming stimuli.

3-3 Discuss how stereotyping, attribution, self-fulfilling prophecy, halo, false-consensus, primacy, and recency effects influence the perceptual process.

Stereotyping occurs when people assign traits to others based on their membership in a social category. This assignment economizes mental effort, fills in missing information, and enhances our self-concept, but it also lays the foundation for prejudice and systemic discrimination. The attribution process involves deciding whether an observed behavior or event is caused mainly by the person (internal factors) or the environment (external factors). Attributions are decided by perceptions of the consistency, distinctiveness, and consensus of the behavior. This process is subject to self-serving bias and fundamental attribution error. A self-fulfilling prophecy occurs when our expectations about another person cause that person to act in a way that is consistent with those expectations. This effect is stronger when employees first join the work unit, when several people hold these expectations, and when the employee has a history of low achievement. Four other perceptual errors commonly noted in organizations are the halo effect, false consensus effect, primacy effect, and recency effect.

3-4 Discuss three ways to improve perceptions, with specific applications to organizational situations.

One way to minimize perceptual biases is to become more aware of their existence. Awareness of these biases makes people more mindful of their thoughts and actions, but this training sometimes reinforces rather than reduces reliance on stereotypes and tends to be ineffective for people with deeply held prejudices. A second strategy is to become more aware of biases in our own decisions and behavior. Self-awareness increases through formal tests such as the implicit association test (IAT) and by applying the Johari Window, which is a process in which others provide feedback to you about your behavior, and you offer disclosure to them about yourself. The third strategy is meaningful interaction, which applies the contact hypothesis that people who interact will be less prejudiced or perceptually biased toward one another. Meaningful interaction is strongest when people work closely and frequently with relatively equal status on a shared meaningful task that requires cooperation and reliance on one another. Meaningful interaction helps improve empathy, which is a person's understanding and sensitivity to the feelings, thoughts, and situations of others.

3-5 Outline the main features of a global mindset and justify its usefulness to employees and organizations.

A global mindset refers to an individual's ability to perceive, know about, and process information across cultures. This includes (1) an awareness of, openness to, and respect for other views and practices in the world; (2) the capacity to empathize and act effectively across cultures; (3) an ability to process complex information about novel environments; and (4) the ability to comprehend and reconcile intercultural matters with multiple levels of thinking. A global mindset enables people to develop better cross-cultural relationships, to digest huge volumes of cross-cultural information, and to identify and respond more quickly to emerging global opportunities. Employees develop a global mindset through self-awareness, opportunities to compare their own mental models with people from other cultures, formal cross-cultural training, and immersion in other cultures.

LECTURE OUTLINE (WITH POWERPOINT® SLIDES)



LECTURE OUTLINE (WITH POWERPOINT® SLIDES)



Perceiving Ourselves and Others in Organizations

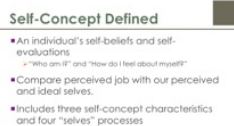
Perceiving Ourselves
and Others in
Organizations
Slide 1



Changing Self and Other
Perceptions of Female
Firefighters
Slide 2

Changing Self and Other Perceptions of Female Firefighters

Emily MacDonald (shown) attended Camp FFit in Ottawa, Canada, a program that helps teenage girls develop a self-concept as firefighters, develop their self-esteem, and dispel the occupation's macho stereotype.



Self-Concept Defined
Slide 3

Self-Concept Defined

An individual's self-beliefs and self-evaluations

- It is the "Who am I?" and "How do I feel about myself?" that people ask themselves to guide their decisions and actions

We compare our images of a job with our current (perceived self) and desired (ideal self) to determine fit

Includes three self-concept characteristics and four "selves" processes

Self-Concept Model:
Three C's and Four Selves



Self-Concept Model:
Three C's and Four
Selves

Slide 4

Self-Concept Model: Three C's and Four Selves

Three C's -- characteristics of self-concept

- Complexity
- Consistency
- Clarity

Four selves -- four self-concept processes

- Self-enhancement
- Self-verification
- Self-evaluation
- Social self

Self-Concept Characteristics (3 C's)

- **Complexity**
 - We perceive multiple self-views
 - High complexity: several identities with little overlap
- **Consistency**
 - Multiple selves require compatible personality, values
- **Clarity**
 - Self-concept is clear, confidently described, internally consistent, and stable across time
- **People have better well-being with:**
 - multiple selves (complexity)
 - well-established selves (clarity)
 - selves are similar and compatible with traits (consistency)

Self-Concept
Characteristics

Slide 5

Self-Concept Characteristics (3 C's)

Complexity

- The number of distinct and important roles or identities that people perceive about themselves e.g. student, friend, daughter, etc. People have multiple self-concepts
- Degree of separation of selves – low complexity if important identities are highly interconnected e.g. all work-related

Consistency

- High – self-perceived roles require similar personality traits, values, and other attributes
- Low – self-perceived roles have personal characteristics that conflict with characteristics required for other aspects of self

Clarity

- Degree to which you have a clear, confidently defined, and stable self-concept
- Increases with age and consistency of one's multiple selves

Psychological well-being is higher when people have:

- Multiple selves (complexity)
- Well-established selves (clarity)
- Selves are similar to each other and compatible with personal traits (consistency)

Four "Selves" of Self-Concept

- Self-enhancement
 - Promoting and protecting our positive self-view
- Self-verification
 - Affirming and maintaining our existing self-concept
- Self-evaluation
 - Evaluating ourselves through self-esteem, self-efficacy, and locus of control
- Social self
 - Defining ourselves by our group membership

Four "Selves" of Self-Concept

Slide 6

Four "Selves" of Self-Concept

Self-enhancement

- Promoting and protecting our positive self-view

Self-verification

- Confirming and maintaining our existing self-concept

Self-evaluation

- Evaluating ourselves through self-esteem, self-efficacy, and locus of control

Social self

- Defining ourselves in terms of group membership or emotional attachment

Self-Concept: Self-Enhancement

- Drive to promote/protect a positive self-view
 - Competent, attractive, lucky, ethical, valued
- Self-enhancement outcomes
 - Better personal adjustment and mental/physical health
 - Higher "can-do" attitude
 - Inflates perceived personal causation and chances of success

Self-Concept: Self-Enhancement

Slide 7

Self-Concept: Self-Enhancement

An innate human drive to promote/protect a positive self-view

- Being competent, attractive, lucky, ethical, valued
- Most evident in situations that are common and important

Self-enhancement outcomes:

- Have better personal adjustment and mental/physical health
- Higher motivation due to self-efficacy ("can-do" beliefs)
- More risk-oriented decisions, inflated estimate of personal causation, slower to recognize mistakes

Self-Concept: Self-Verification

- Motivation to verify/maintain our self-concept
- Stabilizes our self-concept
- Prefer feedback consistent with self-concept
- Self-verification outcomes:
 - More likely to remember information consistent with our self-concept
 - Less likely to accept feedback that differs from our self-concept
 - Motivated to be with those who affirm/reflect our self-concept

Self-Concept: Self-Verification

Slide 8

Self-Concept: Self-Verification

Motivation to confirm and maintain our existing self-concept

Stabilizes our self-concept – anchors our thoughts and actions

People prefer feedback that is consistent with their self-concept

Self-verification outcomes:

- More likely to remember information consistent with our self-concept
- With higher self-concept clarity, we are less likely to accept feedback that contradicts that self-concept
- Motivated to interact with others who affirm individual's self-concept – affects how well employees get along with team members and bosses

Self-Concept: Self-Evaluation

- Self-esteem
 - High self-esteem: less influenced by others, more persistent, more logical thinking
- Self-efficacy
 - Belief that we can successfully perform a task
 - Perceived support from MARS model elements
 - General self-efficacy -- "can-do" belief across situations
- Locus of control
 - General belief about personal control over life events
 - Higher self-evaluation with internal locus of control

Self-Concept: Self-Evaluation

Slide 9

Self-Concept: Self-Evaluation (3 Concepts)

Self-esteem

- Global self-evaluation
- High self-esteem – less influenced by others, more persistent, think more logically

Self-efficacy

- Believe we can successfully perform a task
 - perceived support from ability, motivation, role clarity, and favorable situation (MARS elements)
- Defined in terms of specific task but is also a general trait -- "can-do" belief across situations

Locus of control

- General beliefs about the amount of control over personal life events
- More positive self-evaluation with an internal locus of control

Self-Concept: Social Self

- Social identity -- defining ourselves in terms of groups to which we belong or have an emotional attachment
- Groups selected when easily identified, your membership is the exception, the group has high status



Self-Concept: Social Self

Slide 10

Self Concept: Social Self

Personal identity (internal self-concept)

- Attributes that highlight a person's uniqueness

Social identity (external self-concept)

- People define themselves by the groups to which they belong or have an emotional attachment
- Several factors influence social identity importance:
 - how easily others identify you with a social group (gender, race, etc)
 - your minority status in a social setting (e.g. gender where most people are the opposite gender)
 - social groups status -- we identify with groups that make us feel better about ourselves – self-enhancement (e.g. high status groups)

Perception Defined

- The process of receiving information about and making sense of the world around us
 - Determining which information gets noticed
 - Determining how to categorize this information
 - Determining how to interpret information within our existing knowledge



Perception Defined

Slide 11

Perception Defined

The process of receiving information about and making sense of the world around us

- Determining which information gets noticed
- Determining how to categorize this information
- Determining how to interpret information within the framework of our existing knowledge

Selective Attention



Selective Attention
Slide 12

Selective Attention

Process of attending to some information received by our senses and ignoring other information

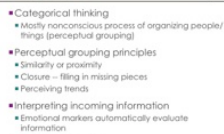
Influences on selective attention:

- Characteristics of the person or object being perceived -- size, intensity, motion, repetition, novelty, context
- Characteristics of the perceiver
 - assumptions, expectations, needs, etc
 - our brain quickly and nonconsciously assesses incoming stimuli and attaches emotional markers (worry, happiness, etc)

Confirmation bias

- Nonconscious tendency to screen out information contrary to our decisions, beliefs, values, and assumptions and to more readily accept confirming information

Perceptual Organization/ Interpretation



Perceptual Organization
Interpretation
Slide 13

Perceptual Organization/ Interpretation

Categorical thinking

- Mostly unconscious process of organizing people/things (i.e., perceptual grouping)

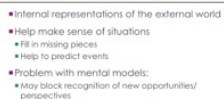
Perceptual grouping principles

- Similarity or proximity to others
- Cognitive closure -- filling in missing information
- See trends in otherwise ambiguous information

Interpreting incoming information

- Emotional markers are tagged to incoming stimuli which result in quick judgments about whether incoming information is good or bad

Mental Models in Perceptions



Mental Models in
Perceptions
Slide 14

Mental Models in Perceptions

Visual or relational images in our mind that represent the external world i.e. "road maps"

- Help us make sense of situations by filling in missing information, predicting events

Problem: May causes us to screen out or misinterpret information

- block recognition of new opportunities,
- need to constantly question our mental models

Stereotyping

- Assigning traits to people based on social category membership
- Why people stereotype:
 - Categorical thinking
 - Innate drive to comprehend and predict others' behavior
 - Support self-enhancement and social identity



Stereotyping
Slide 15

Stereotyping

The perceptual process of assigning traits to identifiable groups, then automatically transfer those features to people we believe belong to that group

Why people stereotype:

- Categorical thinking – energy-saving process, simplifies perceptions
- Fulfills drive to comprehend and predict others – stereotypes quickly fill in missing information
- Supports self-enhancement and social identity – categorization, homogenization, differentiation

Stereotyping Through Categorization, Homogenization, Differentiation

- Social identity and self-enhancement reinforce stereotyping through:
 - Categorization process – Categorize people into groups
 - Homogenization process – Assign similar traits within a group; different traits to other groups
 - Differentiation process – Assign less favorable attributes to other groups

Stereotyping Through
Categorization,
Homogenization,
Differentiation
Slide 16

Stereotyping Through Categorization, Homogenization, Differentiation

Combination of social identity and self-enhancement occurs through:

1. Categorization – natural tendency to group people into categories
2. Homogenization – tendency to view everyone in a perceived group as similar to each other
3. Differentiation – tendency to assign more favorable characteristics to people in our groups than to people in other groups
 - fulfills inherent need to have a distinct and positive self-concept
 - generates negative stereotypes of people outside our social identity groups

Problems with Stereotyping

- Problems with stereotyping
 - Overgeneralizes – doesn't represent everyone in the category
 - Basis of systemic and intentional discrimination
- Overcoming stereotype biases
 - Difficult to prevent stereotype activation
 - Possible to minimize stereotype application

Problems with
Stereotyping
Slide 17

Problems with Stereotyping

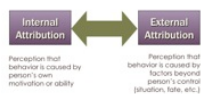
Problems

- Overgeneralizes – stereotypes do not accurately describe everyone in a social category
- Foundation for discriminatory attitudes and behavior
 - Unintentional (systemic) discrimination – person who doesn't fit the "ideal" person in a specific role receives a less favorable evaluation
 - Intentional (prejudice) discrimination – unfounded negative attitudes toward people belonging to a particular stereotyped group

Difficult to prevent stereotype activation – hardwired in our brain cells

- Possible to minimize stereotype application

Attribution Process



Attribution Process
Slide 18

Attribution Theory

Forming beliefs about the causes of behavior or events

- Internal Attribution -- perceiving that behavior/event is caused mainly by the person (ability or motivation)
- External Attribution -- perceiving that behavior/event is caused mainly by factors beyond the person's control (resources, coworkers, luck)

Attribution Rules



Attribution Rules
Slide 19

Attribution Rules

Consistency -- Did this person act this way in the past?

Distinctiveness -- Does this person act this way in other settings?

Consensus -- Do other people act this way in this situation?

Internal attribution when:

- High consistency – person has had same behavior/outcomes in this situation in the past (e.g. employee produces poor quality on this machine)
- Low distinctiveness – person has same behavior/outcomes in other situations (e.g. employee produces poor quality on other machines)
- Low consensus – other people have different behavior/outcomes in this situation (e.g. others produce good quality on this machine)

External attribution when:

- High consistency – person has had same behavior/outcome in this situation in the past (e.g. employee produces poor quality on this machine)
- High distinctiveness – person has different behavior/outcomes in other situations (e.g. employee produces good quality on other machines)
- High consensus – other people also behave this way in similar situations (e.g. others produce poor quality on this machine)

NOTE: Both attributions have high consistency because consistency increases causality of any sort, whereas low consistency indicates more random (noncausal) events

Attribution Errors

- Self-Serving Bias
 - Tendency to attribute our successes to internal factors and our failures to external factors
- Fundamental Attribution Error
 - Tendency to overemphasize internal causes of another person's behavior, whereas we recognize external influences on our own behavior
 - This error is less common than previously thought

Attribution Errors

Slide 20

Attribution Errors

Self-Serving Bias

- Tendency to attribute our successes to internal causes (e.g. personal qualities) and our failures to external causes (e.g. bad luck)

Fundamental attribution error (correspondence bias)

- Tendency to overemphasize internal causes of another person's actions (i.e. their motivation, ability) whereas we recognize both internal and external causes of our own actions
- Research suggests this error is not as common as once thought

Self-Fulfilling Prophecy Cycle



Self-Fulfilling Prophecy Cycle

Slide 21

Self-Fulfilling Prophecy Cycle

Expectations about another person cause that person to act in a way that is consistent with those expectations

1. Supervisor forms expectations about the employee

- e.g. Supervisor develops expectations about employee's future behavior and performance

2. Supervisor's expectations affect behavior toward employee High expectancy employees receive:

- More emotional support through nonverbal cues (e.g. more smiling and eye contact)
- More frequent/valuable feedback/reinforcement
- More challenging goals and better training
- More opportunities to demonstrate their performance

3. Effects of supervisor's behavior on employee

- Better training/more practice – results in more skills and knowledge
- Employee becomes more self-confident

4. Employee's behavior/performance matches expectations

- High-expectancy employees have higher motivation and better skills – resulting in higher performance
- Opposite is true of low-expectancy employees

Self-Fulfilling Prophecy Effect is Strongest...

- ...at the beginning of the relationship (e.g. employee joins the team)
- ...when several people have similar expectations about the person
- ...when the employee has low rather than high past achievement

Self-Fulfilling Prophecy Effect is Strongest...

Slide 22

Self-Fulfilling Prophecy Contingencies

Self-fulfilling prophecy effect is stronger:

- At the beginning of the relationship e.g. when employee is first hired
- When several people hold same expectations of the person
- When the employee has a history of low achievement

Leaders should strive to develop and maintain positive, yet realistic expectations toward all employees

- Positive organizational behavior – focuses on building positive qualities and traits within individuals or institutions as opposed to focusing on what is wrong with them

Other Perceptual Effects

- Halo effect
 - One trait affects perception of person's other traits
- False-consensus effect
 - Overestimate how many others have similar beliefs or traits like ours
 - Three causes
- Primacy effect
 - First impressions are difficult to change
- Recency effect
 - Most recent information dominates perceptions

Other Perceptual Errors

Slide 23

Other Perceptual Effects

Halo effect

- One prominent characteristic distorts our perception of other characteristics of that person
- We use this general impression (halo) to fill in the missing information, particularly when concrete information is missing or perceiver lacks motivation to search for it

False-consensus effect (similar-to me effect)

- Overestimate the extent to which others have beliefs and characteristics similar to our own
- Occurs because:
 1. comforted by belief that others engage in similarly unfavorable behavior
 2. we interact more with people who engage in the behavior, not representative of population
 3. confirmation bias -- we remember events consistent with our own views
 4. social identity homogenization process -- we believe everyone in the group has similar behavior

Primacy effect (first impressions are lasting impressions)

- Tendency to quickly form an opinion of people based on the first information we receive about them
- Negative first impressions are difficult to change

Recency effect

- Most recent information dominates our perceptions
- Most common when people make a complex evaluation

Improving Perceptions

1. Awareness of perceptual biases
2. Improving self-awareness
 - Applying Johari Window
3. Meaningful interaction
 - Based on contact hypothesis
 - Close, frequent interaction toward a shared goal
 - Engaged in a meaningful task
 - Equal status

Improving Perceptions
Slide 24

Improving Perceptions

1. Awareness of perceptual biases

- Knowing perceptual biases exist – e.g. diversity awareness training
- Become more mindful of our thoughts and actions
- Problem: limited effect on reducing perceptual biases and prejudices

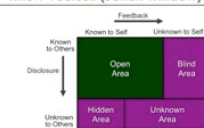
2. Improving self-awareness

- Become more aware of our beliefs, values, and attitudes
- Better understand biases in our own decisions and behavior
- Implicit association test -- indicate implicit biases toward others
- Johari Window -- self awareness and mutual understanding (next slide)

3. Meaningful interaction

- Contact hypothesis – the more we interact with someone, the less prejudiced or perceptually biased we will be
- Strongest with:
 - ➔ close, frequent interaction
 - ➔ shared goal and meaningful task
 - ➔ task requires mutual cooperation and reliance
 - ➔ equal status
- Improves empathy – understanding and being sensitive to the feelings, thoughts and situations of others i.e. cognitive and emotional aspects

Know Yourself (Johari Window)



Know Yourself (Johari Window)
Slide 25

Know Yourself (Johari Window)

Model of self-awareness and mutual understanding – developed by Joseph Luft and Harry Ingram (hence "Johari")

Four "windows"

1. Open area -- information about you known to you and others
2. Blind area -- information known to others but not to yourself
3. Hidden area -- information known to you, unknown to others
4. Unknown area – values, beliefs, and experiences not known to you or others

Objective is to increase size of open area so that both you and colleagues are aware of your perceptual limitations:

- Disclosure – tell others about yourself (reduces hidden area)
- Feedback – receive feedback about your behavior (reduces blind area)

Global Mindset at Keppel O&M



Global mindset is one of the core values of Keppel Offshore & Marine. The Singapore-based offshore rig designer and builder encourages staff to visit the company's operations in other countries, attend debriefing sessions from those visits, and accept longer-term overseas assignments.

Global Mindset at Keppel O&M
Slide 26

Global Mindset at Keppel O&M

Global mindset is one of the core values at Keppel Offshore & Marine. The Singapore-based offshore rig designer and builder encourages staff to visit the company's operations in other countries, attend debriefing sessions from those visits, and accept longer-term overseas assignments.

Global Mindset Abilities



• Ability to understand and respect other viewpoints around the world
• Ability to empathize and act effectively across cultures
• Ability to process complex information about novel environments
• Ability to comprehend and reconcile intercultural matters with multiple levels of thinking

Global Mindset
Slide 27

Global Mindset

An individual's ability to perceive, know about, and process information across cultures

1. Awareness of, openness to, and respect for other views and practices in the world
 - a global frame of reference about business and its environment
 - knowledge and appreciation of other cultures
 - avoid judging others by their national/ethnic origins
2. Ability to empathize and act effectively across cultures
 - Understand mental models used by people from other cultures
 - understand emotional experiences felt by others in a given situation
 - result in words and behaviors that are more compatible with other cultures
3. Ability to process complex information about novel environments
4. Ability to comprehend and reconcile intercultural matters with multiple levels of thinking
 - Capacity to quickly develop useful mental models of situations, at both local and global levels of analysis

Developing a Global Mindset



1. Improve self-awareness
2. Compare mental models with people from other cultures
3. Develop better knowledge of people and cultures – especially through immersion

Developing a Global Mindset
Slide 28

Developing a Global Mindset

Use same strategies for improving perceptions – awareness, self-awareness, and meaningful interaction

- Developing global mindset begins with self-awareness—understanding one's own beliefs, values, and attitudes
- Opportunities to compare own mental models with those of people from other regions of the world
- Develop better knowledge of people and cultures, preferably through immersion -- embed in the other culture, follow local practices, use local language



Perceiving Ourselves and Others in Organizations

Perceiving Ourselves
and Others in
Organizations
Slide 29



SOLUTIONS TO CRITICAL THINKING QUESTIONS

- 1. You are manager of a district that has just hired several recent university and college graduates. Most of these people are starting their first full-time job, though most of them have held part-time and summer positions in the past. They have general knowledge of their particular skill area (accounting, engineering, marketing, etc.) but know relatively little about specific business practices and developments. Explain how you would nurture the self-concepts in these new hires to strengthen their performance and maintain their psychological well-being. Also explain how you might reconcile the tendency for self-enhancement while preventing the new employees from forming a negative self-evaluation.**

This question asks students to apply the core information about self-concept to this specific situation. The answer can be approached systematically by reviewing each of the three characteristics and four processes:

Complexity -- Wellbeing and likely performance can be enhanced by encouraging employees to develop diverse strengths. Within the organization, manager might help employees to become better technically as well as nurture their leadership talents. Managers should also encourage employees to develop personal strengths outside of work, such as sports and volunteering, and to recognize/reward these outside interests.

Consistency -- Managers can support self-concept by discovering the employee's personality, values, and competencies, and then guiding them into careers that are consistent with those personal attributes. They can also help employees to understand "who they are", so they personally recognize when a role (at work or outside work) is incompatible with their personal attributes and with other aspects of self.

Clarity -- Clarity tends to develop through experience and maturity. However, managers can help this dimension of self-concept by developing the employee's self-confidence when dilemmas arise and by giving them experience and feedback in various roles. For example, if the employee opposes or strongly encourages something in a meeting, the manager can later thank the employee for standing up for his/her beliefs. Similarly, the manager can offer supportive feedback when an employee recognizes that a particular role or situation is incompatible with his/her strengths or character.

Self-enhancement -- This is perhaps the most difficult self-concept process to manage because people tend to have more favorable image of themselves than is the case. The most important task for a manager would be to ensure that the employee engages in some self-enhancement (which then relates to a positive self-evaluation). At the same time, managers (and coworkers) are challenged by employees who have substantially inflated self-concept (i.e. too much self-enhancement). The latter part of this question refers to this issue. The best advice might be the evidence on feedback that is discussed in Chapter 5. Specifically, people prefer to receive negative feedback from nonsocial sources. If self-enhancement is too strong, then the employee should experience more accurate information about themselves, but it should arrive through nonsocial sources and privately. This "reality check" will sting, but less so than if delivered by the boss or publicly displayed.

Self-verification -- this process refers to the motivation to receive feedback that is consistent with our self-concept and to maintain that self-concept. Managers can play a role in this process by (a), monitoring how well coworkers recognize the employee in terms of his/her self-concept, and (b) coaching and giving the employee opportunities to develop and demonstrate his or her self-concept strengths.

Self-evaluation -- This is likely the most widely discussed self-concept process in managing employees. Essentially, managers need to help employees to develop a strong, positive self-concept around specific selves. This occurs by recognizing and rewarding employees for their positive performance and other behaviors and by supporting them when they experience negative shocks to their self-concept. Positive organizational behavior practices (such as strengths-based or appreciative coaching) apply here. When employees experience significant failures in one of their significant selves (e.g., failing a professional entrance exam; losing a promotion opportunity), the manager can offer emotional support and coach them to develop strengths in one or more of their other selves. Indeed, managers can help avoid these major shocks by nurturing a complex self-concept in employees (as discussed above).

Social self (social identity) -- Managers can develop employee performance and wellbeing by steering employees toward peers with desirable characteristics and away from those who can undermine the employee's self-concept. Specifically, employees work better around peers who appreciate and support the employee's talents, accept their self-views, and have a positive, performance-oriented (yet balanced) orientation toward their work and careers. As employees define themselves with teams and work units where these values and norms operate, they will guide the employee's behavior and performance.

2. Do you define yourself in terms of the university you attend? Why or why not? What are the implications of your answer for your university or college?

This question offers open discussion of social identity as well as several topics throughout this organizational behavior book. Usually, the status of the college plays an important role. Another factor is the difficulty of entry (which also relates to status). A third factor that students will usually mention is the "brand" of the college. Many students will identify with a college that is a highly practical school with close ties to industry.

The implications of social identity with the college are varied. One outcome is how often students mention the college. Another is how they defend the college when it might be criticized by people from other schools. Attendance at social and sporting events related to the college possibly is a fourth outcome.

3. Imagine a situation of conflict between you and your boss. Discuss how understanding the elements of self-concept, its complexity, consistency, and clarity may be useful in such a situation.

Self concept complexity, consistency and clarity influence a person's well being, behavior and performance. In a situation of conflict with the boss, a self concept complexity (the number of distinct roles or identities that one perceives about self) will help you isolate the situation and look at it more objectively as it affects only a part of you. Consistency is when most of the self perceived roles require similar personality traits, therefore, a higher self concept consistency will give you the confidence to handle the situation based on your experience in the other roles that you perform. Clarity is the degree to which you have a clear, confidently defined and stable self concept and this usually comes with age and experience. A self concept clarity can help you to maturely handle this situation, with patience and trust that sooner or later you will be able to manage and resolve the conflict.

4. **Several years ago, senior executives at energy company CanOil wanted to acquire an exploration company (HBOG) that was owned by another energy company, AmOil. Rather than face a hostile takeover and unfavorable tax implications, CanOil's two top executives met with the CEO of AmOil to discuss a friendly exchange of stock to carry out the transaction. AmOil's chief executive was previously unaware of CanOil's plans, and as the meeting began, the AmOil executive warned that he was there merely to listen. The CanOil executives were confident that AmOil wanted to sell HBOG because energy legislation at the time made HBOG a poor investment for AmOil. AmOil's CEO remained silent for most of the meeting, which CanOil executives interpreted as an implied agreement to proceed to buy AmOil stock on the market. But when CanOil launched the stock purchase a month later, AmOil's CEO was both surprised and outraged. He thought he had given the CanOil executives the cold shoulder, remaining silent to show his disinterest in the deal. The misunderstanding nearly bankrupted CanOil because AmOil reacted by protecting its stock. What perceptual problem(s) likely occurred that led to this misunderstanding?**

This incident describes true events in Dome Petroleum's acquisition of Conoco, Inc. subsidiary Hudson Bay Oil and Gas (HBOG). (See: J. Lyon, *The Rise and Fall of the House that Jack Built* (Toronto: McMillan, 1983)). HBOG's high acquisition price (due to Conoco's resistance strategy) along with other debts, increasing interest rates, and falling oil prices put Dome on the brink of bankruptcy. The company was later acquired by Amoco.

This incident is a classic example of false-consensus effect. The CanOil executives interpreted the AmOil CEO's silence as tacit agreement with the plan, likely because they wanted to believe AmOil would support the stock swap strategy. Not only was this plan critical to the CanOil's executives' personal goals; it was also a high risk strategy that relied on questionable accounting procedures. These conditions likely further added to the CanOil executives' perceptual bias that the AmOil CEO was on side.

5. **What mental models do you have about attending a college or university lecture? Are these mental models helpful? Could any of these mental models hold you back from achieving the full benefit of the lecture?**

Students may raise a variety of issues based on their individual experiences and perceptions. Encourage students to focus on their mental images and their assumptions and expectations of what a class in progress looks like e.g. how people arrive, arrange themselves in the room, ask and answer questions, behavior of the instructor etc.

Our mental models help us make sense of our environment, however, they may prevent us from seeing opportunities. For example, if our mental model of a lecture is for students to passively observe and make notes only, then the opportunity to engage in discussion and more active forms of learning which could increase understanding and retention of the material may be lost.

6. **During a diversity management session, a manager suggests that stereotypes are a necessary part of working with others. "I have to make assumptions about what's in the other person's head, and stereotypes help me do that," she explains. "It's better to rely on stereotypes than to enter a working relationship with someone from another culture without any idea of what they believe in!" Discuss the merits of and problems with the manager's statement.**

This question raises the fundamental dilemma that stereotyping is both a necessary and a troublesome activity in the perceptual process. On the one hand, the manager is correct that stereotyping helps us to fill in missing information, such as the non-observable characteristics of a person that only become apparent after a long time. Also, stereotyping helps us to organize information more efficiently by placing people into predetermined categories.

Although most stereotypes have some truth to them, there is also plenty of error and distortion which could lead to employment discrimination. It is unlikely that someone perfectly fits the stereotype category, so we tend to assign traits that are untrue. Stereotyping makes it difficult for people to alter their beliefs about a person regarding traits that conflict with the stereotype.

7. Describe how a manager or coach could use the process of self-fulfilling prophecy to enhance an individual's performance.

Self-fulfilling prophecy occurs when our expectations about another person causes that person to act in a way that is consistent with those expectations. When the boss/coach believes in others, individuals can achieve increased levels of performance. In other words, the boss/coach can influence reality. Steps include:

- a) Form a positive expectation about the individual's future behavior and performance and increase individual self-efficacy by displaying confidence in his/her skills and ability.
- b) Develop a learning orientation i.e. appreciate the value of the individual's learning, not just completing tasks.
- c) Apply leadership behaviors including skill development, emotional support, feedback, challenging goals, etc. as appropriate to the situation.

8. Self-awareness is increasingly recognized as an important ingredient for effective leadership. Suppose that you are responsible for creating a leadership development program in a government organization. What activities or processes would you introduce to help participants in this program constructively develop a better self-awareness of their personality, values, and personal biases?

This is an important question because it lays the foundation for leadership development as well as improving perceptions about ourselves and others. The quick answer here is for leadership trainees to receive more feedback about themselves. This can occur through novel experiences which then provide feedback to the participant about his or her behavior and performance. One such example is an assessment centre, where observers monitor participant behaviors during exercises and later provide confidential feedback to those participants. A related activity is 36-degree feedback, where trainees receive systematically compiled feedback from peers, subordinates, and bosses in a form that offers clarity about strengths and areas for improvement.

9. Almost everyone in a college or university business program has developed some degree of a global mindset. What events or activities in your life have helped nurture the global mindset you have developed so far? What actions can you take now, while still attending school, to further develop your global mindset?

This question provides an opportunity for the class to reflect on and discuss their personal experiences that they believe have developed their global mindset. Probably the most common response will be the various countries where students have visited or lived. Some students might discuss an immersion experience, where they actively worked in another culture and tried to adopt some of the local practices (such as food, dress, talking style). Some students might describe the nature of their work within this country that required frequent interaction or communication with coworkers, suppliers, and others located in other countries and cultures. Some might note dilemmas they faced in their multicultural teams. Global mindset also refers to processing a large volume of novel information from other cultures, so a few students might refer to their experiences of information overload or how they dealt with being in a strange place with no clear guidelines on how to act.



CASE STUDY: HY DAIRIES, INC.

Case Synopsis

Syd Gilman, the vice-president of marketing at Hy Dairies, Inc., is pleased with the performance of Rochelle Beauport, the brand manager for gourmet ice cream. In his meeting with Beauport, Gilman makes a few comments about the favorable sales results, then proceeds to tell Beauport that she would be transferred to the recently-vacated position of market research coordinator. Gilman views this as an important career opportunity, although only a lateral transfer. Beauport perceives that she has been sidelined. She is neither aware of Gilman's true perceptions nor his past career experiences. However, a similar experience with a previous employer leaves her with the impression that Gilman doesn't want women and visible minorities to get ahead in this organization.

Suggested Answers to Case Questions

1. Apply your knowledge of stereotyping and social identity theory to explain what went wrong here.

Many students will jump on the idea that this case involve stereotyping, specifically that Syd Gilman has stereotyped Rochelle Beauport. In fact, there is no apparent evidence of this stereotyping. From all accounts, Gilman is sincere in assigning Beauport to the marketing research coordinator job. He seems to be providing -- or believes that he is providing a good career opportunity for further advancement. If stereotyping exists in this case, it is that Rochelle Beauport is stereotyping Syd Gilman as a typical sexist and racist white male.

Social identity theory applies to this case in that Rochelle Beauport has a explicit sense of her social identity as a women and visible minority in a management position. This likely occurs because these are distinctive features for someone in management, as indicated by her statement that she was "one of the top women and few minorities in brand management" at Hy Dairies. This strong social identity may have contributed to her perceptual interpretation of her boss, Syd Gilman, namely that she grouped him in with other men in management positions. In other words, Beauport may have engaged in categorization, homogenization, and differentiation.

2. What other perceptual error is apparent in this case study?

False-consensus effect. There is evidence of false-consensus effect. Syd Gilman overestimated the extent to which Beauport had beliefs and characteristics similar to his own. Specifically, he assumed Washington would welcome a transfer to the position of marketing research coordinator, and incorrectly interpreted Beauport's nonverbal behavior as evidence supporting his assumption.

Some students might refer to self-fulfilling prophecy (SFP) as a relevant perceptual concept in this case. However, SFP occurs when the supervisor's expectations influence the employee in a way that eventually becomes consistent with the supervisor's initial expectations. Gilman's initial expectations seem to be positive about Beauport, yet the eventual behavior is that she is thinking of quitting.

NOTE: Concepts from other chapters are relevant to this case. These include equity theory (Chapter 5) and exit-voice-loyalty-neglect (Chapter 4).

3. What can organizations do to minimize misperceptions in these types of situations?

The clearest answer to this question is to improve mutual understanding. Syd Gilman needs to understand and be more sensitive to Rochelle Beauport's past, and vice versa. Beauport might discover that Gilman was once the marketing research coordinator and had profited from the experience. Gilman could find out that Beauport had experienced blatant gender discrimination with her previous employer and that staff jobs (such as marketing research coordinator) are not always valued. This recommendation relates to the Johari Window, in which both parties need to increase the "open" window area.

In addition to gaining mutual understanding, both parties should become aware of the perceptual process and the opportunities for perceptual errors in that process. By being knowledgeable of social identity theory distortions, for example, Beauport might evaluate Gilman for carefully rather than automatically label him within a category. Similarly, Gilman might be more sensitive to this incident of false-consensus effect.

Finally, both parties might communicate with others to compare perceptions and gain additional information about the event and the other person. Beauport could talk to other employees. They might clarify her misconception that the marketing research coordinator job is a "sideline" position. Or she might muster enough courage to ask Gilman (without anger) why she should be transferred. Gilman could talk to other managers about the transfer to find out how others may react differently.



WEB EXERCISE: DIVERSITY AND STEREOTYPING ON DISPLAY IN CORPORATE WEBSITES

Purpose

This exercise is designed to help you diagnose evidence of diversity and stereotyping in corporate websites.

Materials

Students need to complete their research for this activity prior to class, including selecting one or more medium-large sized public or private organizations and retrieving sample images of people from the organization's website.

Instructions

The instructor may have students work alone or in groups for this activity. Students will select one or more medium-large sized public or private organizations. Students will closely examine images in the selected company's website in terms of how women, visible minorities, people with disabilities, Aboriginal peoples, and older employees and clients are portrayed. Specifically, students should be prepared to discuss and provide details in class regarding:

1. The percentage of images showing (i.e. visual representation of) women, visible minorities, people with disabilities, native (Aboriginal) peoples, and older employees and clients. Students should also be sensitive to the size and placement of these images in the website or documents therein.
2. The roles in which women, visible minorities, people with disabilities, native (Aboriginal) peoples, and older employees and clients are depicted. For example, are women shown more in traditional or non-traditional occupations and roles in these websites?
3. Pick one or more of the best examples of diversity on display and one stereotypic image you can find from the website to show in class, either in printed form, or as a weblink that can be displayed in class.

Comments or Instructors

This exercise is an excellent way to bring out the issue of a “gendered” organization, in which men and women serve different roles and, usually, women are shown in inferior roles. The exercise similarly investigates perceptual (and cultural) bias with respect to employment equity groups, age, and other factors. Companies have become more sensitive to these issues in recent years, however, other organizations continue to display traditional representations of women and under representation of people in other groups.

Where companies provide a balanced display of people in various groups, it would be useful to discuss the reasons why these organizations have provided this representation. For example, students might notice how the organization receives public recognition for its diversity initiatives.

This exercise was initially inspired by a study that looked at gender representation in annual reports of Dutch companies in 1996. Although a decade and a half old, and in a different culture than most students (the Netherlands vs United States, for example), these results of that study might provide a useful comparison with student findings in this class. Notice from these results (shown below), that men dominate the photos in 1996 Dutch annual reports. Furthermore, when women are shown, they are much more likely to be depicted in the company of one or more men. The study also found that women were more likely to be shown wearing casual clothing in a non-job location as a customer.

Percentage of Annual Report Photos (from 30 Companies in 1996)

Men individually (alone)	71%
Women individually (alone)	15%
Both women and men	12
Undetermined gender	1
TOTAL	100

Percentage of Photos Featuring Men

Men individually (alone)	61%
Men with other men	23
Men with women	15
TOTAL	100

Percentage of Photos Featuring Women

Women individually (alone)	50%
Women with other women	5
Women with men	45
TOTAL	100

Source: Y. Benschop and H. E. Meihuizen, “Keeping Up Gendered Appearances: Representations of Gender in Financial Annual Reports,” *Accounting, Organizations and Society*, 27 (2002), 611-636.



TEAM EXERCISE: PERSONAL AND ORGANIZATIONAL STRATEGIES FOR DEVELOPING A GLOBAL MINDSET

Purpose

This exercise is designed to help students understand and discover ways to improve their global mindset.

Materials

None

Instructions

Step 1: Students are organized into teams, in which the following questions will be discussed. Teams will prepare a list of global mindset-enhancing activities organized around two categories: (1) organizationally generated activities and (2) personal development activities.

- **Organizationally generated activities:** What organizational practices – interventions or conditions created deliberately by the organization – have you experienced or know that others have experienced that develop a person's global mindset? Be specific in your description of each activity and, where possible, identify the element(s) of global mindset that improve through that activity.
- **Personal development activities:** Suppose someone asked you what personal steps they could take to develop a global mindset. What would you recommend? Think about ways that you have personally developed your (or have good knowledge of someone else who has developed their) global mindset. Your suggestions should say what specific elements of global mindset are improved through each activity.

Step 2: The class debriefs, where teams are asked to describe specific personal or organizational activity to others in the class. Look for common themes, as well as challenges people might face while trying to develop a global mindset.

Comments for Instructors

This team exercise provides an opportunity for students to share personal experiences that they believe have helped them develop a global mindset. The exercise also constructs strategies for others to consider in developing their global mindset. Although this activity works best in classes where students have extensive work experience (e.g. an MBA course), it can be meaningful with fruitful results even in a first-year college class. In the latter situation, instructors need to help students to consider everyday experiences as well as experiences in their summer and part-time jobs that relate to each element of global mindset.

Instructors may want to suggest at the outset that students consider each of the global mindset elements described in the chapter when thinking about how to develop a global mindset. These elements include: (1) an awareness of, openness to, and respect for other views and practices in the world; (2) the capacity to empathize and act effectively across cultures; (3) the ability to process complex information about novel environments; and (4) the ability to comprehend and reconcile intercultural matters with multiple levels of thinking.

For example, by thinking specifically about “the ability to process complex information about novel environments,” students might discover everyday experiences such as a time when they were placed in a new situation (a new course, a new job activity) and had to “make sense” of that situation while making decisions. For “the capacity to empathize and act effectively across cultures,” students might refer to local experiences where other students or co-workers were from different cultures.

For organizational activities, students might refer to cultural diversity events (e.g. employees bring in meals from their home country), and formal team development discussions about working with a virtual team where some members are located in other parts of the world. For more senior classes (especially MBA classes), organizational practices will likely be more richly described, including visits to foreign sites or visits by coworkers or clients from other cultures to the local company site.



SELF-ASSESSMENT: HOW MUCH DOES WORK DEFINE YOUR SELF-CONCEPT?

Purpose

Work is an important part of our lives, but some people view it as secondary to other life interests whereas others view work as central to their identity as individuals. This scale estimates the extent to which students view work as a central or not-so-central life interest.

Instructions

Students are asked to read each of the statements below and decide how accurate each one is in describing their focus in life. Then they use the scoring key in Appendix B at the end of this book to calculate their results. Students are reminded that there are no right or wrong answers to these questions. Also, this self-assessment should be completed alone so that students can rate themselves honestly without concerns of social comparison. Class discussion will focus on the meaning of this scale and its relevance to self-concept and perceptions.

Feedback for the Work Centrality Scale

The work centrality scale measures the extent that work is an important part of the individual's self-concept. People with high work centrality define themselves mainly by their work roles and view nonwork roles as much less significant. Consequently, people with a high work centrality score likely have lower complexity in their self-concept. This can be a concern because if something goes wrong with their work role, their nonwork roles are not of sufficient value to maintain a positive self-evaluation. At the same time, work dominates our work lives, so those with very low scores would be more of the exception than the rule in most societies.

Scores range from 6 to 36 with higher scores indicating higher work centrality. The norms in the following table are based on a large sample of employees in North America (average score was 20.7). However, work centrality norms vary from one group to the next. For example, the average score in a sample of nurses was around 17 (translated to the scale range used here).

Work Centrality Norms

Work Centrality	
Score	Interpretation
29 to 36	High work centrality
24 to 28	Above average work centrality
18 to 23	Average work centrality
13 to 17	Below average work centrality
6 to 12	Low work centrality