Appendix: SAL Exercises
Self-Assessment Library Notes

List of SAL Assessments by Topic

Topic	Requires Work Experience	I. A	I. B	I. C	I. D	I. E	II. A	II. B	II. C	III. A	III. B	III. C	IV. A	IV. B	IV. C	IV. D	IV. E	IV. F	IV. G
																			CD Listing
Attitudes and job satisfaction	*		3	7															
Communication							1 2										3		
Conflict									5										
Creativity		5																	
Decision making					1					2									
Diversity			4												2				
Emotions						1										1 2			
Entrepreneurship						4													
Ethics					2												4		
General Knowledge																			1 2
Globalization											5								
Job design	*			8 9															
Job involvement	*		2											1					
Job satisfaction	*		3																
Leadership								1 2 5									4		
Managing change												1							
Managing conflict									5 6										
Motivation	*			1-5							4								
Negotiation									6										
Organization design										1									
Organizational change												1							
Organizational commitment	*										2								
Organizational culture											1								
Organizational design												1 2						2	
Performance feedback	*									3									
Performance reviews	*										3								
Personality		1 2 4		6									1 3 4						
Planning				5		2 3													
Politics	*							3 4										1	
Power								1 2											
Power and politics	*								1-4										
Productivity						2													
Teams								6								1 2			
The manager's job	*		2			1				2	4								
Trust								3											

								4										
Values			1													1		2	
Work stress	*	3										3	2 3						
Workplace diversity	*		4													2			

Table of Contents for SAL Exercises

1. What's My Basic Personality?	CD: I.A.1

Overview

Personality is a unique set of attributes that every human being has. It is quite often the first thing that we notice about a person when we meet them. We immediately assess and judge them based on the attributes identified in this self-assessment exercise. For example, you are taking an interview for a new job. You have done your homework and researched the company's history, its corporate earnings, and expected earnings; checked with others who are familiar with the company's culture and attitudes toward employees; and have researched the trade magazines such as Fortune, Fast Company, and Business Week on how the company is being managed. You have also visited the company's website and made assumptions as to what type of "personality" would best fit into the company. You realize that this is the company for you and the job for you. Your personality appears to fit right in, and you are hopeful the interviewers will agree. But so as not to leave too much to chance, you rehearse your interview with friends with like personalities so you can show off your own personality to the best advantage. On the day of the interview, you dress the part, act the part, and "hit a home run" in the interview from your perspective. Your personality seemed to mirror that of the panel of interviewers, making your very comfortable and able to "do" a good interview. The next day you receive a call from the company human resources department offering you the job. It appears your assessment, at least on the surface, was correct, and you should be able to do well in this culture.

In this situation, you have used your personality in a positive way to achieve your goal. Had you done your research and found a mismatch between your personality and the company's culture, you might have either passed up an interview or failed miserably in the interview from both your perspective and the company's. In a recent best-seller, *Built to Last*, by Collins and Porras, they discovered that many companies, as part of long-term success, have very strong cultures that in many ways dictate a certain personality type if one is to be successful. For example, if you work at 3M, a high score on *Openness to Experience* would be an almost necessary personality attribute or trait, because the culture is built around innovation, change, and creativity. At Nordstrom's, there is a cult-like culture that demands an adherence to the "Nordy" spirit and culture, so high scores on *Extraversion* and *Agreeability* are essential traits to possess. If you are low on either of these, the Nordstrom culture is probably not the place for you. Knowing your own personality and the culture of the company can save both parties much time, effort, and money if the culture is strong and has fairly specific expectations around behavioral patterns.

Teaching Notes

Scotsman Robert Burns in *Ode to a Louse* ("louse" is the singular form of head lice, in this case, as seen in a woman's bonnet while in church) writes the following lines (loosely modernized): *Would God give us the power to see ourselves as others see us; it would free many from their blinders and foolish notions*. Understanding the impact of one's personality on others is the heart of this quote and essential to finding a successful match between an organization, a

person, and that person's chosen career. It is both economically and psychologically cost effective for both the company and the potential employee to get a sense of the mutual "fit" at the beginning of the relationship.

The students can use this exercise to see where they are in their personality evolution at this point. That is, although personality is relatively set in many ways, extraordinary events (wars, encouragement in class with the right timing, experiencing something that changes one's world view) can change a personality.

In many instances, there is not a perceived match between the employee and the culture, but something in the new employee changes enough to adapt to the situation. Again, drawing from *Built to Last*, Merck, a drug company, has the overall goal of serving humanity. It is a very socially responsible company. Many employees in our society may never have realized this dimension of organizations' roles in our society or given it much thought. However, once in this culture, developing drugs to help humankind is the guiding managerial framework. This does bring profit, but that is not the overarching goal. A scientist may find this a wonderful place to work that they had not necessarily always thought about. If the scientist is more interested in money, he or she would be better off joining a company that believes that the responsibility of a company is to its stockholders first and foremost, so profit is the guiding factor.

Exercises

1. **How Important is a Good Fit?** Form students into teams of three to six people, depending on the size of the class. Half of each team represents management and the other half, potential and current employees. Have the teams discuss the importance of personality from both perspectives.

   Learning Objective(s): To (1) familiarize students with the role that personality plays at work, and (2) demonstrate that there are multiple perspectives on this topic.

   Preparation/Time Allotment: This is a good icebreaker exercise at the start of the course. Make sure students are familiar with the basic definition of personality, and try to create groups that have at least one practicing manager in them. This should take about 30-45 minutes.

   Advantages/Disadvantages/Potential Problems: It might be difficult to generate a discussion if the exercise is done prior to the students reading the material or doing enough assessments to understand themselves. The exercise is most effective if there are practicing managers in the class that can give management's perspective on the issue.

2. **Just What Is Personality Anyway?** Break the class into small groups and have them debate the concept of personality as a fixed or changing set of traits.

   Learning Objective(s): To introduce the controversial topic of what personality really means; which traits are stable, and which traits can be learned.

Preparation/Time Allotment: This exercise is most effective after the basic concept of personality has been covered. The students should understand the differences between traits, states, and behavior.

Advantages/Disadvantages/Potential Problems: Point out that psychologists have different views on this topic, and that they will not come to one "right" answer. Rather, this gives them a flavor for how things are debated and discussed in this field.

2. What's My Jungian 16-Type Personality?	CD: I.A.2

Overview

This instrument is another way to give feedback on personality traits. This is a very popular personality framework that classifies people in a number of categories. As with all personality profiles, they can be used to help people determine which organizational cultures and careers might make the best match for their personality.

If a person likes to work alone and is introverted, being an employee or manager in a company such as Saturn, which is built on teams, would not produce a good fit. If a person is INTP, then Merck may be a good match. If you are INTJ, you might think about Reading Inc. magazine or becoming an entrepreneur. However, a word of good sense: people do often change as circumstances do. If you are a 20-something, your personality is still forming. If you are a 50-something, much of your personality is formed and will typically only be altered if some major event such as being "downsized" occurs. If the status quo is stable for either the 20- or 50-somethings, the personality may be more stable. In these times of incredible change, the status quo seems unlikely. Students may wish to keep this CD and retake this assessment over the years, keeping their results each time and comparing them chronologically.

Teaching Notes

Students can use this instrument to help them with selecting their major and therefore their initial career choice. We often choose a career without really knowing what the forces are that shaped the choice. Often it is external in terms of wanting a job to make money or following in a direction that friends and parents have encouraged or any of a variety of forces. This instrument can allow students to assess their personality classification. The results and their interpretation may or may not be helpful. It is up to the student to make use of the tool. They may wish to ignore it if it runs counter to what they already think about themselves or reject it because it runs against what they want to be like. You might wish to note that all instruments, have some validity, but "your mileage may vary" as such surveys only provide indications, not absolutes.

Exercises

1. **ENT-What?** Have students compare and contrast their results from this assessment in groups of three to four. They can then share their impressions with the class as a whole.

Learning Objective(s): To (1) have students become familiar with the 16 categories of the assessment, and (2) have them see how these categories manifest themselves in actual people.

Preparation/Time Allotment: Have students take the test and score it prior to class. Each student should have five to ten minutes to discuss their personality with the rest of the group.

Advantages/Disadvantages/Potential Problems: Students may not agree with the category that they are in. In general, this can be caused by some scores being on the border between two categories. Discuss how this is a side effect of surveys, and to simply categorize individuals into 16 categories is only one small part of personality at work.

Make sure the discussion revolves around actual behaviors that students can see and observe. For example, if they say they are highly extroverted, have them give tangible examples, such as how much they enjoy meeting new people at parties. Make sure to translate this into concrete career examples. For example, politicians that are extroverted probably enjoy fund-raising dinners, and most likely would be successful at these dinners.

2. **All Like One or Different for All?** Students may want to administer the assessment to friends or people in a relevant group such as a student club, sorority/fraternity, or sports team.

Learning Objective(s): To show students how people with similar interests may have similar personalities.

Preparation/Time Allotment: The assessment should be done outside of class. You could either have them turn in a paper regarding the findings, lead a class discussion, have a group discussion, or require a formal presentation.

Advantages/Disadvantages/Potential Problems: Sometimes it is hard to predict personalities based upon similar interests, especially with these 16 categories. Individuals on a sports team may be widely diversified. If so, steer the discussion towards the value of understanding individual differences and not stereotyping based upon an assessment tool.

3. Am I A Type-A?	CD: I.A.3

Overview

Type As are common in North America. Despite some of the problems that are pointed out, one can easily speculate that the CEOs and upper management of most American companies are Type As. One can further speculate that most of these have come from the baby boomer or silent generation/veterans and are most probably As. Twenty-somethings tend to be Type Bs and much better suited to be team players than many of their colleagues who are older or their bosses. They tend to balance out work and family, working to live.

An interesting question facing American businesses is the fact that most of the 20th century entrepreneurs and top managers were Type As. They created a very prosperous economy, not single handedly, for other events also helped such as the aftermath of WWII. They worked hard and defined themselves as company "men" (as most were men until after the Civil Rights Act of 1964; for an excellent analysis of the corporation and gender issues see Rosabeth Moss Kanter's *Men and Women of the Corporation*).

The digital or knowledge-based economy calls for a different set of skills and drive, that is, working smarter, not harder may be the major key to success. Stress is very evident in Type As, as they drop dead from a variety of stress-related diseases. Type Bs are not as stressed because they work with a different set of goals in might that include living one's life, not having it more or less dictated by the "firm." So the question to be answered: will the preponderance of Type Bs over time secure the economic dominance the United States has so long enjoyed?.

Teaching Notes

Without revealing any names, it might be interesting to collect the results of this instrument and crosscheck it with grades to see if there is any correlation between Type As and Type Bs in terms of grades, class participation, and attendance (the recommendation would be to use the results and grades of your PREVIOUS class, not the current one). This could create a lively discussion on what it takes to make it in college. Then transfer the discussion to the world of work.

Exercises

1. **Alphabetic Pairings.** Pair Type As and Type Bs and have them compare what they want out of life. As a follow up, have them discuss what the future of our country would be if it were largely in the hands of either Type As or Type Bs.

   Learning Objective(s): To show how Type As and Bs may view the world through different lenses.

   Preparation/Time Allotment: Have the students take and score the assessment prior to class. This exercise should take about 20 minutes.

   Advantages/Disadvantages/Potential Problems: You may find that Type As and Bs want the same things in life. If so, shift the discussion towards how they process information, or how they will achieve their goals. They may want the same things, but differ in their approach.

2. **TV Time.** Assign the students a project to watch a television show and try to identify the Type As and Type Bs. Have them bring their findings into class and discuss the findings and their importance as a possible reflection of society.

   Learning Objective(s): To translate observed behaviors into the Type A/B framework.

   Preparation/Time Allotment: This could serve as an in-class presentation, discussion item, paper, or formal presentation, thus time will vary.

Advantages/Disadvantages/Potential Problems: Remember that the students are only inferring personality types from TV show behaviors. The main characters on a police or hospital drama may all appear to be exhibiting Type A behaviors, but Type B's can yell, get excited and hyper, and also stress out at work. Make sure the students do not automatically classify someone as an A or B type.

4. How Well Do I Handle Ambiguity?	CD: I.A.4

Overview

The assessment helps the student understand how well he or she will manage change and upheaval in life. It looks at all sorts of issues from immersion in another culture, to people they like to hang with, to the role of teachers and supervisors. With our very changing and turbulent times, the ability to deal with ambiguity will be essential to success and perhaps any semblance of good mental health. If one is rigid, she or he is unlikely to feel comfortable in most current organizations other than traditional bureaucracies, incompetent in companies that expect change and adaptation, and may actual feel like dropping out of the work world completely, a loss for both organizations and self.

This exercise should be interesting for the teacher to take along with the students to see how well you are adapting to a changing classroom populated by different generations. Our students have already gone through very ambiguous times and may score better than many of us, (depending on your age).

Teaching Notes

This might be a good time to discuss the topic of age and generational differences in the workplace. Expectations, prejudices, miscalculations, fear, and a host of other emotions as well as the organizational problems such as conflict can arise when there are vastly different levels of the ability to manage ambiguity. You might want to use a case that shows what these types of complications can create. An example such as a company that suddenly needs new ideas and a staff that is not only computer literate, but who excel technologically, might be worthy of discussion.

Exercises

1. **Generation Gap.** Divide the class into groups based on age with older and younger represented. If you have a relatively uniform group, have half of the group "play" their parents. Then discuss how they did on the test and how they think their parents would do. As a follow up, have them discuss how they would both divide work and work together if they were placed on the same work team.

   Learning Objective(s): To show how age can affect one's tolerance for ambiguity.

   Preparation/Time Allotment: A group discussion should take anywhere from 15 minutes to an hour, depending upon the diversity in the class and the size of the groups.

Advantages/Disadvantages/Potential Problems: Point out that the younger generation may have less tolerance for ambiguity because they most likely have fewer responsibilities. It is much easier to lose your job when you do not have a family, mortgage, or other obligations to meet. You might also discuss whether this assessment is a personality trait, or a reflection of one's life experiences.

2. **Ambiguity and the Type A.** Have the students take both I.A.3 and this assessment. Compare their determined Type to the ambiguity results to see if there are any similarities or trends in the scores. Then discuss the implications of this finding.

   Learning Objective(s): To begin to see how the different assessment tools complement and interact with each other.

   Preparation/Time Allotment: Remember to assign both assessments. The discussion should take 15-30 minutes. You might also chart the correlations anonymously to visually share any patterns in the data.

   Advantages/Disadvantages/Potential Problems: Each assessment tells us a little bit more about personality and work. It is important to reinforce this, and also discuss how they may fit together, or be totally unrelated.

| *5-3* | **5. How Creative Am I?** | **CD: I.A.5** |

Overview

In changing times, creativity seems to be at a greater premium then when all is stable and predictable. We are clearly living in changing times, what Charles Handy calls a time of "discontinuous" change; that is, the status quo cannot be moved forward. If this is the case, then our organizations dearly need people who are both talented and creative. Organizations like 3M have always recruited creative people because the culture is one of trying things repeatedly until no use can be found in the idea. Without such a corporate philosophy, we would not have Post-it-Notes, Teflon pans, and any number of incredible products. In Built to Last, Porras and Collins make the point that the top 18 well-managed companies they analyzed live by the idea of trying all sorts of ideas and keeping the ones that work. In our changing times, this seems like good advice for organizations and individuals.

Teaching Notes

Our students are in for a bumpy ride as they start their careers, as are those people who are reentering the workforce. The demands on organizations will be much the same as they have always been, but creativity will clearly be in greater demand, as the global economy and the Internet reshape the business environment. We will all be in for a bumpy ride and the more we know about ourselves, the better we will be able to manage the trip.

Exercises

1. **"Well, in MY day…"** Have a general class discussion comparing the 1980s, 1990s, and the current times in terms of change. You can fill in what happened to the auto industry, companies such as IBM, GM, Xerox, and others and then compare what the students' impressions are of those times (if they were born) and what is happening today. Compare this to the problems in current times (dot com bomb, real estate meltdown, ENRON).

   Learning Objective(s): To relate creativity to how organizations handle change.

   Preparation/Time Allotment: You may want to assign students a specific industry or organization. Give them some time to research what happened to the mortgage industry or the dot-com industry, and relate it to change.

   Advantages/Disadvantages/Potential Problems: Many variables caused problems in industry. Be careful not to package them in terms of a lack of creativity when many other factors at work. Rather, note that this is just one more variable that can give us some insight into how organizations work.

2. **What is "creativity" anyway?** Break the class into groups of three to four members each and have them come up with an operational definition of creativity.

   Learning Objective(s): (1) To show the various perspectives on creativity. (2) To have students experience the difficulties inherent in trying to assign a specific definition to a cognitive variable.

   Preparation/Time Allotment: The class discussion should take about 30 minutes.

   Advantages/Disadvantages/Potential Problems: Groups may have a hard time coming up with a uniform definition. You might pull some various definitions from other sources in order to "jump start" the discussion.

1. What Do I Value?	**CD: I.B.1**

Overview

It is interesting that the baby boomers have been working to live and have often defined themselves, their lives, their value, and the world through work. The current generation seems to want to balance out life, after having seen the problems that living through one's work can bring. In many ways, it is beyond the Type A and Type B to a fundamental outlook of living, life roles, and a sense of being rather than just doing. If boomers are so driven by work and Xers are not, what does it mean for a happy coexistence in organizations? Is there some compromise or should there be? What is the reason for living? What is your reason for living?

Teaching Notes

Answering this questionnaire may be a challenge for many of us who have been driven to succeed in the traditional Type A manner. Other issues are our ethical standards and if our actions match those standards. What do we teach our kids? How do we act with friends and family around ethical issues? Do we know how ethics shape our society? What happens when major figures such as presidents lie to the nation or kids randomly shoot others or when people say one thing and do the other? What is the state of values in our society? Do we value ourselves? Do we value others who are different from us? Has this changed over time or are we just more aware of transgressions in a highly mediated era? These are some of the issues you might wish to discuss in class.

Exercises

1. **Valueless Companies?** Divide the class into two groups. Have one group prepare to debate the lack of values in our nation as reflected by companies' actions and the other debate that companies value the items listed in the questionnaire.

   Learning Objective(s): To bring the concepts of instrumental and terminal values to the context of organizational settings.

   Preparation/Time Allotment: Give the groups about 20 minutes to debate the issues among themselves, and then bring the class together as a whole to talk about what each group concluded (total of 30 minutes). Prepare some examples for the class of organizations that have positive terminal and instrumental values. It is easy to see negative examples in the news, but also important to bring out the other side too.

   Advantages/Disadvantages/Potential Problems: Remind them that although they were looking for examples of a lack of values, many companies and organizations do exhibit positive values. You might break the groups up by age, noting the differences between the Generation X and Generation Y students.

2. **Terminal or Instrumental?** Have a class discussion on whether terminal values or instrumental values are more important.

Learning Objective(s): To illustrate that both terminal and instrumental values are important.

Preparation/Time Allotment: This can be done in small groups, or with the entire class. It should take about 20 minutes.

Advantages/Disadvantages/Potential Problems: It is sometimes difficult to see the difference between instrumental and terminal values. Many individuals may live their lives by being honest and open minded, without thinking of the related corollary terminal value. This is a good opportunity to clarify the difference.