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| Handouts |
| Organizational Behavior |
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| **Kerry S. Sauley, Ph.D.** |
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**LOCUS OF CONTROL SCALE**

**Directions:** Answer the following questions the way you feel. There are no right or wrong answers. Don’t take too much time answering any one question but do try to answer them all.

One of your concerns during the test may be, “What should I do if I can answer both yes and no to a question?” It’s not unusual for that to happen. If it does, think about whether your answer is just a little more one way than the other. For example, if you’d assign a weighting of 51% to “yes” and assign 49 percent to “no,” mark the answer “yes.” Try to pick one or the other response for all questions and not leave any blanks.

**Y N 1. Do you believe that most problems will solve themselves if you just don’t fool with**

 **them?**

**Y N 2. Do you believe that you can stop yourself from catching a cold?**

**Y N 3. Are some people just born lucky?**

**Y N 4. Most of the time did you feel that getting good grades meant a great deal to you?**

**Y N 5. Are you often blamed for things that just aren’t your fault?**

**Y N 6. Do you believe that if somebody studies hard he or she can pass any subject?**

**Y N 7. Do you feel that most of the time it doesn’t pay to try hard because things never**

 **turn out right no matter what you do?**

**Y N 8. Do you feel that if things start out well in the morning it’s going to be a good day no**

 **matter what you do?**

**Y N 9. Do you feel that most of the time parents listen to what their children have to say?**

**Y N 10. Do you believe that wishing can make good things happen?**

**Y N 11. When you get reprimanded does it usually seem for no good reason at all?**

**Y N 12. Most of the time do you find it hard to change a friend’s opinion?**

**Y N 13. Do you think that cheering more than luck helps a team to win?**

**Y N 14. Did you feel that it was nearly impossible to change your parents’ mind about**

 **anything?**

**Y N 15. Do you believe that parents should allow children to make most of their own**

 **decisions?**

**Y N 16. Do you feel that when you do something wrong there’s very little you can do make**

 **it right?**

**Y N 17. Do you believe that most people are just born good at sports?**

**Y N 18. Are most of the other people your age stronger than you are?**

**Y N 19. Do you feel that one of the best ways to handle most problems is just not to think**

 **about them?**

**Y N 20. Do you feel that you have a lot of choice in deciding who your friends are?**

**Y N 21. If you find a four-leaf clover, do you believe that it might bring you good luck?**

**Y N 22. Did you often feel that whether or not you did your homework had a lot to do with**

 **what kind of grades you got?**

**Y N 23. Do you feel that when a person is angry at you, there’s little you can do to stop**

 **him/her?**

**Y N 24. Have you ever had a good luck charm?**

**Y N 25. Do you believe that whether or not people like you depends on how you act?**

**Y N 26. Did your parents usually help you if you asked them to?**

**Y N 27. Have you felt that when people were angry with you it was usually for no reason at**

 **all?**

**Y N 28. Most of the time, do you feel that you can change what might happen tomorrow by**

 **what you do today?**

**Y N 29. Do you believe that when bad things are going to happen they just are going to**

 **happen no matter what you try to stop them?**

**Y N 30. Do you think that people can get their way if they just keep trying?**

**Y N 31. Most of the time do you find it useless to try to get your way at home?**

**Y N 32. Do you feel that when good things happen they happen because of hard work?**

**Y N 33. Do you feel that when somebody wants to be your enemy there’s little you can do**

 **to change that?**

**Y N 34. Do you feel like it’s easy to get friends to do what you want them to do?**

**Y N 35. Do you usually feel that you have little say about what you get to eat at home?**

**Y N 36. Do you feel like that when someone doesn’t like you there’s little you can do about**

 **it?**

**Y N 37. Did you usually feel that it was almost useless to try in school because most other**

 **children were just plain smarter than you were?**

**Y N 38. Are you the kind of person who believes that planning ahead makes things turn**

 **out better?**

**Y N 39. Most of the time, do you feel that you have little say about what your family**

 **decides to do?**

**Y N 40. Do you think it’s better to be smart than to be lucky?**

**Locus of Control Scale Scoring:** give yourself a point each time your answer agrees with the answer on the scoring key below. Your score is the total number of agreements between your answers and the ones on the key.

**1.Y 2.N 3.Y 4.N 5.Y 6.N 7.Y 8.Y 9.N 10.Y 11.Y 12.Y 13.N 14.Y 15.N 16.Y 17.Y 18.Y 19.Y 20.N 21.Y 22.N 23.Y 24.Y 25.N 26.N 27.Y 28.N 29.Y 30. N 31.Y 32.N 33.Y 34.N 35.Y 36.Y**

**37.Y 38.N 39.Y 40.N**

**Total Score: \_\_\_\_\_\_\_\_**

**Interpreting Your Score**

**Low Scorers (0-8):** This range represents about 1/3 of the people who take the test. As a low scorer, you probably see life as a game of skill rather than chance. You most likely believe that you have a lot of control over what happens to you, both good and bad. With that view, internal locus of control people tend to take the initiative in everything from job-related activities to relationships. You are probably described by others as vigilant in getting things done, aware of what’s going on around you, and willing to spend energy in working toward specific goals. You would probably find it quite frustrating to sit back and let others take care of you, since you like to have your life in your own hands.

Although taking control of your life is seen as the “best way to be,” psychologists caution that it has its own set of difficulties. Someone who is responsible for his/her successes is also responsible for his/her failures. So, there can be some ups and downs.

**Average Scorers (9-16):** Your internal and external beliefs may be situation specific. You may look at one situation, work, for example, and believe that rewards are externally determined, that no matter what you do you can’t get ahead. In another situation, love perhaps, you may see your fate as resting entirely in your own hands. You will find it helpful to review the questions and group them into those you answered in the internal direction and those you answered in the external direction. Any similarities in the kinds of situations within one of those groups? If so, some time spent thinking about what it is that makes you feel as though the control is or is not in your hands can help you better understand yourself.

**High Scorers (17-40):** Scores in this range represent the external control end of the scale. Only about 15% of people taking this test score 17 or higher. As a high scorer, you’re saying that you see life generally more as a game of chance than as one where your skills make the difference.

There are, however, many different reasons for an individual to score in the external control direction. For example, psychologists have found that some people in minority and disadvantaged groups tend to score more in the external direction. It could be that these individuals are perceiving their life situation realistically. For example, individuals who are economically disadvantaged really do have more restrictions on their success—fewer job opportunities, lower pay, and less opportunity for advancement—in many cases no matter what they do or don’t do. An internal locus of control belief in this situation would be quite unrealistic and inappropriate. Thus, your external locus of control could be a realistic perception of your current life circumstances.

On the other hand, your external score may represent a strong belief in luck or superstition and a concurrent feeling of helplessness in controlling your life. Research has revealed a relationship between unrealistic external control beliefs and problems such as anxiety, depression, low self-esteem, and poorer physical health. Only you can decide how much of your external belief system is accurate and how much is inappropriate given your life situation.

**SELF-MONITORING SCALE**

**Directions:** The statements below concern your personal reactions to a number of different situations. No two statements are exactly alike, so consider each statement carefully before answering. If a statement is TRUE or MOSTLY TRUE as applied to you, circle the “T” next to the statement. If a statement is FALSE or NOT USUALLY TRUE as applied to you, circle the “F” next to the statement.

**T F 1. I find it hard to imitate the behavior of others.**

**T F 2. My behavior is usually an expression of my true inner feelings, attitudes, and beliefs.**

**T F 3. At parties and social gatherings, I do not attempt to do or say things that others will like.**

**T F 4. I can only argue for ideas that I already believe.**

**T F 5. I can make impromptu speeches even on topics about which I have almost no information.**

**T F 6. I guess I put on a show to impress or entertain people.**

**T F 7. When uncertain about how to act in a social situation, I look to the behavior of others for**

 **cues.**

**T F 8. I would probably make a good actor.**

**T F 9. I rarely seek the advice of my friends to choose movies, books, or music.**

**T F 10. I sometimes appear to others to be experiencing deeper emotions than what I actually am.**

**T F 11. I laugh more when I watch a comedy with others than when alone.**

**T F 12. In groups of people, I am rarely the center of attention.**

**T F 13. In different situations and with different people, I often act like very different persons.**

**T F 14. I’m not particularly good at making other people like me.**

**T F 15. Even if I’m not enjoying myself, I often pretend to be having a good time.**

**T F 16. I’m not always the person I appear to be.**

**T F 17. I would not change my opinions (or the way I do things) to please someone else or win**

 **favor.**

**T F 18. I have considered being an entertainer.**

**T F 19. To get along and be liked, I tend to be what people expect me to be rather than anything**

 **else.**

**T F 20. I have never been good at games like charades or improvisational acting.**

**T F 21. I have trouble changing my behavior to suit different people and different situations.**

**T F 22. At a party, I let others keep the jokes and stories going.**

**T F 23. I feel a bit awkward in company and do not show up quite as well as I should.**

**T F 24. I can look anyone in the eye and tell a lie with a straight face (if for the right end).**

**T F 25. I may deceive people by being friendly when I really dislike them.**

**Scoring:** give yourself a point each time your answer agrees with the answer given below:

**1.F, 2.F, 3.F, 4.F, 5.T, 6.T, 7.T, 8.T, 9.F, 10.T, 11.T, 12.F, 13.T,**

**14.F, 15.T, 16.T, 17.F, 18.T, 19.T, 20.F, 21.F, 22.F, 23.F, 24.T, 25.T**

**Total Score: \_\_\_\_\_\_\_\_ (0-12 low self-monitor) (13-25 high self-monitor)**

**Equity Sensitivity Theory**

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Equity sensitivity theory states that when individuals are treated fairly in reality (i.e., given the rewards they deserve based on their performance) not all individuals will perceive that they’ve been treated fairly. This occurs because individuals have different definitions of what is fair. According to the theory, there are three types of individuals, each with a different definition of what constitutes fairness in the workplace.

The first type is an **entitled**. Entitleds, simply put, are takers. They are more concerned with what they receive from a relationship than what they give to a relationship. Entitleds expect to receive the same or more rewards as others but expect to do less work. A possible explanation for this behavior is that entitleds often overvalue their contributions (i.e., think they’re better than what they actually are). When entitleds are given the rewards they deserve based on their performance (treated fairly), they perceive that they’re being under-rewarded and will become dissatisfied. This dissatisfaction will in turn to lowered productivity (and their productivity wasn’t high to start).

The second type is the benevolent. They’re the opposite of entitleds--they are givers. They are more concerned with what they can give to a relationship than what they can receive from the relationship. Benevolents will often work harder/produce more than others but expect the same rewards as others. A possible explanation for this behavior is that they have a strong work ethic and don’t want to feel indebted to others. They do more than what they’re paid to do. When benevolents are given the rewards they deserve (treated fairly), they perceive they’re being over-rewarded and will experience guilt. This guilt will then motivate them to higher levels of productivity.

The third type is an **equity sensitive**. This type is concerned with giving and taking equally in a relationship. They believe in the motto “the more you do the more you get.” As such, when they produce twice as much as other employees, they expect twice as many rewards. When equity sensitives are given the rewards they deserve based on their performance (treated fairly), they will perceive fairness. An equity sensitive is the only type that perceives fairness when fairness exists in reality.

**Tips for dealing with Entitleds:**

1. Entitleds overestimate their level of contribution and the value of their contribution. For example, they think they’re doing great when they are merely average performers. When a measuring instrument is inaccurate, recalibration is called for. To recalibrate an entitled, they need a lot of specific performance feedback. The feedback should show them what their current performance level really is and what they need to do to attain the performance level they think they’re at currently. This should help them become more realistic about the rewards they truly deserve. One should expect a significant amount of defensiveness from the entitled as this feedback could be a blow to their ego.
2. Candy-coating negative feedback (for example, using the psychological sandwich approach of giving them a positive then a negative then a positive) doesn’t work with an entitled. Trying to spare an entitled’s feelings when giving negative feedback can backfire because it allows them to downplay the seriousness of the performance issue or overlook it altogether. One of the most important things a manager can do in dealing with an entitled is to be honest and direct in their assessment of the entitled’s performance. This may also help the entitled become more realistic about their performance and the rewards that they truly deserve.
3. A common mistake that managers make with entitleds is working around them to get things done because it’s easier than dealing with them directly. A manager may do this by reassigning the entitled’s work to another team member or doing the work himself. The manager may think that they’re punishing the entitled, but nothing could be further from the truth. Taking work away from the entitled is not punishment rather it’s positive reinforcement. The entitled starts realizing that the less work he does, the less work he is asked to do. In this case, the manager is enabling the entitlement.
4. When dealing with a poor performing entitled, the manager must make sure there is no other cause (for example, lack of training or obstacles beyond the individual’s control) other than a lack of motivation for the poor performance before addressing the situation with the entitled. Once the manager determines that the entitled could do it if he/she wanted to, a disciplinary meeting needs to be held. From this meeting, it should be clear to the entitled employee that if his/her performance in the area(s) doesn’t improve then certain negative consequences such as verbal warning, written warning, suspension and termination will follow. The simple message to the entitled is that you either move your performance up or you may have to move out.

When a manager has the disciplinary meeting with the entitled, the entitled employee will often become very defensive. The greater the defensiveness on the part of the entitled, the more manager should realize that he is on the right track. Don’t be put off by the defensive and don’t back down. This is what the entitled wants—it’s one of his tried-and-true techniques for getting what he wants from others. You should also expect that the entitled employee will go to upper management and/or human resources about this performance issue. Before you speak to the entitled about the issue, you should speak to upper management and human resources about the performance issue and there should be agreement between all parties about how the performance issue will be handled. A unified front is a must in dealing with an entitled employee.

**Tips for dealing with Benevolents:**

1. Don’t burn them out. Just because they’re always willing to help doesn’t mean you should take advantage of their strong work ethic. One word that benevolents struggle with is the word “no.” You have to be willing to set limits and manage their workload. By the way, once benevolents burn out, they’re very difficult to turnaround. They typically need a change of scenery when burnout happens.
2. Watch out for entitleds taking advantage of the benevolent’s good nature and willingness to go above and beyond the call of duty. When a manager sees an entitled getting work done through a benevolent, the manager must quickly put a stop to this dynamic. The manager must have a frank discussion with both parties and must impress upon the benevolent that the certain tasks are not his responsibility and that’s not where you want him to direct his time and energy.

**Tips for dealing with Equity Sensitives:**

1. Equity sensitives are the ones who constantly are comparing what they do and what they get to what others are doing and what others are getting to see if they’re being treated fairly or not. In other words, they have comparisonitis. If you manage around entitleds and redistribute their workload to other members of the team, your equity sensitive employees will be some unhappy campers. They will start to think that if the entitled can do less and get the same rewards as they are, then they should be able to do the same thing as the entitled employees. If you coddle the entitled, you will start turning your equity sensitive employees into entitleds as well.
2. The best thing you can do in managing an equity sensitive employee is make sure 1) everyone on the team does their job and is held accountable and 2) rewards are based on merit/performance.