

9-DT10-7643

**GUIDANCE SOURCES AT WORK: LET'S LOOK INSIDE US?**PROF. ANDRE ATHAYDE<sup>1</sup> AND DR. CLAUDIO TORRES, PROFESSOR**ABSTRACT**

The present article aims at proposing a new theoretical model of the internal antecedents of the use of guidance sources at work by employees while dealing with different events. The in-depth theoretical review enabled the proposition of a model according to which personality traits and personal values influence each other, and both might influence the employees' use of guidance sources at work. The future test of the theoretical model may show administrators which personal characteristics are significantly related to which guidance sources used at work. The novel contribution of the model, in comparison to relevant prior studies, is to consider personal values and personality traits simultaneously as predictors of the use of sources of guidance at work. Besides, it is the first research to study the possible internal antecedents of the use of guidance sources at work.

**Key Words:** Organizational behavior, Personality psychology, Social psychology.

**INTRODUCING THE THEORETICAL GAP**

Organization members seek information from different sources in order to interpret and respond to the sequence of events they experience at work. The sources of information on which organization members rely to handle different events at work are known in the literature as 'Sources of Guidance (SOGs)' (Peterson et al., 1990). However, what are those work events handled by the organization member? Work events include anything that triggers an organization member's conscious attention (Smith et al., 2002). The idea of event is frequently found in organization theories, which view social processes as episodes that can be given many meanings (Whitehead, 1929; Russel, 1961; Kahn et al., 1964; Mintzberg, 1973; March and Olsen, 1976; Martinko and Gardner, 1984). So, organizations provide many sources of guidance that members can use to interpret the events they experience and to select their actions (Smircich and Morgan, 1982; Smith and Peterson, 1988).

Classical contingency leadership models (e.g., House, 1971; Sheridan et al., 1984) consider that some work tasks and work settings are more structured than others, which means that leaders will act according to how structured a task or setting is. Peterson et al. (1990), however, proposed something different. According to their alternative hypothesis, the organization member's work varies *over time*, according to the event he/she is handling. So, this means that his behavior must change over the course of a day or week to correspond with changes in the events. Peterson et al. (1990) highlighted that such variability in behavior in response to changing situations/events is precisely what is found in work organizations. This hypothesis turned out to be known as the 'event-based contingency hypothesis', the background of this article.

Many notions similar to the idea of event management by Peterson et al. (1990) have been identified in the organizational literature. Galbraith (1973), for instance, proposed that organizations differing in the complexity and uncertainty of work will place different degrees of emphasis on rules and procedures, hierarchy, and goal setting. However, his proposal assumed absolute uniformity in particular events or circumstances that occur within structures.

Even though there is strong evidence in the literature that an individual's psychological profile might influence the use of sources of guidance to handle work events, its possible

---

<sup>1</sup> Prof. Andre Athayde, PhD Student, University of Brasília (UnB), Brasil

internal antecedents have never been deeply investigated. Although previous studies have been conducted to investigate the influence of personality on values (Bilsky and Schwartz, 1994; Furnham, 1984), the study of the simultaneous effect of both on the use of guidance sources at work still constitutes a theoretical gap. So, in this scenario, the present article aims at proposing a theoretical model of the internal antecedents of the use of guidance sources at work by employees while dealing with different events.

Besides the theoretical gap highlighted above, what else makes it worth it studying the internal antecedents of the use of guidance sources at work? In practice, why does this subject deserve to be deeper investigated? Since the use of guidance sources at work constitute a behavior and might influence the ultimate performance of the employee, this has implications for organizational administrators, decision-makers, and psychologists. The development of human resources policies could benefit from knowledge about the influence of personal values and personality traits on the use of guidance sources, especially when it comes to recruiting and selecting processes.

The objective of investigating the internal antecedents of the use of guidance sources at work naturally leads us to one specific field: Personality Psychology. Personality Psychology is the area of Psychology that has most profoundly and broadly influenced organizational behavior, which is defined as the field concerned with attitudes (e.g.: satisfaction and commitment), decision-making, interpersonal processes, and individual and group behavior in work settings (e.g.: SOGs) (Judge et al., 2008). Personality traits and other personal differences, of course, have a long history in organizational behavior. Barrick and Mount (2005) state: "Personality traits do matter at work," and indeed, the data from scientific research seem to support their conclusion (p. 361).

The relationship between personality traits and personal values represents an important topic at the intersection of Personality and Social Psychology. Both personal values and personality traits are broad categories of individual differences relevant to the study of persons and are, by definition, assumed to be cross-situationally and cross-temporally consistent (Dollinger et al., 1996). Roccas et al. (2002) postulated that personal values and personality traits mutually influence each other. However, the causal direction remains unclear (Silfver et al., 2008; Pohling et al., 2016).

So, the novel contribution of the theoretical model proposed in this study, therefore, in comparison to relevant prior studies, is to consider personal values and personality traits simultaneously as predictors of the use of guidance sources at work, something that has never been done before. Besides, it is essential to highlight that this theoretical discussion is fundamental so that it can be used in future primary empirical research.

## **RATIONALE OF THE PROPOSED THEORETICAL MODEL**

The present section will explore six different reasons that comprise the foundation upon which we proposed the theoretical model.

### **The importance of studying sources of guidance**

First, it is possible to identify the relevance of the present study based on its professional and academic relevance regarding the dependent variable (SOGs). From a professional perspective, the future test of the proposed theoretical model may show managers and organizational psychologists which individual characteristics are related to which guidance sources used at work. This relation between individual characteristics and SOGs can be strategic information when it comes to recruitment and selection processes, since the future results will show organizational decision-makers the role of personal values and personality traits on the use of desired guidance sources.

Moreover, from an academic perspective, this paper proposes a model that may collaborate to deepen the study on SOGs and to understand better employees' behavior at work and how the predictor variables complement each other.

### **Theoretical gap**

The study of personal values has already been applied to many contexts and levels, such as cultural values (Hofstede, 1980; Triandis et al., 1988), work values (Tamayo and Porto, 2005), and organizational values (Borges and Tamayo, 2001). Both constructs (personal values and personality traits) have already been researched together, predicting many different attitudes and behaviors, but they have never been considered together to explain the use of guidance sources at work.

Through the literature review of the most important empirical studies involving sources of guidance in the last 30 years, it was possible to identify two gaps: 1) the lack of a significant amount of research about sources of guidance, as we identified only six relevant empirical studies about this variable. One of them discussed the use of SOGs isolatedly (Peterson et al., 1990), and the other ones its relationship with other variables (Smith et al., 1994, Smith et al., 2002, Smith and Peterson, 2005; Peterson et al., 2010; Smith et al., 2011). It is important to highlight that the study of Peterson et al. (2016), a more recent one, only updated the data collecting instrument – Managerial Decisions Questionnaire Global (Mdq-GL) -, revising the number of frequent organizational events from eight to six, omitting two events that had shown some method problems. The last published empirical study about SOGs was done more than seven years ago (Smith et al., 2011). Besides, it was possible to identify 2) the absence of research that evaluates specifically the individual antecedents of the use of SOGs at work, such as personal values and personality traits. So, in order to help fill these gaps, the present article analyzes the individual antecedents of the use of SOGs at work.

### **Both personal values and personality traits might influence attitudes and behavior**

Rokeach (1968) affirms that beliefs, attitudes, and values are interconnected, comprising an integrated cognitive system. This interconnection means that a change in any part of this system will affect its other parts, which will eventually change behavior. This is one of the reasons why this article considers that there is a relationship between personal values and the use of SOGs (behavior) at work. They have not been chosen randomly.

This article hypothesizes that the inclination for some personal values or the prevalence of a particular personality trait can determine which of the guidance sources the employee will privilege when dealing with work events. People can explain their choices, attitudes, and behavior by referring to their traits ('I helped her because I am an agreeable person') or as well as their values ('I think it is important to help') (Roccas and Sagiv, 2009). Literature has extensively demonstrated the connection between values and emotions, preferences, attitudes, and beliefs (Roccas and Sagiv, 2009; Feather, 1999). Many authors have highlighted that individuals often seek out, create, evoke, or are selected into experiences that are compatible and correlated with their personality (Caspi and Bem, 1990; Roberts, 2007; Scarr and McCartney, 1983; Snyder and Ickes, 1985; Wille and de Fruyt, 2014).

Judge et al. (2008) have successfully proved the effects of the Big Five Model in many work outcomes, such as job performance, work motivation, job attitudes, leadership, among others. It is one more reason to expect that personality traits affect the use of guidance sources at work, since these can be considered job behaviors (Smith et al., 2002). Whether this effect is direct or indirect, is still something to be investigated and could be shown by the test of the theoretical model proposed at this moment.

### **Personal values and personality traits complement each other**

Although personal values and personality traits are both trans-situational and relatively stable structures of individuals, which makes them variables close to each other (individual level), they differ from each other in some aspects. Accumulating evidence shows that personality traits are primarily endogenous characteristics, while personal values are learned adaptations strongly influenced by the environment (Oliver and Mooradian, 2003).

First, while personal values are directly related to the content of the goals of the individuals, personality traits relate to the way the individual seeks to achieve these goals. As presented by Schwartz (1994), personal values are conflicting; that is, when specific values are prioritized, others are deprecated. On the other hand, personality traits do not conflict with each other. While personality traits are relatively inborn dispositions (Olver and Mooradian, 2003), personal values are learned and reflect the adaptation of an individual's need to what is considered acceptable in society (Rokeach, 1972).

Personality traits are “dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings, and actions” (McCrae and Costa, 1990, p. 23). Therefore, personality traits are enduring dispositions. On the other hand, personal values are enduring goals. Personality traits describe ‘what people are like’ rather than the intentions behind their behavior. Personal values refer to ‘what people consider important,’ the goals they wish to pursue. Personality traits vary in the frequency and intensity of their occurrence, whereas personal values vary in their importance as guiding principles (ranging from at least minimally to supremely important). People believe their values are desirable, at least to a significant reference group, whereas traits may be positive or negative.

Despite these differences, Parks and Guay (2009) point out that the two constructs also have many similarities, and both impact the individual's motivation. Although personality traits and personal values are conceptually distinct, they are empirically related (Haslam et al., 2009).

For those reasons, we believe including the two constructs in this model can broaden the understanding of what leads the individual to choose this or that guidance source, by differentiating the impact of each construct separately and to investigate the joint impact of these constructs.

### **Personal values and personality traits might influence each other**

Personal values may affect personality traits because, other things equal, individuals try to behave in ways consistent with their values (Rokeach, 1973; Schwartz, 1996). In the opposite direction, personality traits may affect personal values too, since individuals who consistently present a behavioral trait are likely to increase the degree to which they value the goals that trait serves. Values allow them to justify their behavior. Self-perception theory (Bem, 1972) suggests that personality traits influence personal values because people infer what is important to them from their consistent (trait-expressive) behavior. Three relevant studies have already examined relations between personal values and the Five-Factor Model (Dollinger et al., 1996; Luk and Bond, 1993; Roccas et al., 2002).

### **Personal values and personality traits are relatively stable**

Experience, family dynamics, culture, work, and educational experiences mold individual's personality. However, many pieces of evidence suggest that a great part of personality predispositions, even being present since the individual's first years, are stable over his life (Caspi et al., 2005; Costa and McCrae, 1992; Gosling et al., 2003).

Even though some studies have shown light value changes (e.g., Verkasalo et al., 2006), it has been detected that personal values tend to get back to their original baseline

level over time after these changes. Besides, personality traits can be considered as relatively stable over time. Even the few authors that claim changes on personality traits acknowledge that they typically occur at a modest rate and over long-time intervals (Roberts et al., 2003; Mccrae and Terracciano, 2005; Roberts and Wood, 2006; Wille and de Fruyt, 2014).

According to Schwartz and Bardi (2001), personal values and personality traits are trans-situational and relatively stable structures that precede and influence attitudes and behaviors. We considered this strong evidence on the proposed model.

Having these six rationale pillars in mind, we will illustrate the theoretical model in the following section.

### A NEW THEORETICAL MODEL

Even though we have already presented the six pillars of the rationale, let us review three essential references that summarize the reason behind the arrows in the model's illustration (Figure 1):

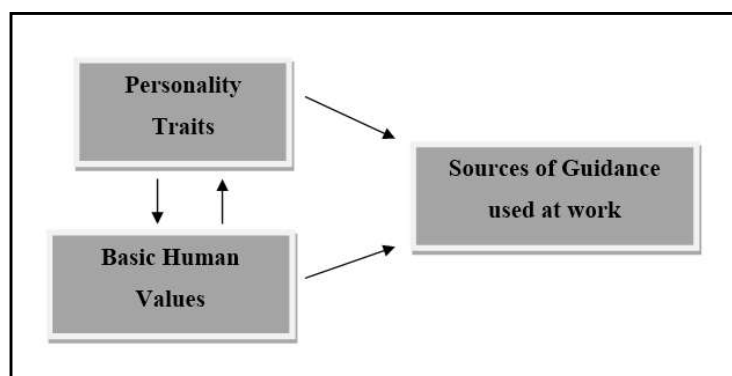
1 – Judge et al. (2008) have successfully proved the effects of personality traits in many work outcomes, such as attitudes and behaviors (this leads us to accept the hypothesis that personality traits might influence the use of guidance sources, since the last represent behaviors: personality traits → SOG's);

2 – Literature has extensively demonstrated the connection between personal values, attitudes and behaviors (Roccas and Sagiv, 2009; Feather, 1999) (this leads us to accept that personal values might influence the use of guidance sources, since the last represent behaviors: personal values → SOGs);

3 – Roccas et al. (2002) postulated that personal values and personality traits mutually influence each other (personal values → ← personality traits).

This theoretical foundation, summarized above, enables us to propose a model in which personality traits and personal values influence each other, and both might influence the employees' use of guidance sources at work (behaviors) - Figure 1.

The fact that the three variables considered in the present theoretical model are trans-situational allows it to be tested in the future through cross-sectional research.



**Figure 1.** Proposed theoretical model

**Source:** Prepared by the authors

### AN APPLICATION OF THE THEORETICAL MODEL

The most recent cross-cultural study on the SOGs (Smith et al., 2011) evidenced significant unhypothesized relationships between variables that may or may not have been by chance, so what we know about the SOGs is incomplete. Smith et al. (2011) noted that managers perceive the reliance on established rules and procedures and on one's own experience to be effective means of handling work events across *all* cultures.

Results indicated counterintuitive individual-level effects. Reliance on oneself was weaker in collectivist countries, as the authors had hypothesized. Nevertheless, the results further indicated the relationships between the reliance on formal rules and both power distance and uncertainty avoidance were the reverse of what the authors had hypothesized for either the Hofstede measure of the two dimensions or the GLOBE measure. People in societies with larger levels of power distance were less likely to rely on formal rules (using the GLOBE measure), rather than the reverse. Using the Hofstede measure, the relationship was not significant. People in societies with higher levels of uncertainty avoidance were also less likely to rely on formal rules (using the Hofstede measure). Using the GLOBE measure, the relationship was not significant. Both the GLOBE and Hofstede studies have indicated that power distance corresponds to the reliance on persons in authority, while uncertainty avoidance corresponds to a reliance on impersonal rules. However, Hofstede's (2001) uncertainty avoidance measure differs from the GLOBE measure in that it focuses less on routinization and more on anxiety and either increased risk-taking or increased caution.

Accordingly, to develop a better understanding of the sources of guidance that people draw from when making sense of work events, one should further examine personal values that correspond to power distance and uncertainty avoidance. Values corresponding to power distance include hierarchy and authority. Those corresponding to uncertainty avoidance include risk-taking, conservation, openness to change, and order. Peterson (2017) distinguished between order and chaos, suggesting that people have a desire to maintain order in their lives and to eliminate chaos. However, what people know they ought to do (e.g., seek order) may vary from what they usually do (c.f., House et al., 2004), so people may be on a continuum of order and chaos. Schwartz (1992; 1994) identified the second-order value domains of conservation vs. openness to change and lower-level values of conformity, security, tradition, and hierarchy.

Personality traits may further correspond to uncertainty avoidance. For example, order is a facet of the conscientiousness domain, and openness to experience is a personality domain of the Five-Factor Model of Personality (Costa and McCrae, 1992).

Taken together, we propose the relationships between the aforementioned personality traits, personal values, and the SOGs may be better understood using our proposed theoretical model. The model suggests that these personal values and personality traits are antecedents in a model explaining the sources of guidance people use to handle work events.

## CONCLUSION

The present paper aimed at discussing profoundly the internal antecedents of a very important work-related variable known as 'sources of guidance' and their probable relationships. As expected, discussing work behavior would naturally involve different knowledge fields, which in this case, were Organizational Behavior, Personality Psychology, and Social Psychology. Based on strong literature evidence from those fields, the present article achieved successfully its main objective: to culminate in proposing a theoretical model that can be tested in future primary empirical studies, shedding light on a theoretical gap about the individual antecedents of sources of guidance.

By discussing the relationship between three variables that have never been analyzed together, the present article has contributed to the advancement of the theory of three main knowledge fields to which it is related. Even though the study was limited to construct a theoretical model and to answer theoretical secondary questions, it elaborated a robust ground upon which the internal antecedents of guidance sources can be tested in future primary empirical research for the first time.

## REFERENCES

- Barrick, M. R. and Mount, M. K. (2005) Yes, personality matters: Moving on to more important matters. *Human Performance*, 18, 359–372.
- Bem, D. J. (1972) Self-perception theory. In: Berkowitz, L. (ed.). *Advances in experimental social psychology*. New York: Academic Press, 1–62.
- Bilsky, W. and Schwartz, S. H. (1994) Values and personality. *European Journal of Personality*, 8(3), 163–181.
- Borges, L. and Tamayo, A. (2001) A estrutura cognitiva do significado do trabalho. *Psicologia (Florianopolis)*, 1(2), 11–44.
- Caspi, A., Roberts, B. W. and Shiner, R. L. (2005) Personality development: stability and change. *Annual Review of Psychology*, 56, 453–484.
- Caspi, A. and Bem, D. J. (1990) Personality continuity and change across the life course. In: Pervin, L. A. (ed.). *Handbook of personality: Theory and research*, New York: Guilford Press, 549–575.
- Costa Jr, P. T., and McCrae, R. R. (1992) Four ways five factors are basic. *Personality and Individual Differences*, 13(6), 653–665.
- Dollinger, S. J., Leong, F. T. L. and Ulicni, S. K. (1996) On traits and values: With special reference to Openness to Experience. *Journal of Research in Personality*, 30, 23–41.
- Feather, N. T. (1999) *Values, Achievement, and Justice: Studies in the Psychology of Deservingness*. New York: Kluwer Academic/Plenum.
- Furnham, A. (1984) Personality and values. *Personality and Individual Differences*, 5, 483–485.
- Galbraith, J. (1973) *Designing complex organizations*. Reading, MA: Addison-Wesley.
- Gosling, S. D., Rentfrow, P. J. and Swann Jr, W. B. (2003) A very brief measure of the Big-Five personality domains. *Journal of Research in Personality*, 37, 504–528.
- Haslam, N., Whelan, J. and Bastian, B. (2009) Big Five Traits Mediate Associations between Values and Subjective Well-being. *Personality and Individual Differences*, 46(1), 40–42.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage.
- Hofstede, G. (1980) *Culture's consequences: International differences in work-related values*. Beverly Hills, CA: Sage.
- Hogan, R. (2004) Personality psychology for organizational researchers. In: B. Schneider and D. B. Smith (eds.) *Personality and Organizations*. Newbury Park, CA: Sage, 3–21.
- House, R. J. et al. (2004) *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA Sage.
- House, R. J. (1971) A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321–338.
- Judge, T. A. et al. (2008) The contributions of personality to organizational behavior and psychology: findings, criticisms, and future research directions. *Social and Personality Psychology Compass*, 2(5), 1982–200.
- Kahn, R. L. et al. (1964) *Organizational stress: Studies in role conflict and ambiguity*. New York, NY: John Wiley & Sons.
- Luk, C. L. and Bond, M. H. (1993) Personality variation and values endorsement in Chinese university students. *Personality and Individual Differences*, 14, 429–437.
- March, J. G. and Olsen, J. P. (1976) *Ambiguity and choice in organizations*. Oslo, Norway: Universitetsforlaget.
- Martinko, M. J. and Gardner, W. L. (1984) The observation of high-performing educational managers: Methodological issues and managerial implications. In: J. G. Hunt et al. (eds.) *Leaders and managers*. New York, NY: Pergamon Press, 142–162.

- Mccrae, R. R., Terracciano, A. and 78 members of Culture Personality Traits Project (2005) Universal features of personality traits from the observer's perspective: Data from 50 cultures. *Journal of Personality and Social Psychology*, 88, 547-561.
- Mccrae, R. R. and Costa Jr, P. T. (1990) *Personality in adulthood*. New York, NY: The Guilford Press.
- Mintzberg, H. (1973) *The nature of managerial work*. Englewood Cliffs, NJ: Prentice-Hall.
- Olver, J. M. and Mooradian, T. A. (2003) Personality traits and personal values: A conceptual and empirical integration. *Personality and Individual Differences*, 35, 109–125.
- Peterson, J. B. (2017) *12 Rules for Life: An Antidote to Chaos*. Toronto, CA: Random House.
- Peterson, M. F., Barreto, T. S. and Smith, P. B. (2016) Revised sources of guidance measures: Six events and demographic controls. In: C. Roland-Lévy et al. (eds.) *Unity, diversity, and culture: Research and Scholarship Selected from the 22nd Congress of the International Association for Cross-Cultural Psychology*. Melbourne, FL: International Association for Cross-Cultural Psychology, 213-217.
- Peterson, M. F. et al. (2010) Social Structures and Personal Values that Predict E-mail Use: An International Comparative Structure. *Journal of Global Information Management*, 18(2), 57-84.
- Peterson, M. F. et al. (1990) Personal Reliance on Event-Management Processes in Four Countries. *Group & Organization Studies*, 15(1), 75-91.
- Pohling, R. et al. (2016) What is ethical competence? The role of empathy, personal values, and the Five-Factor Model of personality in ethical decision-making. *Journal of Business Ethics*, 137, 449-474.
- Roberts, B. W. (2007) Contextualizing personality psychology. *Journal of Personality*, 5, 1071–1082.
- Roberts, B. W. and Wood, D. (2006) Personality development in the context of the neo-socioanalytic model of personality. In: D.K. Mroczek and T.D. Little (eds.) *Handbook of personality development*. Mahwah, NJ: Erlbaum, 11-39.
- Roberts, B. W. et al. (2003) Personality trait development in adulthood. In: J. Mortimer and M. Shanahan (eds.) *Handbook of the life course*. New York, NY: Plenum Press, 579-595.
- Roccas, S. and Sagiv, L. (2009) Personal values and behavior: Taking the cultural context into account. *Social and Personality Psychology Compass*, 4, 30–41.
- Roccas, S. et al. (2002) The Big Five personality factors and personal values. *Personality and Social Psychology Bulletin*, 28, 789–801.
- Rokeach, M. (1973) *The nature of human values*. New York, NY: Free Press.
- Rokeach, M. (1972) *Beliefs, attitudes, and values: A theory of organization and change*. San Francisco, CA: Jossey-Bass.
- Rokeach, M. (1968) *Beliefs, attitudes, and values*. New York, NY: Free Press.
- Scarr, S. and McCartney, K. (1983) How people make their own environments: A theory of genotype-environment effects. *Child Development*, 54, 424–435.
- Schwartz, S. H. and Bardi, A. (2001) Value hierarchies across cultures: Taking a similarities perspective. *Journal of Cross-Cultural Psychology*, 32, 268–290.
- Schwartz, S. H. (1996). Value priorities and behavior: Applying a theory of integrated value systems. In: C. Seligman, J.M. Olson and P. Zanna, P. (eds.) *The psychology of values: The Ontario Symposium*. Hillsdale, NJ: Lawrence Erlbaum, 1-24.
- Schwartz, S. H. (1994) Are there universal aspects in the structure and contents of human values? *Journal of Social Issues*, 50, 19-45.
- Schwartz, S. H. (1992) Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In: M. P. Zanna (ed.) *Advances in experimental social psychology*. San Diego, CA: Academic, 1-65.



- Sheridan, J. E., Vredenburgh, D. J. and Abelson, M. A. (1984) Contextual model of leadership influence in hospital units. *Academy of Management Journal*, 27(1), 57-78.
- Silfver, M. et al. (2008) The relation between value priorities and proneness to guilt, shame, and empathy. *Motivation and Emotion*, 32, 69– 80.
- Smircich, L. and Morgan, G. (1982) Leadership: The management of meaning. *Journal of Applied Behavioral Studies*, 18, 257-273.
- Smith, P. B. et al. (2011) National Culture as a Moderator of the Relationship Between Manager's Use of Guidance Sources and How Well Work Events are Handled. *Journal of Cross-Cultural Psychology*, 42(6), 1101-1121.
- Smith, P. B. and Peterson, M. F. (2005) Demographic Effects on the Use of Vertical Sources of Guidance by Managers in Widely Differing Cultural Contexts. *International Journal of Cross-Cultural Management*, 5(1), 5-26.
- Smith, P. B., Peterson, M. F. and Schwartz, S. H. (2002) Cultural Values, Sources of Guidance, and their relevance to managerial behavior: a 47-Nation Study. *Journal of Cross-Cultural Psychology*, 33(2), 188-208.
- Smith, P. B., Peterson, M. F. and Misumi, J. (1994) Event management, and work team effectiveness in Japan, Britain, and USA. *Journal of Occupational and Organizational Psychology*, 67, 33-43.
- Smith, P. B. and Peterson, M. F. (1988). *Leadership, organizations and culture: An event management model*, London: Sage.
- Snyder, M., and Ickes, W. (1985) Personality and social behavior. In: Aronson, E., Lindzey, G. (eds.). *Handbook of social psychology*. New York, NY: Random House, 883-947.
- Tamayo, A. and Porto, J. B. (2005) *Valores e Comportamento nas Organizações*. Rio de Janeiro, Brazil: Vozes.
- Triandis, H. C., Bontempo, R. and Villareal M. J. (1988) Individualism and Collectivism: Cross-Cultural Perspective on Self-Intergroup Relationship. *Journal of Personality and Social Psychology*, 54(2), 323-338.
- Verkasalo, M., Goodwin, R. and Bezmenova, I. (2006) Value change following a major terrorist incident: Finnish adolescent and student values before and after 11<sup>th</sup> September 2001. *Journal of Applied Social Psychology*, 36, 144–160.
- Whitehead, A. N. (1929). *Process and reality*. New York, NY: Macmillan.
- Wille, B., and Fruyt, F. de. (2014) Vocations as a source of identity: Reciprocal relations between big five personality traits and RIASEC characteristics over 15 years. *Journal of Applied Psychology*, 99, 262-281.