

## Chapter 2: Diversity and Individual Differences

### Test Bank

#### Multiple Choice

1. One of the most effective ways organizations can encourage acceptance of differences and create a harmonious workforce is through the management of \_\_\_\_\_.

- A. diversity
- B. self-awareness
- C. blooms taxonomy
- D. high involvement

Ans: A

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Diversity in OB

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

2. What are the two main types of diversity?

- A. exterior level and inward level
- B. top level and bottom level
- C. surface level and deep level
- D. exterior level and interior level

Ans: C

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Knowledge

Answer Location: Surface-Level and Deep-Level Diversity

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

3. Which type of diversity can lead to discrimination when managers or recruiters judge or stereotype others on superficial differences?

- A. deep level
- B. surface level
- C. exterior level
- D. bottom level

Ans: B

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Surface-Level and Deep-Level Diversity

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

4. Which is not an example of surface-level diversity?

- A. gender
- B. ethnicity
- C. values
- D. age

Ans: C

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Surface-Level and Deep-Level Diversity

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

5. Martin's job is to find the best employees for his company, Sportics. During his search he finds Yasmin, who has been in the sports industry for 30 years. He also finds Ivan, who only has a few years of experience. He notices that Yasmin has an extensive resume but doesn't think she has the stamina to compete due to her age. Martin decides to pick Ivan even though he does not have as much experience as Yasmin.

Martin is stereotyping Yasmin on the basis of \_\_\_\_\_.

- A. exterior-level differences
- B. deep-level differences
- C. dissimilarity differences
- D. surface-level differences

Ans: D

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Application

Answer Location: Surface-Level and Deep-Level Diversity

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

6. Differences in attitudes, values, beliefs, and personality are all examples of \_\_\_\_\_.

- A. surface-level diversity
- B. bottom-level diversity
- C. deep-level diversity
- D. top-level diversity

Ans: C

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Surface-Level and Deep-Level Diversity

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

7. An example of deep-level diversity is \_\_\_\_\_.

- A. gender
- B. personality
- C. country of origin
- D. color

Ans: B

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Surface-Level and Deep-Level Diversity

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

8. Many women are still hampered by a \_\_\_\_\_ or an invisible barrier that limits their ability to progress to more senior positions.

A. gender cliff

B. generational difference

C. glass ceiling

D. deep-level diversity

Ans: C

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Knowledge

Answer Location: Gender Diversity and Sexual Orientation

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

9. Four of the five managers in Jose's company are male. Therefore, Jose feels that he has a good chance of being promoted. Which aspect of diversity is Jose's company not following?

A. race and ethnicity

B. sex

C. gender

D. ability

Ans: C

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Application

Answer Location: Gender Diversity and Sexual Orientation

Difficulty Level: Medium

TOP: AACSB Standard: Application of knowledge

10. Which of the following statements is true regarding sexual orientation in the United States?

A. Organizational approaches to sexual orientation have remained the same since the 1960's.

B. In all states, only a man and a woman can marry.

C. In all states, it is illegal to fire an employee based on sexual orientation.

D. In some states, it is still legal to fire an employee based on sexual orientation.

Ans: D

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Gender Diversity and Sexual Orientation

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

11. Jean from Grandmas Cleaning Service was having trouble finding someone to fill one of the more menial positions in her company. Her brother-in-law put her contact with Lila who was in a car crash and could not find work after her brain injury. After testing Lila to see if she could perform the task of vacuuming successfully, she hired her. What part of diversity does this represent?

- A. age
- B. race and ethnicity
- C. gender
- D. ability

Ans: D

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Application

Answer Location: Diversity of Abilities

Difficulty Level: Medium

TOP: AACSB Standard: Application of knowledge

12. Race is related to \_\_\_\_\_ while ethnicity is associated with \_\_\_\_\_.

- A. skin color; culture
- B. nationality; eye color
- C. ancestry; skin or hair color
- D. culture; skin color

Ans: A

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Race and Ethnicity

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

13. Griffin has fallen prey to hiring only millennials in his new startup company. He feels that hiring someone from the Generation Xers will hold his company back regarding technology. What aspect of diversity does this represent?

- A. age
- B. race and ethnicity
- C. gender
- D. ability

Ans: A

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Application

Answer Location: Age/Generation Diversity

Difficulty Level: Easy

TOP: AACSB Standard: Application of knowledge

14. Which of the following statements is an outcome of research on Generation Z?

- A. Generation Z tends to be less patriotic than other generations.

- B. Generation Z is less racially diverse than previous generations.
- C. Generation Z is less supportive than previous generations of marrying other races.
- D. Generation Z is less inclined to have friends from other races than previous generations.

Ans: A

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Age/Generation Diversity

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

15. Madison has decided that she needs to foster relationships among her Jewish customers and her employees. She decides to teach her staff about the different Jewish traditions and some of the commonly used Hebrew words. Madison is broadening which form of diversity?

- A. age
- B. race and ethnicity
- C. gender
- D. ability

Ans: B

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Application

Answer Location: Race and Ethnicity

Difficulty Level: Easy

TOP: AACSB Standard: Application of knowledge

16. When asked about gender discrimination in his organization, Hansen stated that he did not believe there were any differences between people and there is no reason to explore where patterns of discrimination may exist. Hansen would most likely be classified as having which of the six worldviews in the Developmental Model of Intercultural Sensitivity?

- A. denial
- B. defense/reversal
- C. minimization
- D. acceptance

Ans: A

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Application

Answer Location: Managing Cross-Cultural Diversity

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

17. In order to have a harmonious organizational environment, one must \_\_\_\_\_.

- A. understand the differences and similarities between workers
- B. only focus on the things that make us different from one another
- C. take many different diversity classes

D. focus on self-leadership

Ans: A

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Comprehension

Answer Location: The Importance of Individual Differences

Difficulty Level: Medium

TOP: AACSB Standard: Interpersonal relations and teamwork

18. Tyler likes to motivate his sales team with prizes. At the end of each quarter, he recognizes the highest producer. Ashley is the only one on his team who has never won the award. Instead, she consistently slows down at the end of each quarter even though she had been leading the group most of the quarter. After great thought about Ashley's quiet nature, Tyler realized that Ashley did not like to have the attention placed on her in a public forum. He then adjusted how he motivates by adding quiet accolades to his approach. This is an example of understanding \_\_\_\_\_.

A. self-concept

B. self-efficacy

C. self-esteem

D. individual differences

Ans: D

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Application

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

19. What are the two types of awareness one must possess in order to have an understanding of the individual differences of others?

A. self-awareness and team awareness

B. awareness of others and proactive awareness

C. self-awareness and awareness of others

D. leadership awareness and power awareness

Ans: C

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Comprehension

Answer Location: The Importance of Individual Differences

Difficulty Level: Medium

TOP: AACSB Standard: Reflective thinking

20. The belief we have about who we are and how we feel about ourselves is called \_\_\_\_\_.

A. self-concept

B. self-efficacy

C. self-esteem

D. self-regard

Ans: A

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Knowledge

Answer Location: The Importance of Individual Differences

Difficulty Level: Easy

TOP: AACSB Standard: Reflective thinking

21. What are two main parts of our self-concept?

A. self-esteem and self-concept

B. self-esteem and self-efficacy

C. self-efficacy and self-awareness

D. self-efficacy and self-concept

Ans: B

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Knowledge

Answer Location: The Importance of Individual Differences

Difficulty Level: Easy

TOP: AACSB Standard: Reflective thinking

22. Jenny is consistent in the decisions she makes and is able to speak openly when she recognizes that she will not be able to perform a task because she realizes that she does not like the task and not very good at the task. Jenny has a high degree of \_\_\_\_\_.

A. self-esteem

B. self-awareness

C. self-efficacy

D. self-concept

Ans: B

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Application

Answer Location: The Importance of Individual Differences

Difficulty Level: Medium

TOP: AACSB Standard: Application of knowledge

23. \_\_\_\_\_ is the belief we have about our own worth.

A. Self-concept

B. Self-efficacy

C. Self-esteem

D. Self-awareness

Ans: C

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Knowledge

Answer Location: The Importance of Individual Differences

Difficulty Level: Easy

TOP: AACSB Standard: Reflective thinking

24. The belief in our ability to succeed in a specific task or situation is called \_\_\_\_\_.

- A. self-concept
- B. self-efficacy
- C. self-esteem
- D. self-awareness

Ans: B

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Comprehension

Answer Location: The Importance of Individual Differences

Difficulty Level: Easy

TOP: AACSB Standard: Reflective thinking

25. Caitlyn thinks she is capable of taking on the challenges that work brings her. She enjoys her job however, she fears that she is not going to be able to complete her presentation for next week's meeting. Caitlyn has \_\_\_\_\_.

- A. high self-esteem and high self-efficacy
- B. low self-esteem and high self-efficacy
- C. high self-esteem and low self-efficacy
- D. low self-esteem and low self-efficacy

Ans: C

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Application

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

26. Which of the following statements is true about self-esteem?

- A. It directly correlates to self-regard.
- B. It directly correlates to self-concept.
- C. It directly correlates to individual sameness.
- D. It directly correlates to the awareness of others.

Ans: B

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Analysis

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard:

TOP: AACSB Standard: Analytical thinking

27. While Dylan knows that he can successfully accomplish all his tasks at work, he still has a general feeling that he might not do very well at his upcoming performance appraisal. Dylan has \_\_\_\_\_.

- A. high self-esteem and high self-efficacy
- B. low self-esteem and high self-efficacy
- C. high self-esteem and low self-efficacy
- D. low self-esteem and low self-efficacy

Ans: B

KEY: Learning Objective: 2.2: Discuss why individual differences are important.



REF: Cognitive Domain: Application

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

28. Of the following types of people, which type of people is relatively easiest to understand?

- A. people who are like us
- B. people who behave differently than us
- C. people who think differently than us
- D. people who make decisions different from us

Ans: A

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Comprehension

Answer Location: The Importance of Individual Differences

Difficulty Level: Easy

TOP: AACSB Standard: Reflective thinking

29. Andre has a general belief in his own worth, however he has a low belief that he can meet his sales quota. This situation illustrates the difference between \_\_\_\_\_.

- A. high self-esteem and low self-esteem
- B. intrinsic motivation and extrinsic motivation
- C. self-esteem and self-efficacy
- D. high individual difference and low individual difference

Ans: C

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Application

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

30. What is defined as a stable and unique pattern of traits, characteristics, and resulting behaviors that gives an individual his or her identity?

- A. self-concept
- B. differences
- C. attributes
- D. personality

Ans: D

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Knowledge

Answer Location: Nature Versus Nurture

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

31. What are the two main areas where personality is formed as stated in the textbook?

- A. fauna and foster
- B. foster and hinder
- C. nature and nurture
- D. natural and nutritive

Ans: C

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Comprehension

Answer Location: Nature Versus Nurture

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

32. The term \_\_\_\_\_ refers to the characteristics that describe our thoughts, feelings, and behaviors.

- A. personality traits
- B. self-concept
- C. personality characteristic
- D. differences

Ans: A

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Knowledge

Answer Location: Nature Versus Nurture

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

33. The parents of Zachary are determined to do everything right. They feel that if they do their job as parents perfectly, then their son will grow up to be a thriving, upstanding, and successful adult; someone who can take charge in any situation and is a leader. This is important to them because they lack that quality themselves and have admired it in other people. Zachary's parents believe that \_\_\_\_\_ is where we get our personality.

- A. fauna
- B. nurture
- C. foster
- D. nature

Ans: B

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Application

Answer Location: Nature Versus Nurture

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

34. Researchers believe that we receive \_\_\_\_\_ of our personality from environmental and situational factors such as culture, religion, and family life.

- A. 20%

- B. less than half
- C. 60%
- D. 95%

Ans: C

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Comprehension

Answer Location: Nature Versus Nurture

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

35. Molly is worried about the future of her son Jax. She comes from a long line of criminals. Even though she has moved to the suburbs and enrolled Jax in a private school, she is still under the belief that there is nothing she can do to change the future for her son because of his genes. Molly believes that \_\_\_\_\_ is where we get our personality.

- A. fauna
- B. nurture
- C. foster
- D. nature

Ans: D

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Application

Answer Location: Nature Versus Nurture

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

36. Which trait is not an example of a physical personality trait inherited from nature?

- A. eye color
- B. temper
- C. height
- D. blood type

Ans: B

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Comprehension

Answer Location: Nature Versus Nurture

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

37. What can be described as shaping personality traits by environmental and situational factors, such as culture, religion, and family life?

- A. fauna
- B. nurture
- C. foster

D. nature

Ans: B

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Comprehension

Answer Location: Nature Versus Nurture

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

38. The MBTI, as presented in the textbook, is an abbreviation for \_\_\_\_\_.

A. Methodological Benefiter Type Indicator

B. Mitchell Braxton Type Indicator

C. Most Beneficial Type Indicator

D. Myers–Briggs Type Indicator

Ans: D

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Knowledge

Answer Location: Myers-Briggs Type Indicator

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

39. What is not a correct statement regarding the MBTI psychometric questionnaire?

A. It has been criticized by academics for providing a rather simplified view of personality.

B. It can be a valuable tool for increasing self-awareness.

C. The results of the questionnaire are not a definitive description of personality type, merely suggestions.

D. It boxes personalities into three main categories.

Ans: D

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Type Indicator

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

40. Which of the items listed below is not one of the psychological preferences of the MBTI?

A. extroversion

B. notion

C. thinking

D. judging

Ans: B

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Type Indicator

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

41. Of the four MBTI pairs of preferences, which one relates to the way one interacts with others?

- A. extroversion and Introversion
- B. sensing and intuiting
- C. thinking and feeling
- D. judging and perceiving

Ans: A

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Preferences

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

42. The way one processes information relates to which pair of psychological preferences of the MBTI?

- A. extroversion and introversion
- B. sensing and intuiting
- C. thinking and feeling
- D. judging and perceiving

Ans: B

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Preferences

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

43. Of the four MBTI pairs of preferences, which one relates to the approach one takes to making decisions?

- A. extroversion and introversion
- B. sensing and intuiting
- C. thinking and feeling
- D. judging and perceiving

Ans: C

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Preferences

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

44. Planning and adaptability relates to which pair of psychological preferences of the MBTI?

- A. extroversion and introversion
- B. sensing and intuiting
- C. thinking and feeling

D. judging and perceiving

Ans: D

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Preferences

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

45. People who have a high degree of \_\_\_\_\_ are energized and stimulated by external events and other people.

A. feeling

B. extroversion

C. perceiving

D. introversion

Ans: B

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Knowledge

Answer Location: Myers-Briggs Preferences

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

46. How many typologies are in the preference clarity index of the MBTI?

A. 4

B. 7

C. 16

D. 26

Ans: C

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Knowledge

Answer Location: Myers-Briggs Preferences

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

47. Kayla, a very talkative and expressive service representative, has determined that she prefers tangible, concrete, real-life information based on known facts when making decisions for her job. Which of the following two MBTI types best fit Kayla?

A. extroversion and sensing

B. sensing and feeling

C. extroversion and intuitive

D. perceiving and feeling

Ans: A

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Application

Answer Location: Myers-Briggs Preferences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

48. When Lisa makes decisions, she prefers to have concrete and tangible information, like data. Lisa most likely has a high degree of \_\_\_\_\_.

- A. feeling
- B. judging
- C. sensing
- D. perceiving

Ans: C

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Application

Answer Location: Myers-Briggs Preferences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

49. Eric has determined that he is INFJ when looking at the preference clarity index.

Eric is likely \_\_\_\_\_.

- A. reserved and preferring to work by himself
- B. wanting tangible and concrete information to make decisions
- C. one who draws from his own values to make decisions
- D. flexible and adaptable with a preference to keep his options open

Ans: A

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Application

Answer Location: Myers-Briggs Preferences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

50. Noah is lucky because he has found a job that he can do from home. This works for him because he likes to work by himself, use his instincts, look at his own values when making decisions, and has a very relaxed approach to work. Noah's preference clarity index would look like what?

- A. ISTJ
- B. ESFP
- C. INTP
- D. INFP

Ans: D

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Application

Answer Location: Myers-Briggs Preferences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

51. \_\_\_\_\_ refers to the extent to which we can remain calm and composed.

- A. Emotional composure
- B. Emotional stability
- C. Emotional intelligence

D. Self-regulation

Ans: B

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Knowledge

Answer Location: The Big Five Model

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

52. The tendency to be tense, moody, irritable, and temperamental is referred to as \_\_\_\_\_.

A. neuroticism

B. extroversion

C. agreeableness

D. conscientiousness

Ans: A

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Knowledge

Answer Location: The Big Five Model

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

53. Which personality model was created by compiling lists of adjectives from dictionaries then reducing these adjectives to the fewest categories possible?

A. the Big Ten model

B. the agreeableness model

C. the Big Five model

D. the ABTQ model

Ans: C

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Knowledge

Answer Location: The Big Five Model

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

54. \_\_\_\_\_ describes five basic dimensions of personality, including neuroticism, and is frequently used to evaluate and assess people in the workplace.

A. The neuroticism

B. The Big Five model

C. The Big Ten model

B. The agreeableness model

Ans: B

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors



55. Which item below is not a personality characteristic included in the Big Five model?

- A. openness to experience
- B. meticulousness
- C. neuroticism
- D. extroversion

Ans: B

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

56. Haley is looking forward to her new experience at the restaurant. She introduces herself confidently to her coworkers and remains composed throughout the first couple of hours on her new job. One may deduce that Haley rates highly on openness and extroversion and low on \_\_\_\_\_.

- A. agreeableness
- B. conscientiousness
- C. neuroticism
- D. thoughtfulness

Ans: C

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Application

Answer Location: The Big Five Model

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

57. Although Alisa and Pati share a similar trait, they don't always get along. They both seem to be tense, moody, irritable, and temperamental. They both likely rank high in what aspect of the Big Five model?

- A. agreeableness
- B. conscientiousness
- C. neuroticism
- D. thoughtfulness

Ans: C

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Application

Answer Location: The Big Five Model

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

58. Which dimension of personality from the Big Five model focuses on being trusting, good-natured, tolerant, and forgiving?

- A. agreeableness
- B. conscientiousness

- C. openness to experience
- D. extroversion

Ans: A

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

59. Which dimension of personality from the Big Five model focuses on being thoughtful, organized, responsible, and achievement-oriented?

- A. agreeableness
- B. conscientiousness
- C. neuroticism
- D. extroversion

Ans: B

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

60. The dimension of personality from the Big Five model that focuses on being outgoing, sociable, assertive, and talkative is \_\_\_\_\_.

- A. openness to experience
- B. conscientiousness
- C. neuroticism
- D. extroversion

Ans: D

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

61. Which dimension of personality from the Big Five model focuses on being curious, creative, and receptive to new ideas?

- A. openness to experience
- B. conscientiousness
- C. neuroticism
- D. extroversion

Ans: A

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

62. Jennifer's job is to create test questions textbooks. She only has a couple of days to complete each chapter. Luckily, she is good-natured, organized, and achievement oriented. However, she does have bouts of being moody and irritable when she looks ahead at her tight deadline. How would Jennifer be described using the Big Five model?

- A. low on agreeableness, openness to experience, and neuroticism
- B. low on conscientiousness and high on neuroticism
- C. high on agreeableness, openness to experience, and low on neuroticism
- D. high on agreeableness, conscientiousness, and neuroticism

Ans: D

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Application

Answer Location: The Big Five Model

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

63. Chuck is one of the most popular employees in Tabitha's group. He is sociable, assertive with his good ideas, and cooperative. However, Chuck is consistently late to work and has a messy desk. How would Tabitha describe Chuck using the Big Five model?

- A. high on extroversion and agreeableness, and low on conscientiousness
- B. high on openness to experience and agreeableness, and high on conscientiousness
- C. low on extroversion and agreeableness, and low on conscientiousness
- D. high on extroversion and agreeableness, and low on neuroticism

Ans: A

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Application

Answer Location: The Big Five Model

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

64. Which of the following statements is true regarding the Big Five model of personality?

- A. The MBTI is more popular for research than the Big Five model.
- B. The factor structure of the Big Five model is considered difficult to replicate.
- C. The Big Five model generalizes across cultures and languages.
- D. The Big Five model fails to show agreement across self and other rating sources.

Ans: C

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

65. Which of the following characteristics is associated with core self-evaluation?

- A. conscientiousness
- B. extroversion
- C. emotional stability
- D. agreeableness

Ans: C

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

66. Which of the following behaviors is most likely to be associated with high core self-evaluation?

- A. high job satisfaction
- B. low job performance
- C. negative self-concept
- D. high neuroticism

Ans: A

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

67. \_\_\_\_\_ is the degree to which individuals relate to and think about their social and physical environment, and their personal beliefs regarding a range of issues.

- A. Locus of control
- B. Machiavellianism
- C. Personal conception
- D. Proactive personality

Ans: C

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Knowledge

Answer Location: Other Personality Attributes

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

68. What are the two types of locus of control?

- A. reciprocal and outermost
- B. interior and exterior
- C. internal and reciprocal
- D. internal and external

Ans: D

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Knowledge  
Answer Location: Other Personality Attributes  
Difficulty Level: Easy  
TOP: AACSB Standard: Group and individual behaviors

69. Hunter has had a bit of bad luck. He was racing to get to his new job on time and got into a car accident instead. He knew that he would no longer get to keep his new job because his car was totaled. Hunter thought to himself that something must not have wanted him to work with Jiffy Pizza delivery and there was nothing that he could have done to change his fate. Hunter is exhibiting which kind of locus of control?

- A. external
- B. posterior
- C. internal
- D. exterior

Ans: A

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Application  
Answer Location: Other Personality Attributes  
Difficulty Level: Hard  
TOP: AACSB Standard: Application of knowledge

70. The term \_\_\_\_\_ is used to describe the behavior of people who manipulate others and use unethical practices for personal gain.

- A. self-monitoring
- B. proactive personality
- C. Machiavellianism
- D. locus of control

Ans: C

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Knowledge  
Answer Location: Other Personality Attributes  
Difficulty Level: Easy  
TOP: AACSB Standard: Group and individual behaviors

71. Bella is in line for a promotion. Andy told Bella that she would get the promotion even though he knew that he was giving it to Ryan. Andy wanted Bella to think that he appreciated her and therefore manipulated her into staying with the company. By telling her that the promotion was out of his control, he felt she would stay. Andy has displayed \_\_\_\_\_.

- A. high levels of risk-taking propensity
- B. high levels of Machiavellianism
- C. high levels of Type B orientation
- D. low levels of Type C orientation

Ans: B

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Application

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

72. Cody is in a group meeting with Charlotte and a few other employees to talk about improving sales. Charlotte seems to have a lot to share and takes up most of the meeting time. Normally, Cody speaks up with his ideas, but since Charlotte has taken the floor he holds back. Cody is a good example of showing a high degree of what type of personality dimension?

A. self-monitoring

B. proactive personality

C. Machiavellianism

D. locus of control

Ans: A

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Application

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

73. Which behavior is likely to be exhibited by Claire, who has low degree of self-monitoring?

A. attempting to disguise her feelings when appropriate

B. showing regard for how others see her

C. refusing to change any aspect of herself to accommodate a situation

D. matching behavior to the requirements of the situation

Ans: C

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

74. Which dimension of personality is explained by the extents to which individuals take the initiative to change their circumstances?

A. risk-taking propensity

B. proactive personality

C. Type A or Type B orientation

D. locus of control

Ans: B

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

75. People who are \_\_\_\_\_ are generally passive and take very little action to change the circumstances surrounding them.

A. low in proactive personality

B. high self-monitors

C. high in proactive personality

D. low self-monitors

Ans: A

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

76. Researchers have defined two main personality types to gauge how workers cope under pressure. These types fall under what dimension of personality?

A. internal and external locus of control

B. introversion and extroversion

C. Type A and Type B orientation

D. sensing and intuitive

Ans: C

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

77. Cheryl is characterized as competitive, impatient, aggressive, and achievement-oriented. Which characteristic best describes Cheryl?

A. high self-monitors

B. high in proactive personality

C. Type B orientation

D. Type A orientation

Ans: D

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

78. What dimension of personality is the tendency to engage in behaviors that might have positive or negative outcomes?

- A. risk-taking propensity
- B. proactive personality
- C. Type A and Type B orientation
- D. locus of control

Ans: A

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

79. Jake takes a long time making decisions. This is a good thing for his company Heinrich & Barnard LLC. They rely on Jake to make sure that they are following their mission statement and are within their legal rights. He makes sure that he has all information to assess the potential level of uncertainty. Jake likely has a \_\_\_\_\_.

- A. low proactive personality
- B. high self-monitor
- C. low risk-taking propensity
- D. Type B orientation

Ans: C

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Application

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

80. The housing market crisis of 2007 and 2008 was likely caused by actions associated which personality dimension?

- A. low self-monitors
- B. high risk-takers
- C. Type B orientation
- D. high proactive personality

Ans: B

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors



## True/False

1. Ethnicity is related to factors such as skin, hair, or eye color, whereas race is associated with sociological factors such as nationality, culture, language, and ancestry.

Ans: F

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Knowledge

Answer Location: Race and Ethnicity

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

2. As stated in the textbook, it is illegal to fire employees for being lesbian, gay, bisexual, and transgender in all of the United States.

Ans: F

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Knowledge

Answer Location: Gender Diversity and Sexual Orientation

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

3. According to the Developmental Model of Intercultural Sensitivity, a person is in the acceptance stage when she has a deep understanding of her own and others' cultural identities and appreciates the value of different cultural perspectives.

Ans: T

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Knowledge

Answer Location: Managing Cross-Cultural Diversity

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

4. Individual differences are the various behavioral similarities and differences between people.

Ans: T

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Knowledge

Answer Location: The Importance of Individual Differences

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

5. Self-esteem is our belief in our ability to succeed in a specific task or situation.

Ans: F

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Comprehension

Answer Location: The Importance of Individual Differences

Difficulty Level: Medium

TOP: AACSB Standard: Reflective thinking

6. When personality traits are inherited, then one would say that nurture played a part.

Ans: F

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Comprehension

Answer Location: Nature Versus Nurture

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

7. The MBTI profile is made of four pairs of psychological preferences because we tend to lean toward one or the other when determining our preferences.

Ans: T

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Preferences

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

8. ISTJ people tend to be thorough, practical, determined, and calm in a crisis.

However, they can be impatient and sometimes make impulsive decisions.

Ans: T

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Comprehension

Answer Location: Myers-Briggs Preferences

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

8. The Big Five model labels people as categories rather than presents them as scoring from low to high in an area.

Ans: F

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Knowledge

Answer Location: The Big Five Model

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

9. The HEXACO model of personality is like the Big Five model but adds a sixth dimension labeled Honesty-Humility.

Ans: T

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Knowledge

Answer Location: The Big Five Model

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

10. If one feels that they are responsible for influencing events, then they have an internal locus of control.

Ans: F

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

11. Type A orientation with regard to dimensions of personality is characterized as relaxed, easygoing, more patient, and less competitive.

Ans: F

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Easy

TOP: AACSB Standard: Group and individual behaviors

### **Short Answer**

1. \_\_\_\_\_ refers to a person's sexual identity and the gender (s) to which she or he is attracted.

Ans: Sexual orientation

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Knowledge

Answer Location: Gender Diversity and Sexual Orientation

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

2. The process by through which we imagine the world from someone else's perspective is referred to as \_\_\_\_\_.

Ans: cultural perspective taking

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Comprehension

Answer Location: Managing Cross-Cultural Diversity

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

3. At the core of cultural intelligence is \_\_\_\_\_ which refers to the level of conscious cultural awareness we possess during cross-cultural interactions.

Ans: cultural metacognition

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Knowledge

Answer Location: Managing Cross-Cultural Diversity

Difficulty Level: Easy

TOP: AACSB Standard: Diverse and multicultural work environments

4. The main difference between self-esteem and self-efficacy is that one focuses on our own worth, while the other focuses on our own \_\_\_\_\_.

Ans: ability

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Comprehension

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard

TOP: AACSB Standard: Reflective thinking

5. To understand individual differences, we must also have a high degree of \_\_\_\_\_ and \_\_\_\_\_.

A. self-awareness; awareness of others

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Comprehension

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard

TOP: AACSB Standard: Reflective thinking

6. According to the textbook, personality traits can be inherited or influenced by our environment and upbringing. When personality traits are considered to be inherited it, this is referred to as \_\_\_\_\_.

Ans: nature

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Comprehension

Answer Location: Nature Versus Nurture

Difficulty Level: Medium

TOP: AACSB Standard: Group and individual behaviors

7. Austin has decided to take the MBTI to get a better understanding of himself. Once he takes the test, he looks at the \_\_\_\_\_ to identify his personality type.

Ans: Preference Clarity Index (PCI)

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Application

Answer Location: Myers-Briggs Preferences

Difficulty Level: Hard

TOP: AACSB Standard: Application of knowledge

8. \_\_\_\_\_ factor of the Big Five model is described as trusting, good-natured, tolerant, forgiving, and cooperative.

Ans: Agreeableness

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Comprehension

Answer Location: The Big Five Model

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

9. Which dimension of personality is the extent to which individuals take the initiative to change their circumstances?

Ans: proactive personality

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

10. People with a \_\_\_\_\_ are characterized as competitive, impatient, aggressive, and achievement-oriented.

Ans: Type A orientation

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

11. Which dimension of personality is associated with people who believe outside influences are responsible for their fate?

Ans: external locus of control

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Comprehension

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

## Essay

1. Why is it important for companies to embrace diversity and to commit to the changing demographics of our society?

Ans: Studies have shown diverse groups working well together perform better and are more innovative, creative, and productive. A diverse workforce can increase market share by helping the organization more effectively communicate with customers from different backgrounds and cultures. Looking into the future, recent reports on demographics project that groups currently classified as minorities will become the majority in the United States by 2050. Organizations that do not currently foster a diverse workforce need to harness all the talent available and commit to these changing demographics or they risk being left behind.

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Analysis

Answer Location: Diversity in OB

Difficulty Level: Hard

TOP: AACSB Standard: Diverse and multicultural work environments

2. What are the four main components of diversity and what do they mean in relation to businesses?

Ans: Age/generation diversity: includes people of all different ages within the workplace; race and ethnicity: makes an effort to develop a deeper sense of cultural awareness by becoming familiar with different languages and traditions; gender diversity: having equal representation of both men and women in the workplace; and ability diversity: includes people of different levels of mental and physical abilities within the workplace.

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Analysis

Answer Location: The Big Picture: How OB Topics Fit Together

Difficulty Level: Hard

TOP: AACSB Standard: Diverse and multicultural work environments

3. What are four positive ways to promote diversity?

Ans: One way to promote diversity is to implement a college recruitment program. Another way is to design mentoring programs specifically encouraging managers to get involved with people of different races, genders, and so on. It also helps to increase contact between diverse groups of people in the workforce. Finally, encourage social accountability and monitor issues relevant to diversity.

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Analysis

Answer Location: Positive Ways to Promote Diversity

Difficulty Level: Medium

TOP: AACSB Standard: Diverse and multicultural work environments

4. Why is it important to be culturally aware, and what can managers do to improve communications between multicultural teams?

Ans: The textbook states several reasons why it is important to be multiculturally aware, including a 2016 survey that indicates that corporate teams are almost entirely virtual and the majority of respondents indicating that half of their teams are from different countries. Moreover, these numbers are increasing. Having employees from different cultures provides a greater reach into global markets and provide a greater variety of solutions to problems. Managers can improve communications between multicultural teams by following these guidelines: be concise, avoid jargon, listen better, and be respectful of cultural and religious differences.

KEY: Learning Objective: 2.1: Explain the importance of diversity in OB.

REF: Cognitive Domain: Analysis

Answer Location: Managing Cross-Cultural Diversity

Difficulty Level: Hard

TOP: AACSB Standard: Diverse and multicultural work environments

5. Why is it important to have a high degree of self-awareness when understanding individual differences?

Ans: One must know how one feels about something to even know if it is the same or different to someone else. It is also important because self-awareness of others begins with awareness of oneself.

KEY: Learning Objective: 2.2: Discuss why individual differences are important.

REF: Cognitive Domain: Analysis

Answer Location: The Importance of Individual Differences

Difficulty Level: Hard

TOP: AACSB Standard: Analytical thinking

6. Why is it important to understand different personalities?

Ans: When we understand different personalities, we can better understand the behaviors and motivations of others. That way snap judgments that are often inaccurate won't be made. This will then lead one to be more open minded and accepting of people's differences when leading employees.

KEY: Learning Objective: 2.3: Contrast the nature and nurture explanations of personality development.

REF: Cognitive Domain: Analysis

Answer Location: Nature Versus Nurture

Difficulty Level: Hard

TOP: AACSB Standard: Group and individual behaviors

7. Why is it beneficial to have an understanding of your MBTI?

Ans: Understanding your MBTI can be beneficial in understanding yourself and increasing your self-awareness. It is also useful for identifying individual differences among us and can be a source to overcome conflict and misunderstanding.

Understanding our MBTI broadens our perspective of others. Knowing what motivates others and why they behave and communicate in the way they do allows us to build better relationships.

KEY: Learning Objective: 2.4: Describe the Myers-Briggs Type Indicator Types.

REF: Cognitive Domain: Analysis

Answer Location: Myers-Briggs Preferences

Difficulty Level: Hard

TOP: AACSB Standard: Analytical thinking

8. As stated in the book, what are shortcomings associated with the MBTI?

Ans: There are traits that were not covered by the MBTI, like emotional stability and neuroticism. Also, other personality assessments provide a more complete view of personality traits than earlier theories that saw traits as contradictory rather than as different in degree. Overall, the MBTI is not complex enough to allow for the many complexities of the human temperament.

KEY: Learning Objective: 2.5: Identify the five personality factors of the Big Five Model.

REF: Cognitive Domain: Analysis

Answer Location: The Big Five Model

Difficulty Level: Hard

TOP: AACSB Standard: Analytical thinking

9. What is Machiavellianism, and what behaviors are associated with Machiavellianism?

Ans: Machiavellianism describes the behavior of people who manipulate others and use unethical practices for personal gain. The term owes its origins to the 16th-century author Nicolo Machiavelli, whose book *The Prince* describes the true nature of power and its acquisition through cunning and ruthless means. People with high levels of Machiavellianism tend to be pragmatic, may be prone to lying to achieve goals, are good at influencing others, and have the ability to distance themselves from conventional morality. Conversely, people with low levels of Machiavellianism are more likely to maintain moral standards and use ethical practices to achieve objectives.

KEY: Learning Objective: 2.6: Differentiate among the most common personality attributes.

REF: Cognitive Domain: Analysis

Answer Location: Other Personality Attributes

Difficulty Level: Hard

TOP: AACSB Standard: Analytical thinking