

File: ch02, Chapter 2: Diversity, Personality, and Values

True/False

1. The term *individual differences* is used to refer to the ways in which people are similar and dissimilar in personal characteristics.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are Diversity and Individual Differences Important?

Section Reference: Individual Differences and Diversity

2. In studying individual differences, we attempt to identify where behavioral tendencies are similar and where they are different.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Individual Differences and Diversity

3. Self-esteem is an individual's belief about the likelihood of success in completing a particular task.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self Concept, Self-Awareness, and Awareness of Others

4. Research shows that companies with a higher percentage of female board directors and corporate officers, on average, financially outperform companies with the lowest percentages by significant margins.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

5. The leaking pipeline describes how women have not reached the highest levels of organizations.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

6. In the workplace, sexual orientation and ablebodiedness are protected from discrimination by Title VII of the Civil Rights Act of 1964.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

7. In recent years, there has been a shift from a focus on diversity to a focus on inclusion.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity and Social Identity

8. Even though recent studies report that there is no significant difference in performance between workers with disabilities and those without, nearly three quarters of people with severe disabilities are reported to be unemployed.

Ans: True

Bloom's: Knowledge

Level: Difficult

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

9. Sexual orientation is protected by the EEOC.

Ans: False

Bloom's: Knowledge

Level: Easy

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

10. Valuing diversity emphasizes on appreciation of similarities.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity and Social Identity

11. Surface-level diversity involves individual differences in things like personality and values.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Individual Differences and Diversity

12. Discrimination actively denies minority members the full benefits of organizational membership.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Valuing (or not valuing) Diversity

13. An ecological fallacy is an invisible barrier limiting career advancement of women and minorities.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Valuing (or not valuing) Diversity

14. Prejudice is the display of negative, irrational, and superior opinions and attitudes toward persons who are different from ourselves.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self-Concept, Self-Awareness, and Awareness of Others

15. According to research by Rich Arvey and colleagues, family experiences are more important than experiences at work in shaping women's leadership development.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Nature versus Nurture

16. Character represents the overall combination of characteristics that capture the unique nature of a person as he or she reacts and interacts with others.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personality

17. The "Big Five" personality traits include extraversion, agreeableness, conscientiousness, emotional stability, and creativity.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Big Five Personality Trait

18. Extraversion, a "Big Five" personality dimension, is associated with being imaginative, curious, and broad-minded.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Big Five Personality Trait

19. In terms of job performance, research has shown that conscientiousness predicts job performance across five occupational groups of professions—engineers, police, managers, salespersons, and skilled and semiskilled employees.

Ans: True

Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Big Five Personality Trait

20. Problem solving style is a measure representing social traits.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

21. In assessing a person's problem-solving style, information gathering involves making judgments about how to deal with and interpret information.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Social Traits

22. In solving problems, sensation-type individuals prefer routine and order whereas intuitive-type individuals prefer the "big picture."

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

23. Thinking-type individuals use reason and intellect to deal with problems and they downplay emotions.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

24. Problem-solving styles are most frequently measured by the Myers-Briggs Type Indicator (MBTI), which asks individuals how they usually act or feel in specific situations.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

25. Stereotyping represent the way individuals tend to think about their social and physical setting as well as their major beliefs and personal orientation concerning a range of issues.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

26. People with an intuitive-thinking style of problem solving like solving new problems, dislike routine, and would rather look for possibilities than work with facts.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

27. People with an external locus of control believe that they control their own fate or destiny.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Locus of Control

28. Positive and innovative changes in organizations have a greater degree of positive effects on proactive individuals.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

29. People with an internal locus of control exhibit greater self-control, are more cautious, engage in less risky behavior, and are less anxious.

Ans: True
Bloom's: Knowledge
Level: Medium
Learning Objective 2: What is Personality?
Section Reference: Personal Conception Traits

30. A person high in dogmatism tends to adhere rigidly to conventional values and to obey recognized authority.

Ans: False
Bloom's: Knowledge
Level: Medium
Learning Objective 2: What is Personality?
Section Reference: Personal Conception Traits

31. Highly authoritarian individuals are so susceptible to authority that in their eagerness to comply they may behave unethically.

Ans: True
Bloom's: Knowledge
Level: Medium
Learning Objective 2: What is Personality?
Section Reference: Personal Conception Traits

32. A low-Machiavellian personality approaches situations logically and thoughtfully and is even capable of lying to achieve personal goals.

Ans: False
Bloom's: Knowledge
Level: Difficult
Learning Objective 2: What is Personality?
Section Reference: Personal Conception Traits

33. High self-monitoring individuals cannot disguise their behaviors — “what you see is what you get.”

Ans: False
Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

34. Individuals with a Type A orientation are characterized as being more easy going and less competitive than Type B.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Personality and Stress

35. Individuals with a Type B orientation are characterized by impatience, desire for achievement, and perfectionism.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Emotional Adjustment Traits

36. Stigma is a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities.

Ans: False

Bloom's: Knowledge

Level: Easy

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Personality and Stress

37. Eustress has a negative impact on both attitudes and performance.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Outcomes of Stress

38. Career stress manifests itself as a loss of interest in and satisfaction with a job due to stressful working conditions.

Ans: False
Bloom's: Knowledge
Level: Medium
Learning Objective 3: How are Personality and Stress Related?
Section Reference: Outcomes of Stress

39. To make a plan of action and follow it is an example of an emotion-focused coping strategy.

Ans: False
Bloom's: Knowledge
Level: Medium
Learning Objective 3: How are Personality and Stress Related?
Section Reference: Approaches to Managing Stress

40. Personal wellness requires attention to such factors as smoking, weight, diet, alcohol use, and physical fitness.

Ans: True
Bloom's: Knowledge
Level: Easy
Learning Objective 3: How are Personality and Stress Related?
Section Reference: Approaches to Managing Stress

41. Values are broad preferences concerning appropriate courses of action or outcomes.

Ans: True
Bloom's: Knowledge
Level: Easy
Learning Objective 4: What are Individual and Cultural Values?
Section Reference: Values

42. Interestingly, values rarely influence an individual's attitudes and behaviors.

Ans: False
Bloom's: Knowledge
Level: Medium
Learning Objective 4: What are Individual and Cultural Values?
Section Reference: Values

43. Both terminal and instrumental values differ across groups, and these differences can encourage conflict or agreement when the groups have to deal with each other.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

44. Bruce Meglino's classification of human values includes the values of achievement, helping and concern for others, honesty, and fairness.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

45. Meglino's value schema includes theoretical, economic, aesthetic, social, political, and religious values.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

46. In Meglino's value schema, the value of honesty refers to being impartial and doing what is fair for all concerned.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

47. A leaking pipeline occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own.

Ans: False

Bloom's: Knowledge

Level: Easy

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

48. When values differ, or are incongruent, conflicts over such things as goals and the means to achieve them may result.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

49. When examining value congruence between leaders and followers, researchers using Meglino's value schema reported greater follower satisfaction with a leader when there was value congruence in terms of achievement, helping, honesty and fairness values.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

50. Culture is the learned, shared way of doing things in a particular society.

Ans: True

Bloom's: Knowledge

Level: Easy

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

51. People are born into a society that teaches their members its culture.

Ans: True

Bloom's: Knowledge

Level: Easy

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

52. The way individuals think about such matters as achievement, material gain, wealth, risk and change may influence how they approach work and their relationships with organizations.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

53. According to Hofstede's framework, value differences across national cultures can be evaluated in terms of power distance, uncertainty avoidance, individualism-collectivism, masculinity-femininity, and long-term/short-term orientation.

Ans: True

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

54. According to Hofstede's framework of national culture, uncertainty avoidance reflects the degree to which people are likely to respect hierarchy and rank in organizations.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

55. In Hofstede's framework of national culture, individualism-collectivism reflects the degree to which organizations emphasize competition and assertiveness versus interpersonal sensitivity and concerns for relationships.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

56. South Korea is low on Hofstede's long-term orientation and the U.S. is a more long-term oriented country.

Ans: False

Bloom's: Knowledge

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

57. When using the Hofstede framework of national culture, it is important to remember that the five dimensions are independent.

Ans: False

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Values

58. High power distance and individualism are often found together, as are low power distance and collectivism.

Ans: False

Bloom's: Knowledge

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Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

Multiple Choice

59. _____ and _____ are two related aspects of the self-concept.

- a) Self-esteem; self-monitoring
- b) Self-esteem; self-assessment
- c) Self-esteem; self-efficacy
- d) Self-monitoring; self-assessment
- e) Self-monitoring; self-efficacy

Ans: c

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self Concept, Self-Awareness, and Awareness of Others

60. Which of the following means being aware of our own behaviors, preferences, styles, biases, personalities, and so on?

- a) Self-awareness
- b) Awareness of others
- c) Self-concept
- d) Self-esteem
- e) Self-efficacy

Ans: a

Bloom's: Knowledge

Level: Easy

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self Awareness and Awareness of Others

61. _____ means being aware of the behaviors, preferences, styles, biases, personalities, and so on of others.

- a) Self-awareness
- b) Awareness of others
- c) Self-concept
- d) Self-esteem
- e) Self-efficacy

Ans: b

Bloom's: Knowledge

Level: Easy

Learning Objective 1: Why are Diversity and Individual Differences Important?

Section Reference: Self Awareness and Awareness of Others

62. What phrase was coined to describe how women have not reached the highest levels of organizations?

- a) Multiculturalism
- b) Inclusivity
- c) Leaking pipeline
- d) Reverse discrimination
- e) Double bind

Ans: c

Bloom's: Knowledge

Level: Easy

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

63. Which of the following has been cited as a recommendation for changing structures and perceptions to address the leaking pipeline?

- a) Provide mentoring for all high potential female managers
- b) Create organizational cultures more satisfying to women
- c) Measure performance through results
- d) Actively monitor satisfaction levels of women
- e) All of the above

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

64. Title VII covers all of the following issues EXCEPT:

- a) recruiting.
- b) promotion.
- c) job training.
- d) union membership.
- e) wages.

Ans: d

Bloom's: Knowledge

Level: Difficult

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

65. In recent years, the workplace has experienced a shift from a focus on diversity to a focus on _____.

- a) multiculturalism
- b) inclusion
- c) social identity
- d) affirmative action
- e) EEO

Ans: b

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity and Social Identity

66. Baby Boomers believe that Millennials _____.

- a) are very hard working
- b) are too entitled
- c) are earning their stripes quickly
- d) value structure
- e) value professional dress

Ans: b

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

67. Estimates indicate that _____ Americans have one or more physical or mental disabilities.

- a) 10 million
- b) 20 million
- c) 30 million
- d) 40 million
- e) 50 million

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

68. Which of the following statements concerning sexual orientation is TRUE?

- a) Sexual orientation is protected by the EEOC.
- b) The first U.S. corporation to add sexual orientation to its nondiscrimination policy was Apple Computers.
- c) A 2010 Harris poll shows that 78 percent of heterosexual adults in the U.S. agree that how an employee performs at his or her job should be the standard for judging an employee, not one's sexual orientation.
- d) Few companies are extending rights to gay workers.
- e) Attitudes towards gays in the workplace are not changing significantly.

Ans: c

Bloom's: Knowledge

Level: Difficult

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

69. _____ in organizations emphasizes appreciation of differences in creating a setting where everyone feels valued and accepted.

- a) Employee appreciation
- b) Valuing diversity
- c) Diversity divergence
- d) EEO
- e) Employee tolerance

Ans: b

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity and Social Identity

70. Which of the following involves individual differences in things like personality and values?

- a) Deep-level diversity
- b) Surface-level diversity
- c) Instrumental values
- d) Locus of control
- e) dogmatism

Ans: a

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Individual Differences and Diversity

71. The display of negative, irrational, and superior opinions and attitudes toward persons who are different from ourselves is called:

- a) discrimination.
- b) stereotypes.
- c) prejudice.
- d) stigma.
- e) perception.

Ans: c

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self-Concept, Self-Awareness, and Awareness of Others

72. Acting with the mistaken assumption that a generalized cultural value applies equally to all members of the culture is called:

- a) discrimination.
- b) stereotypes.
- c) prejudice.
- d) stigma.
- e) ecological fallacy.

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Valuing (or not valuing) Diversity

73. _____ involves individual differences in visible attributes such as race, sex, age, and physical abilities.

- a) Deep-level diversity
- b) Surface-level diversity
- c) Instrumental values

- d) Locus of control
- e) Dogmatism

Ans: b

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Individual Differences and Diversity

74. Combining a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels is called:

- a) cognition.
- b) personality.
- c) perception.
- d) aptitude.
- e) ability.

Ans: b

Bloom's: Knowledge

Level: Easy

Learning Objective 2: What is Personality?

Section Reference: Personality

75. Which traits are associated with the "Big Five" personality dimension of extraversion?

- a) Outgoing, sociable, and assertive
- b) Good-natured, trusting, and cooperative
- c) Responsible, dependable, and persistent
- d) Unworried, secure, and relaxed
- e) Imaginative, curious, and broad-minded

Ans: a

Bloom's: Knowledge

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Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Big Five Personality Traits

76. The "Big Five" personality dimension of agreeableness refers to which of the following sets of personality traits?

- a) Outgoing, sociable, and assertive
- b) Good-natured, trusting, and cooperative
- c) Responsible, dependable, and persistent
- d) Unworried, secure, and relaxed
- e) Imaginative, curious, and broad-minded

Ans: b

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Big Five Personality Traits

77. Traits involved with the "Big Five" personality trait of conscientiousness are:

- a) outgoing, sociable, and assertive.
- b) good-natured, trusting, and cooperative.
- c) responsible, dependable, and persistent.
- d) unworried, secure, and relaxed.
- e) imaginative, curious, and broad-minded.

Ans: c

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Big Five Personality Traits

78. Which of the following personality traits is NOT one of the "Big Five"?

- a) Extraversion
- b) Agreeableness
- c) Conscientiousness
- d) Self-concept
- e) Emotional stability

Ans: d

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Big Five Personality Traits

79. Surface-level traits that reflect the way a person appears to others when interacting in various social settings are called _____ traits.

- a) standard
- b) statutory
- c) situational
- d) social
- e) demographic

Ans: d

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

80. Problem-solving style reflects the way a person goes about _____ and evaluating information in solving problems and making decisions.

- a) managing
- b) interpreting
- c) expressing
- d) using
- e) gathering

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

81. Herminie, a manager at Potter World, prefers routine and order, and emphasizes well-defined details in gathering information. She would rather work with known facts than look for possibilities. She can be described as which of these?

- a) Thinking-type
- b) Feeling-type
- c) Intuitive-type
- d) Sensation-type
- e) Cognitive-type

Ans: d

Bloom's: Application

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

82. Susan, a manager at Toddler Toys, prefers the "big picture," like solving new problems, dislikes routine, and would rather look for possibilities than work with facts. Susan can be described as which of these?

- a) Thinking-type
- b) Feeling-type
- c) Intuitive-type
- d) Cognitive-type
- e) Sensation-type

Ans: c

Bloom's: Application

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

83. Individuals that are oriented toward conformity and try to accommodate themselves to other people are _____ individuals.

- a) cognitive-type
- b) sensation-type
- c) intuitive-type
- d) feeling-type
- e) thinking-type

Ans: d

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

84. If your roommate always uses reason and intellect to deal with problems and downplay emotions, she can be described as which of these?

- a) Thinking-type
- b) Feeling-type
- c) Intuitive-type
- d) Cognitive-type
- e) Sensation-type

Ans: a

Bloom's: Application

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

85. Which of the following statements about problem-solving styles is NOT accurate?

- a) Information gathering involves getting and organizing data for use.
- b) Sensation-type individuals and intuitive-type individuals represent two forms of information gathering.
- c) Evaluation involves making judgments about how to deal with information once it has been collected.
- d) Two forms of evaluation are feeling and thinking.
- e) Problem-solving styles are most frequently measured by the Morrison-Bellarmine Type Index.

Ans: e

Bloom's: Comprehension

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Social Traits

86. Which of the following statements about locus of control is correct?

- a) People with an external locus of control tend to be more introverted.

- b) People with an internal locus of control tend to be more extroverted.
- c) People with an internal locus of control tend to perform better on tasks requiring complex information processing and learning.
- d) People with an external locus of control are more oriented toward their own feelings.
- e) Many managerial and professional jobs require behavior that is consistent with an external locus of control.

Ans: c

Bloom's: Comprehension

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

87. Research has shown that proactive personality is positively related to all of the following EXCEPT:

- a) job performance.
- b) creativity.
- c) leadership.
- d) salary.
- e) career success.

Ans: d

Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

88. A person high in _____ is concerned with toughness and power and opposes the use of subjective feelings.

- a) authoritarianism
- b) Machiavellianism
- c) internal locus of control
- d) dogmatism
- e) external locus of control

Ans: a

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

89. Given that Jason, a new employee at ABC Manufacturing, sees the world as a threatening place, he would be described as a high in _____.

- a) self-monitoring
- b) Machiavellianism
- c) authoritarianism

- d) locus of control
- e) dogmatism

Ans: e

Bloom's: Application

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

90. A person with which type of personality regards legitimate authority as absolute and accepts or rejects others according to how much they agree with accepted authority?
- a) Dogmatic
 - b) Authoritarian
 - c) External Locus of Control
 - d) Machiavellian
 - e) Type A

Ans: a

Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

91. Of the following, which is not likely to be observed in a high-Mach personality?
- a) Capable of lying to achieve personal goals
 - b) Approaches situations logically
 - c) Rarely swayed by loyalty
 - d) Rarely skilled at influencing others
 - e) Rarely swayed by the opinions of others

Ans: d

Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

92. Which of the following statements does NOT accurately describe high self-monitors?
- a) High self-monitors are sensitive to external cues.
 - b) High self-monitors tend to behave differently in different situations.
 - c) High self-monitors present a very different appearance from their true self.
 - d) High self-monitors ignore the behavior of others.
 - e) High self-monitors are flexible and especially good at responding to situational contingencies.

Ans: d

Bloom's: Knowledge

Level: Difficult

Learning Objective 2: What is Personality?

Section Reference: Personal Conception Traits

93. The _____ traits measure how much an individual experiences emotional distress or displays unacceptable acts.

- a) cognitive strength
- b) statutory adjustment
- c) emotional adjustment
- d) social desirability
- e) personal conception

Ans: c

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Personality and Stress

94. All of the following describe a Type A personality EXCEPT which one?

- a) Type A people tend to work fast
- b) Type A people tend to be abrupt
- c) Type A people tend to be laid back
- d) Type A people tend to be irritable
- e) Type A people tend to be aggressive

Ans: c

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Personality and Stress

95. Common work-related stressors include all of the following EXCEPT:

- a) ethical dilemmas.
- b) interpersonal problems.
- c) economic difficulties.
- d) career development problems.
- e) task demands.

Ans: c

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Work and Life Stressors

96. All of the following represent common work related stressors EXCEPT:

- a) Being asked to do too much
- b) Being asked to do too little
- c) Not knowing what you are expected to do
- d) The birth of a child
- e) Being bothered by noise and lack of privacy

Ans: d

Bloom's: Knowledge

Level: Difficult

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Work and Life Stressors

97. Which type of stress has a positive impact on both attitudes and performance?

- a) Efficient stress
- b) Statutory stress
- c) Natural stress
- d) Constructive stress
- e) Affluent stress

Ans: d

Bloom's: Knowledge

Level: Easy

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Outcomes of Stress

98. _____, also known as distress, is dysfunctional.

- a) Job burnout
- b) Eustress
- c) Constructive stress
- d) Abnormal stress
- e) Destructive stress

Ans: e

Bloom's: Knowledge

Level: Easy

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Outcomes of Stress

99. Joe works for XYZ Marketing Inc. Lately he has been working long hours trying to complete a big project before the deadline. He has been increasingly fatigued and often finds himself losing interest in the project. Joe is likely experiencing _____.

- a) constructive stress
- b) Type A behavior
- c) job burnout
- d) Type B behavior

e) eustress

Ans: c

Bloom's: Application

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Outcomes of Stress

100. Which of the following is an example of a problem-focused coping strategy?

- a) Look for the silver lining
- b) Try to look on the bright side
- c) Stand your ground and fight for what you want
- d) Try to forget the whole thing
- e) Accept sympathy from someone

Ans: c

Bloom's: Knowledge

Level: Difficult

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Approaches to Managing Stress

101. Managers should be alert to key symptoms of excessive stress in themselves and their employees.

Which of the following is not a key stress symptom?

- a) Changes from punctuality to tardiness
- b) Changes from diligent work to careless work
- c) Changes from a positive attitude to a negative attitude
- d) Changes from cooperation to hostility
- e) Changes from a brooding personality to a pleasant personality

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Outcomes of Stress

102. The best first-line strategy in the battle against stress is _____.

- a) stress prevention
- b) stress avoidance
- c) personal wellness
- d) EAPS
- e) stress management

Ans: a

Bloom's: Knowledge

Level: Easy

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Approaches to Managing Stress

103. Which of the following is not something an individual should do when learning to say no?

- a) Focus on what matters most
- b) Weigh the yes-to-stress ratio
- c) Take guilt out of the equation
- d) Sleep on it
- e) Take a look at the situation from the other person's perspective

Ans: e

Bloom's: Knowledge

Level: Easy

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Approaches to Managing Stress

104. _____ involves the pursuit of one's job and career goals with the support of a personal health promotion program.

- a) Quality of work life programs
- b) Stress prevention programs
- c) Eustress management programs
- d) Employee assistance programs
- e) Personal wellness

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Approaches to Managing Stress

105. Peoples' _____ develop as a product of the learning and experience they encounter in the cultural setting in which they live.

- a) wants
- b) needs
- c) stress
- d) cognitions
- e) values

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Sources of Values

106. Terminal values include all of the following factors EXCEPT:

- a) broad-mindedness
- b) an exciting life
- c) a world at peace
- d) family security
- e) pleasure

Ans: a

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

107. Which of the following is not considered a terminal value?

- a) A sense of accomplishment
- b) A world of beauty
- c) Mature love
- d) Forgiving
- e) Freedom

Ans: d

Bloom's: Knowledge

Page: 2-65

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

108. Which of the following is NOT an example of instrumental values?

- a) Courage
- b) Love
- c) Wisdom
- d) Logic
- e) Independence

Ans: c

Bloom's: Comprehension

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

109. _____ is NOT considered an instrumental value.

- a) Self-control
- b) Self-respect
- c) Honesty

- d) Ambition
- e) Imagination

Ans: b

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

110. Which of the following is NOT one of the “work setting” values specifically identified by Meglino and associates?

- a) Achievement
- b) Economic values
- c) Helping and concern for others
- d) Honesty
- d) Fairness

Ans: b

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

111. _____ is an incorrect description of the workplace values schema developed by Bruce Meglino and his associates.

- a) Getting things done and working hard to accomplish difficult things in life
- b) Being concerned for other people and helping others
- c) Telling the truth and doing what you feel is right
- d) Discovering truth through reasoning and systematic thinking
- e) Being impartial and doing what is fair for all concerned

Ans: d

Bloom's: Knowledge

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

112. _____ occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own.

- a) Personal consistency
- b) Theoretical consistency
- c) Theological congruence
- d) Value performance
- e) Value congruence

Ans: e

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

113. Which of the following statements concerning dimensions of national culture is correct?

- a) U.S. is a more long-term oriented country
- b) Japan's culture is considered to be feminine
- c) U.S. has a highly individualistic culture
- d) Hong Kong is considered to have a high uncertainty avoidance culture
- e) Mexico is considered to have an individualistic culture

Ans: c

Bloom's: Knowledge

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

Fill in the blank

114. _____ is the view individuals have of themselves as physical, social, and spiritual or moral beings.

Ans: Self-concept

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self Concept, Self-Awareness, and Awareness of Others

115. _____ means being aware of our own behaviors, preferences, styles, biases, personalities, and so on.

Ans: Self-awareness

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self Awareness and Awareness of Others

116. What are two related aspects of the self-concept?

Ans: Self-esteem and self-efficacy

Bloom's: Knowledge

Level: Easy

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self Concept, Self-Awareness, and Awareness of Others

117. _____ is a phrase coined to describe how women have not reached the highest levels of organizations.

Ans: Leaking pipeline

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

118. _____ prohibits employers from discriminating against any individual with respect to compensation, terms, or conditions of employment because of race, color, religion, sex, or national origin.

Ans: Title VII of the Civil Rights Act of 1964

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

119. _____ diversity is a result of Millennials, Gen Xers, and Baby Boomers in the workplace.

Ans: Generational

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

120. A(n) _____ is a phenomenon whereby an individual is rejected as a result of an attribute that is deeply discredited by his or her society.

Ans: stigma

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

121. _____ involves individual differences in visible attributes such as race, sex, age, and physical abilities.

Ans: Surface-level diversity

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Individual Differences and Diversity

122. _____ involves individual differences in things like personality and values.

Ans: Deep-level diversity

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Individual Differences and Diversity

123. _____ is the display of negative, irrational, and superior opinions and attitudes toward persons who are different from ourselves.

Ans: Prejudice

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Self-Concept, Self-Awareness, and Awareness of Others

124. An _____ is acting with the mistaken assumption that a generalized cultural value applies equally to all members of the culture.

Ans: ecological fallacy

Bloom's: Knowledge

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Valuing (or not valuing) Diversity

125. Carl Jung's work on problem-solving style reflects the way a person _____ and _____ information.

Ans: gathers; evaluates

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social Traits

126. _____ represent the way individuals tend to think about their social and physical settings as well as their major beliefs and personal orientation concerning a range of issues.

Ans: Personal conception traits

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personal conception Traits

127. People who believe that the events in their lives are controlled primarily by themselves are said to have a(n) _____ locus of control.

Ans: internal

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personal conception Traits

128. _____ refers to the tendency to adhere rigidly to conventional values and to obey recognized authority.

Ans: Authoritarianism

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personal conception Traits

129. Someone who views and manipulates others purely for personal gain has a(n) _____ personality.

Ans: Machiavellian

Bloom's: Knowledge

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Personal conception Traits

130. _____ reflects a person's ability to adjust his or her behavior to external, situational (environmental) factors.

Ans: Self-monitoring
Bloom's: Knowledge
Level: Medium
Learning Objective 2: What is Personality?
Section Reference: Personal conception Traits

131. Individuals with a(n) _____ orientation are characterized by impatience, desire for achievement, and perfectionism.

Ans: Type A
Bloom's: Knowledge
Level: Medium
Learning Objective 3: How are Personality and Stress Related?
Section Reference: Personality and Dress

132. _____ is a tension experienced by individuals facing extraordinary demands, constraints, or opportunities.

Ans: Stress
Bloom's: Knowledge
Level: Medium
Learning Objective 3: How are Personality and Stress Related?
Section Reference: Personality and Stress

133. _____ refer to the wide variety of things that cause stress for individuals.

Ans: Stressors
Bloom's: Knowledge
Level: Medium
Learning Objective 3: How are Personality and Stress Related?
Section Reference: Work and Life Stressors

134. A(n) _____ results when forces in an individual's personal life affect them at work.

Ans: spillover effect
Bloom's: Knowledge
Level: Medium
Learning Objective 3: How are Personality and Stress Related?
Section Reference: Work and Life Stressors

135. _____ involves the pursuit of one's job and career goals with the support of a personal health promotion program.

Ans: Personal wellness

Bloom's: Knowledge

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Approaches to Managing Stress

136. _____ are broad preferences concerning appropriate courses of action or outcomes.

Ans: Values

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Values

137. _____ reflect a person's preferences concerning the "ends" to be achieved.

Ans: Terminal values

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

138. A person's preferences about the "means" for achieving desired ends are known as _____.

Ans: instrumental values

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values

139. _____ is the learned, shared way of doing things in a particular society.

Ans: Culture

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

140. The five dimensions of national culture identified by Geert Hofstede are _____, _____, _____, _____, and _____.

Ans: power distance; uncertainty avoidance; individualism-collectivism; masculinity-femininity; long-term/short-term orientation

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

141. In Hofstede's national culture framework, _____ reflects the degree to which people are likely to prefer structured versus unstructured organizational situations.

Ans: uncertainty avoidance

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

142. According to Hofstede's national culture framework, _____ reflects the degree to which organizations emphasize competition and assertiveness versus interpersonal sensitivity and concerns for relationships.

Ans: masculinity-femininity

Bloom's: Knowledge

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

Essay

143. Discuss the types of diversity reflected in the workplace today and how organizations can value and support diversity.

Suggested Answer: Diversity can be considered from many perspectives, including demographic (gender, race/ethnicity, age), disability, economic, religion, sexual orientation, marital status, parental status, etc. Organizations can commit to the creation of environments that welcome and embrace inclusion. This might include a strong commitment to inclusion for the board and top management, providing influential mentors to provide guidance, providing opportunities for networking with influential colleagues, providing role models, exposing diverse populations through high visibility assignments, building an inclusive culture that values differences, and working to acknowledge and reduce subtle stereotypes and stigmas.

Bloom's: Comprehension

Level: Medium

Learning Objective 1: Why are diversity and individual differences important?

Section Reference: Diversity Issues in the Workplace

144. Define and provide examples for each of the following: social traits, personal conception traits, and emotional adjustment traits.

Suggested Answer: Social traits are surface-level traits that reflect the way a person appears to others when interacting in various social settings. Problem-solving style is a prominent example of a social trait. Personal conception traits represent the ways individuals tend to think about their physical and social settings as well as their major beliefs and personal orientation concerning a range of issues. Locus of control, proactive personality, authoritarianism/dogmatism, Machiavellianism, and self-monitoring are common personal conception traits. Emotional adjustment traits measure how much an individual experiences emotional distress or displays unacceptable acts. Type A and Type B personality orientations are common examples of emotional adjustment traits.

Bloom's: Comprehension

Level: Medium

Learning Objective 2: What is Personality?

Section Reference: Social traits; Personal conception traits, and Emotional adjustment traits

145. Differentiate between constructive stress and destructive stress. Discuss coping mechanisms.

Suggested Answer: Stress is a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities. Constructive stress, or eustress, acts in a positive way for the individual and the organization. Moderate levels of stress are constructive. Destructive stress, or distress is dysfunctional for both the individual and the organization. Too little or too much stress can be destructive, but the emphasis is most commonly placed on the effects of too much stress. The two major coping mechanisms are those which regulate emotions (emotion-focused coping) and those which manage the problem that is causing the distress (problem-focused coping).

Bloom's: Analysis

Level: Medium

Learning Objective 3: How are Personality and Stress Related?

Section Reference: Outcomes of Stress

146. Identify and define the five dimensions that Geert Hofstede uses to describe differences in national cultures. Describe the implications of each dimension for organizations and their members. Also provide examples of countries that fall at opposite ends of Hofstede's dimensions.

Suggested Answer: Hofstede's five dimensions of national culture are: (a) power distance — the willingness of a culture to accept status and power differences among its members, (b) uncertainty avoidance — a cultural tendency toward discomfort with risk and ambiguity; (c) individualism-collectivism — the tendency of a culture to emphasize individual or group interests; (d) masculinity-femininity — the tendency of a culture to value stereotypical masculine or feminine traits; and (e) long-term/short-term orientation — the tendency of a culture to emphasize values associated with the future, such as thrift and persistence, or values that focus largely on the present. The implications of

each dimension for organizations and their members are: (a) power distance — reflects the degree to which people are likely to respect hierarchy and rank in organizations, (b) uncertainty avoidance — reflects the degree to which people prefer structured versus unstructured organizational situations; (c) individualism-collectivism — reflects the degree to which people prefer working as individuals or working together in groups; (d) masculinity-femininity — reflects the degree to which organizations emphasize competition and assertiveness versus interpersonal sensitivity and concern for relationships; and (e) long-term/short-term orientation — reflects the degree to which people and organizations adopt long-term or short-term performance horizons. Examples of countries that are opposites on each dimension are: (a) power distance — Sweden is a relatively low power distance culture and Indonesia is a high power distance culture ; (b) uncertainty avoidance — Hong Kong is a low uncertainty avoidance culture and France is a high uncertainty avoidance culture; (c) individualism-collectivism — the United States is an individualistic culture and Mexico is a more collectivist culture; (d) masculinity-femininity — Japan is a masculine culture and Thailand is a more feminine culture; and (e) long-term/short-term orientation — South Korea has a long-term orientation and the United States is oriented more toward the short term.

Bloom's: Comprehension

Level: Difficult

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Cultural Values

147. Explain Rokeach's categories of values and provide examples of each.

Suggested Answer: Michael Rokeach classified values into two categories – terminal and instrumental.

Terminal values reflect a person's preferences concerning the ends to be achieved. They are the goals an individual would like to achieve during his or her lifetime. Examples of terminal values are a comfortable life, wisdom, mature love, and happiness. Instrumental values reflect the means for achieving desired ends. They represent how you might go about achieving your important end states, depending on the relative importance you attach to the instrumental values. Examples of instrumental values are ambitious, broad-mindedness, responsible, and self-control.

Bloom's: Comprehension

Level: Medium

Learning Objective 4: What are Individual and Cultural Values?

Section Reference: Personal Values