

***Developing Management Skills, 10e (Whetten/Cameron)***  
**Chapter 1 Developing Self-Awareness**

1) Self-awareness is at the foundation of personal life management skills.

Answer: TRUE

Explanation: Though self-awareness is not in itself sufficient for good life management, other management skills (such as self-control, time-management, stress mitigation) build upon strong self-awareness skills.

Diff: 1

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Key Dimensions of Self-Awareness

Skill: Concept

AACSB: Application of knowledge

2) Empirical evidence indicates that people who are more self-aware are healthier, perform better in leadership roles, and are more productive at work.

Answer: TRUE

Explanation: This is true because we cannot improve ourselves or develop new capabilities unless and until we know what level of capability we currently possess.

Diff: 1

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Enigma of Self-Awareness

Skill: Concept

AACSB: Application of knowledge

3) The concept of sensitive line refers to the point at which individuals welcome information about themselves from their co-workers.

Answer: FALSE

Explanation: The concept of sensitive line refers to the point at which people become defensive or protective of information about themselves.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Concept

AACSB: Application of knowledge

4) Marvin consistently finds fault with Alicia's competence as a manager. Because Alicia has been told she is doing a good job she therefore responds in a threatened, rigid way. Thus, her most likely response will be to defend herself in light of Marvin's accusations.

Answer: TRUE

Explanation: The threat-rigidity response occurs when people encounter information that is a threat to their self-concept. They protect themselves and become risk averse. When people respond this way, they tend to deny the validity of the contradictory information or contradict the source.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Application

AACSB: Application of knowledge

5) Self-awareness can be managed by exercising minimal control over when and what kind of information one receives about oneself and by not involving others in the pursuit of self-understanding.

Answer: FALSE

Explanation: Self-awareness is best achieved through self-disclosure, which allows one to receive feedback and additional information from others. A quote from the text states that "Our self-reflection in a mirror does not tell us what we are like, only our reflection in other people."

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Application

AACSB: Application of knowledge

6) Simone will be viewed as an effective manager if she uses her ability to recognize, appreciate, and act on key fundamental differences among her employees.

Answer: TRUE

Explanation: These attributes (recognizing, appreciating, and acting on fundamental employee differences) are known generally as managing diversity. Effectively managing diversity allows Simone to better utilize the differences (perspectives, strengths, and skills she finds in her employees).

Diff: 1

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Understanding and Appreciating Individual Differences

Skill: Concept

AACSB: Diverse and multicultural work environments

7) In order to help her newer and more experienced employees understand their differences, a manager focuses on pointing out how more experienced employees are given extra privileges for scheduling. She is successfully managing diversity by understanding differences and focusing on distinctions.

Answer: FALSE

Explanation: Creating and evaluating distinctions creates barriers between people. Focusing on recognizing differences allows us to utilize individual's strengths, whereas creating distinctions reinforces advantages and disadvantages.

Diff: 1

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Understanding and Appreciating Individual Differences

Skill: Application

AACSB: Diverse and multicultural work environments

8) Emotional intelligence has been identified as a moderately unimportant factor in accounting for success in leaders and managers.

Answer: FALSE

Explanation: Emotional intelligence has been identified as one of the most important factors in managerial and leadership success.

Diff: 1

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Concept

AACSB: Application of knowledge

9) Results of research studies indicate that cognitive intelligence is twice as important in contributing to excellence as emotional intelligence.

Answer: FALSE

Explanation: Results of research indicate that emotional intelligence is twice as important in contributing to excellence (not the other way around).

Diff: 1

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Concept

AACSB: Application of knowledge

10) Emotional intelligence refers to the noncognitive capabilities and skills including social skills that affect human functioning.

Answer: FALSE

Explanation: Emotional competence refers to the noncognitive capabilities and skills including social skills that affect human functioning. Emotional intelligence, according to the definition adopted by the authors, refers to the ability to diagnose, understand, and manage emotional cues.

Diff: 1

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Concept

AACSB: Application of knowledge

11) Emotional intelligence can be developed and improved.

Answer: TRUE

Explanation: Unlike IQ, which remains relatively constant over a lifetime, emotional intelligence can be enhanced with practice and concerted effort.

Diff: 1

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Concept

AACSB: Application of knowledge

12) According to research cited by the textbook authors, the general competency of emotional intelligence of individuals has increased over time.

Answer: FALSE

Explanation: Goleman, 1988, found that general competency levels of emotional intelligence have deteriorated over time. On the other hand, IQ scores have risen by almost 25 points over the last 100 years.

Diff: 1

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Concept

AACSB: Application of knowledge

13) Specific versus diffuse refers to the cultural dimension that either general societal rules or relationships with others govern people's behavior.

Answer: FALSE

Explanation: Specific vs. diffuse refers to cultures that segregate life roles to maintain privacy and personal autonomy compared to cultures that integrate and merge their roles.

Diff: 2

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Concept

AACSB: Diverse and multicultural work environments

14) Managers of Spanish or Hispanic origin, in general, place a high degree of emphasis on personal accomplishments and achievements.

Answer: FALSE

Explanation: Managers of Spanish origin place a high degree of emphasis on individual relationships, team contributions, and showing emotions.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Concept

AACSB: Diverse and multicultural work environments

15) The value dimension about how people manage time relates to the emphasis people place on the past, present, or future.

Answer: TRUE

Explanation: Some people value past and tradition more than future possibilities. Others place more value on the future than the past. Another variation is in the time periods attributed to our past and future (short-time horizons versus long-time horizons).

Diff: 1

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Concept

AACSB: Application of knowledge

16) You are cheating on this test because you hold to the principle of "every man for himself" and principles supersede rules and laws for principled individuals. Your stage of values maturity is the highest (level 6).

Answer: FALSE

Explanation: Cheating on a test is a means to an end and is self centered. Principled individuals don't break the law just for personal advantage. They may break the law because the law violates a greater human value or is morally unjustifiable.

Diff: 2

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Application

AACSB: Ethical understanding and reasoning

17) If you judge right and wrong on the basis of a set of core values developed from personal experience, you are at the principled level of maturity.

Answer: TRUE

Explanation: Principled maturity is the level in which moral values reside in a commitment to freely selected standards, rights, and duties. At the highest stage of maturity, this set of values is comprehensive, consistent, and universal.

Diff: 1

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Concept

AACSB: Ethical understanding and reasoning

18) Assume you are a male during the late 1960s. If you joined the protests against the Vietnam War because you didn't want to go (you had college to finish), your level of maturity was self-centered.

Answer: TRUE

Explanation: At the principled level, you may join the protests out of a sense that the war was inherently wrong. At the conformity level, you may join the protests out of a sense of duty to society and soldiers. Here, your reason for protesting is to fulfill your own immediate interests, which is self-centered or preconventional.

Diff: 1

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Concept

AACSB: Ethical understanding and reasoning

19) Most ethical trade-offs are conflicts between two desirable ends: economic performance versus social performance.

Answer: TRUE

Explanation: Ethical dilemmas arise because management decisions are not simple cases of choosing between right and wrong. Organizations have duties and aspirations both in the economic and social arenas. Social responsibility cannot be an organization's only motivating influence; without solid fiscal performance an organization cannot usually be successful. On the other hand, neither can profit or production be the only motivator. Managers must therefore make tradeoffs.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Ethical Decision Making

Skill: Concept

AACSB: Ethical understanding and reasoning

20) By not cheating on this test, you are exhibiting character strengths in line with values of honesty.

Answer: TRUE

Explanation: Character strengths emerge from your values and are the means by which your values are manifested.

Diff: 1

Learning Objective: 1.4 Increase personal awareness of your character strengths

Topic: Character Strengths

Skill: Application

AACSB: Diverse and multicultural work environments

21) The primary dimensions of cognitive style include (1) the manner in which you gather information, and (2) the way in which you talk about information to other people.

Answer: FALSE

Explanation: The primary dimensions of cognitive style include the manner in which you gather information and the manner in which you interpret and act on information. Cognitive style is not related to the way you talk to others about information.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Cognitive Style

Skill: Concept

AACSB: Application of knowledge

22) Someone who is strong on the planning dimension of cognitive style tends to seek agendas, outlines, and clear processes.

Answer: TRUE

Explanation: The planning dimension of cognitive style entails a focus on structure, plans, and preparation. Consequently, someone with a planning style would prefer using agendas, outlines, and clear processes.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Planning Style

Skill: Concept

AACSB: Application of knowledge

23) Someone who is strong on the creating dimension of cognitive style tends to focus on the credibility of data and will emphasize accuracy and precision.

Answer: FALSE

Explanation: People with a creating style emphasize creativity and risk-taking, and may be resistant to structure and precedent. They also may be prone to making mistakes, so an emphasis on accuracy and precision is not a characteristic of creating style.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Creating Style

Skill: Concept

AACSB: Application of knowledge

24) The three dimensions of tolerance of ambiguity are novelty, insolubility, and control.

Answer: FALSE

Explanation: Tolerance of ambiguity comprises three dimensions: novelty, insolubility, and complexity. High tolerance of ambiguity means that one maintains a level of comfort despite confronting change that involves any of these three characteristics.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Concept

AACSB: Application of knowledge

25) Based on the Locus of Control Scale you determine you have an external locus of control. This means that you have always had an external locus of control, and will always have an external locus of control, since locus of control is a fixed trait.

Answer: FALSE

Explanation: Locus of control is not an inborn trait, but results from development of a general expectancy about the dominant sources of the reinforcement they receive. In other words, it did not develop overnight. Also, locus of control can shift over time, as a function of life experience, job responsibilities, and conscious attitudes.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Concept

AACSB: Application of knowledge

26) The concept of personality refers to the relatively enduring combination of traits that produces consistencies in thoughts and behaviors.

Answer: TRUE

Explanation: This combination of traits is what makes each of us unique. Some of our unique traits are genetic, others are learned, but it is our personality traits that manifest differences to others and inform them who we are.

Diff: 1

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge

27) Core self-evaluation is the fundamental evaluation each person has developed about him- or herself.

Answer: TRUE

Explanation: Sometimes referred to as overall self-regard, core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control. This fundamental evaluation profoundly affects each person's perceptions and behaviors.

Diff: 1

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge



28) To become a better manager, what is one of the first things one should do?

- A) Improve one's communication skills
- B) Seek knowledge of oneself
- C) Manage one's time better
- D) Empower one's employees

Answer: B

Explanation: A) Incorrect. Improved communication is one of the later steps in improving managerial skills. A manager should first seek self-knowledge. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.

B) Correct. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.

C) Incorrect. Improved time-management is one of the later steps in improving managerial skills. A manager should first seek self-knowledge. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.

D) Incorrect. Employee empowerment is one of the later steps in improving managerial skills. A manager should first seek self-knowledge. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Key Dimensions of Self-Awareness

Skill: Concept

AACSB: Application of knowledge

29) How should managers know and accept others?

- A) Be an enigma to themselves
- B) Work toward enlightenment and unselfishness
- C) Work toward self-awareness and self-acceptance
- D) Work toward self-reverence and reflection

Answer: C

Explanation: A) Incorrect. Being an enigma to oneself is not helpful in a managerial situation. Managers should work toward self-awareness and self-acceptance. Once managers are aware of and accept themselves, they are able to understand and accept others.

B) Incorrect. Self-denial and unselfishness are not always helpful in managerial situations. Managers should work toward self-awareness and self-acceptance. Once managers are aware of and accept themselves, they are able to understand and accept others.

C) Correct. Once managers are aware of and accept themselves, they are able to understand and accept others.

D) Incorrect. Self-reverence may actually be counterproductive, because self-reverent people fear discovering negative information about themselves. Managers should work toward self-awareness and self-acceptance in order to know and accept others.

Diff: 1

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Enigma of Self-Awareness

Skill: Concept

AACSB: Application of knowledge

30) How can the enigma of self-awareness be managed?

- A) Avoid information contradictory to one's self-image
- B) Seek information from others about one's self
- C) Make sure to cross the sensitive lines of others
- D) Challenge information inconsistent with one's self-image

Answer: B

Explanation: A) Incorrect. The enigma of self-awareness is that self-awareness is a prerequisite and a motivator of growth and improvement, but that it may also inhibit growth and improvement. Avoiding contradictory information does not improve self-awareness, but rather inhibits growth and improvement because it merely reinforces our current views of ourselves.

B) Correct. It is almost impossible to increase skill in self-awareness unless we interact with and disclose ourselves to others, because they see attributes and behaviors that we are unaware of.

C) Incorrect. The sensitive line is a concept that allows us to help manage and facilitate productive self-awareness and discovery in others. Intentionally crossing it is counterproductive to good management.

D) Incorrect. The enigma of self-awareness is that self-awareness is a prerequisite and a motivator of growth and improvement, but that it may also inhibit growth and improvement. Challenging inconsistent information does not improve self-awareness, but rather inhibits growth and improvement because it merely reinforces our current views of ourselves.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Application

AACSB: Application of knowledge

31) What does the text suggest is an important element in gaining self awareness?

- A) Practising introverted reflection
- B) Being careful to not cross the sensitive line
- C) Involving others
- D) Being highly selective about who to get information from

Answer: C

Explanation: A) Incorrect. Self-examination and meditation is mentioned as one solution. The most often prescribed solution is to involve others in one's own self-awareness efforts.

B) Incorrect. Though not crossing the sensitive line can improve the self-awareness of others, it does not have as much of an effect on one's own self-awareness. The most often prescribed solution is to involve others in one's own self-awareness efforts.

C) Correct. Involving others brings helpful insights and the perspectives of others into the quest for self-discovery. They often see things more clearly than we see them ourselves.

D) Incorrect. Carefully selecting sources of information may actually be counterproductive to one's search for self-awareness. The most often prescribed solution is to involve others in one's own self-awareness efforts.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Concept

AACSB: Application of knowledge

32) Responding to a remark from a peer that a report looks like it was slapped together at the last minute (you had spent most of last week working on it), the sensitive line was crossed. Which of the following is a response most related to the sensitive line being crossed?

- A) "I think you are right, thanks for the feedback."
- B) "You don't know what you are talking about! Call my boss if you don't believe me!"
- C) "Well, maybe I did or maybe I didn't, what do you care?"
- D) "Could you tell me how I might improve the report?"

Answer: C

Explanation: A) Incorrect. The concept of the sensitive line states that the greater the discrepancy between the feedback and your self-concept, the greater the likelihood that it will evoke a strong defensive response. This response does not indicate that the sensitive line has even been crossed.

B) Incorrect. Though this is a possible response, you are more likely to question the validity of the source than to appeal to a higher authority, who may in fact agree with the negative remark.

C) Correct. This is typical threat-rigidity response attacking the validity of the co-worker's opinion which accompanies a breach of the sensitive line.

D) Incorrect. The concept of the sensitive line states that the greater the discrepancy between the feedback and your self-concept, the greater the likelihood that it will evoke a strong defensive response. This response only hints that the sensitive line has been crossed.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Application

AACSB: Application of knowledge

33) George has returned from his two-week trip to India. He believes his trip has provided an introspection that increased his self-knowledge. When you begin to question him about his experiences, he becomes defensive and states, "I don't want to talk about it with you!" Based on the review of self-awareness in the text, what would be the *most accurate* conclusion?

A) Yes, it probably has increased his self-knowledge. Now he is protective of that knowledge.

B) No, it probably has not increased his self-knowledge.

C) Maybe, maybe not, depends upon what rituals he practiced.

D) Yes, because he has become more self-assertive and aware of what he wants to talk about.

Answer: B

Explanation: A) Incorrect. Protecting knowledge and experiences does not indicate increased self-awareness; rather, self-disclosure is a key to improvement in self-awareness. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge.

B) Correct. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge. If he truly had gained awareness, he would be eager and willing to share it.

C) Incorrect. George's self-awareness does not depend on the rituals he practiced during his trip to India. Self-disclosure is a key to improvement in self-awareness. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge.

D) Incorrect. Assertiveness is not indicative of self-awareness. In fact, self-disclosure is a key to improvement in self-awareness. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge.

Diff: 3

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Analytical

AACSB: Application of knowledge

34) You want to be seen as interpersonally competent and be well liked by your college peers. Which behaviors are most likely to be viewed positively?

- A) Consistently supply creative solutions to problems
- B) Openly and honestly share everything about yourself whenever the opportunity arises
- C) Maintain privacy and be secretive about your life, creating an air of mystery
- D) Be willing to disclose yourself to others and share personal insights in discussions

Answer: D

Explanation: A) Incorrect. This may be true for some individuals, but there is no indication that this is a generally liked trait.

B) Incorrect. People who are high self-disclosers are liked better and have closer relationships, but not when the self-disclosure is excessive.

C) Incorrect. People who are high self-disclosers are liked better and have closer relationships than those who self-disclose insufficiently.

D) Correct. High self-disclosers are seen as more interpersonally competent, are liked better, have closer relationships and are seen as more similar and enjoyable than low self-disclosers.

Diff: 3

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Understanding and Appreciating Individual Differences

Skill: Application

AACSB: Interpersonal relations and teamwork

35) George made the following comment to Sarah, one of his co-workers: "Gene's recommendation to cut costs by eliminating travel to training seminars just shows he really isn't aware of how important training is. His lack of insight shows that people of his background aren't savvy enough to figure out the business world." George's comment is

- A) observing a difference.
- B) creating a distinction.
- C) focusing on an artificial social barrier.
- D) creating a false value for a particular background.

Answer: B

Explanation: A) Incorrect. Differences are observable and can help us understand potential sources of misunderstanding. Distinctions are things that we create to form social barriers. This is actually an example of creating a distinction: a social barrier based on Gene's "background."

B) Correct. A distinction is more than just being aware of a difference. It is creating a barrier between groups of people based on generalized (and usually unwarranted) assumptions. In this case, George creates a social barrier around people of Gene's "background."

C) Incorrect. The social barrier does not exist until George creates it. This is actually an example of creating a distinction, a social barrier, around people of Gene's "background."

D) Incorrect. This is actually an example of creating a distinction, a social barrier, around Gene's "background."

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Understanding and Appreciating Individual Differences

Skill: Application

AACSB: Diverse and multicultural work environments; Application of knowledge

36) Some of the areas of self-awareness are listed in 1 through 4. Which of the following are correctly listed as areas of self-awareness?

1. personal values
  2. creativity
  3. emotional intelligence
  4. core self-evaluation
- A) All four areas listed are correct.  
B) Only areas 1 and 4 are correct.  
C) Only area 2 is incorrect.  
D) None of the four areas listed are correct.

Answer: C

Explanation: A) Incorrect. Creativity is not one of the five core concepts of self-awareness.

B) Incorrect. In addition to personal values and core self-evaluation, emotional intelligence is an important area of self-awareness.

C) Correct. Personal values, cognitive style, emotional intelligence, orientation toward change, and core self-evaluation are all important areas of self-awareness. Creativity, however, is not a part of self-awareness.

D) Incorrect. Personal values, emotional intelligence, and core self-evaluation are all important areas of self-awareness.

Diff: 1

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Important Areas of Self-Awareness

Skill: Concept

AACSB: Application of knowledge

37) The manner in which individuals gather and process information is a part of which of the following?

- A) Personal values
- B) Cognitive style
- C) Adaptability
- D) Creativity

Answer: B

Explanation: A) Incorrect. Personal values give rise to attitudes, orientations, and behaviors. The manner in which individuals gather and process information is a part of cognitive style.

B) Correct. This information-gathering process is important; researchers have found that differences in cognitive style influence our perceptions, learning, problem solving, decision making, creativity, and communication.

C) Incorrect. Adaptability is an element of one's orientation toward change. The manner in which individuals gather and process information is a part of cognitive style.

D) Incorrect. Level of creativity is an element of one's core self-evaluation. The manner in which individuals gather and process information is a part of cognitive style.

Diff: 1

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Important Areas of Self-Awareness

Skill: Concept

AACSB: Application of knowledge

38) What method do the textbook authors propose to correct the problem of multiple definitions of emotional intelligence?

- A) Use definitions proposed by the original developers of emotional intelligence theories
- B) Use definitions that distinguish among personality traits and cognitive traits
- C) Use definitions that distinguish among emotional intelligence and emotional competence
- D) Use definitions that were developed within the last year

Answer: C

Explanation: A) Incorrect. There are over one hundred emotional intelligence tests and theories, each with its own definition. This would not solve the problem of multiple definitions. The authors instead distinguish among emotional intelligence and emotional competence.

B) Incorrect. Personality traits and cognitive traits are not directly related to emotional intelligence. The authors distinguish among emotional intelligence and emotional competence to correct the multiple-definition problem.

C) Correct. This distinguishing definition helps to separate the cognitive processes (emotional intelligence) from the learned behaviors (emotional competence) that build on them.

D) Incorrect. In any given time period, proponents advance multiple definitions and theories of emotional intelligence. To solve this problem, the authors distinguish among emotional intelligence and emotional competence rather than focusing on a specific time period.

Diff: 2

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Concept

AACSB: Application of knowledge

39) Which of the following is *not* included in the definition of emotional intelligence adopted by the textbook authors?

- A) The ability to diagnose and recognize your own emotions
- B) The ability to control your own emotions
- C) The ability to recognize and diagnose the emotions displayed by others
- D) The ability to control the emotions displayed by others
- E) The ability to respond appropriately to the emotional cues of others

Answer: D

Explanation: A) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.

B) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.

C) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.

D) Correct. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.

E) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.

Diff: 1

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Concept

AACSB: Application of knowledge



40) Which statement is accurate concerning the abilities listed in the author's definition of emotional intelligence and the list provided below?

1. ability to diagnose and recognize emotions
2. ability to control emotions
3. ability to lead a team
4. ability to manage with self-confidence

- A) All abilities above are included in the author's definition.
- B) Abilities 1 and 3 are included in the author's definition.
- C) Abilities 1 and 2 are included in the author's definition.
- D) Abilities 1 and 4 are included in the author's definition.
- E) None of the abilities are included in the author's definition.

Answer: C

Explanation: A) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.

B) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.

C) Correct. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.

D) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.

E) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.

Diff: 2

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Application

AACSB: Application of knowledge

41) Lana was sitting somberly in her office. Her face had an angry expression and she had a tear in her eye. One of her co-workers asked her how she was doing. Lana responded, "I am fine." Concerned, the co-worker asked, "Are you sure?" Lana again responded, "Yes, there is nothing wrong, I am fine." Which emotional intelligence ability does Lana most likely need to develop?

- A) Ability to diagnose and recognize your own emotions
- B) Ability to control your emotions
- C) Ability to recognize and diagnose emotions displayed by others
- D) Ability to respond appropriately to others' emotional cues

Answer: A

Explanation: A) Correct. Though Lana is clearly upset, she responds twice that nothing is wrong. Recognizing your own emotions is the first step to controlling them.

B) Incorrect. Though Lana is clearly upset, the passage contains no evidence that her emotions are out of control. She told a co-worker that nothing was wrong. The problem is that Lana seems not to recognize her own emotional state.

C) Incorrect. Lana's problem is not that she cannot recognize her co-worker's emotional cues, but that she is unable to diagnose and recognize her *own* emotions.

D) Incorrect. The co-worker may need to work on responding appropriately to emotional cues (he or she seems oblivious), but Lana's problem is that she is unable to diagnose and recognize her own emotions.

Diff: 3

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Application

AACSB: Application of knowledge

42) Javier was getting a drink from the water cooler when Hartman approached excitedly and exclaimed, "Guess what, Javier? I got the deal ... I got the big contract ... we finally closed the sale with that giant computer company. I am so excited." Javier responded in a soft voice, "That's nice." Which emotional intelligence ability does Javier most likely need to develop?

- A) Ability to diagnose and recognize your own emotions
- B) Ability to control your emotions
- C) Ability to recognize and diagnose emotions displayed by others
- D) Ability to respond appropriately to others' emotional cues

Answer: D

Explanation: A) Incorrect. Though Javier may have problems with self-diagnosis, the passage contains no suggestion that Javier is misdiagnosing his own emotional state. Rather, in spite of the fact that Hartman was clearly excited, Javier responded quietly and without emotion.

B) Incorrect. Javier's muted response indicates that he is in control of his emotions. The problem is that he did not respond appropriately to Hartman's level of excitement.

C) Incorrect. Though a tempting answer, the passage does not indicate that Javier misdiagnosed Hartman's emotional state. In fact, that is unlikely, because Hartman clearly stated his excitement. The problem is more likely that Javier recognized Hartman's excitement but did not respond appropriately.

D) Correct. It appears that Javier recognized Hartman's excitement but did not respond appropriately.

Diff: 2

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Application

AACSB: Application of knowledge

43) In Trompenaars' dimensions of national culture, which value dimensions refer to how individuals relate to others?

1. Universalism vs. particularism
  2. Individualism vs. collectivism
  3. Affective vs. neutral
  4. Specific vs. diffuse
  5. Achievement vs. ascription
  6. Past and present vs. future
  7. Internal vs. external
- A) All of the dimensions  
B) Only dimensions 1, 2, and 4  
C) The first five dimensions  
D) Only dimension 2

Answer: C

Explanation: A) Incorrect. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.

B) Incorrect. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.

C) Correct. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.

D) Incorrect. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.

Diff: 2

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Concept

AACSB: Diverse and multicultural work environments

44) Employees at Turner, Inc. are engaged in a debate over the merits of an individual vs. a team-based compensation program. Based on Trompenaars' dimensions of national culture, which cultural dimension does this debate most closely relate to?

- A) Universalism vs. particularism
- B) Individualism vs. collectivism
- C) Affective vs. neutral
- D) Achievement vs. ascription
- E) Internal vs. external

Answer: B

Explanation: A) Incorrect. Universalism vs. particularism refers to whether behavior is governed by universal standards and rules, or whether it is governed by one's relationships with others (i.e., behavior varies depending on the situation).

B) Correct. Individualism vs. collectivism refers to whether the culture emphasizes the individual versus the group.

C) Incorrect. Affective vs. neutral refers to whether a culture openly shows emotion in public, or whether the culture more highly values stoicism and rationality.

D) Incorrect. Achievement vs. ascription refers to whether an individual obtains status based on personal accomplishments or based on characteristics such as age, family status, gender, etc.

E) Incorrect. Internal vs. external refers to whether the individual is in control of his own destiny, or whether the individual is a product of his external environment.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Application

AACSB: Diverse and multicultural work environments

45) It is obvious that Talia values her privacy as she rarely talks about her husband and children in conversations with her co-workers. Based on Trompenaars' dimensions of national culture, which cultural dimension does Talia's behavior in the workplace most closely relate to?

- A) Specific vs. diffuse
- B) Achievement vs. ascription
- C) Universalism vs. particularism
- D) Individualism vs. collectivism
- E) Affective vs. neutral

Answer: A

Explanation: A) Correct. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.

B) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.

C) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.

D) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.

E) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.

Diff: 1

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Concept

AACSB: Diverse and multicultural work environments

46) Harpreet is a member of an environmental protection group as she feels strongly that humans must act to preserve their environment. She works in a restaurant that uses a great deal of Styrofoam packaging for take-out food. What is most likely to occur?

A) Harpreet will feel frustrated because her personal values are in conflict with her company's values.

B) Harpreet will feel frustrated because her national values are in conflict with her company's values.

C) Because Harpreet is following her own principles in her personal life, she is unlikely to be affected by the incongruence with the values of the organization.

D) If Harpreet's national culture is high in specificity (as opposed to diffusion), then she will not be bothered by the company actions as she would easily be able to separate her personal and work values.

Answer: A

Explanation: A) Correct. Holding values that are inconsistent with company values is a major source of frustration.

B) Incorrect. The question does not indicate anything about national values. The conflict is between personal and organizational values.

C) Incorrect. People crave consistency between personal and organizational values and are more productive and satisfied when they are congruent.

D) Incorrect. The dimension of specificity relates more to relationships and a separation between work and personal lives. It does not apply to separating values. Personal values that are inconsistent with work values will still be a source of frustration.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Application

AACSB: Diverse and multicultural work environments

47) Which of the following statements are correct? (1) individuals differ in their level of values development, (2) individuals hold different sets of instrumental values at different stages of development, and (3) peoples' value priorities do not change once they become adults.

- A) All three statements are correct.
- B) Only statements 1 and 3 are correct.
- C) Only statements 1 and 2 are correct.
- D) Only statements 2 and 3 are correct.

Answer: C

Explanation: A) Incorrect. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.

B) Incorrect. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.

C) Correct. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.

D) Incorrect. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.

Diff: 1

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Concept

AACSB: Ethical understanding and reasoning

48) During the 1992 riots in Los Angeles where many individuals took merchandise, some argued that looters took only what they needed, like food and diapers, whereas others argued looters took only what they had been denied by the system, like TVs and stereos. If these looters were focusing on their own needs, what was their level of values maturity?

- A) First level of maturity
- B) Second level of maturity
- C) Third level of maturity

Answer: A

Explanation: A) Correct. The first level of maturity is called the self-centered level and focuses on personal needs and wants.

B) Incorrect. The second level of maturity is called the conformity level and focuses on conforming the individual's behavior to societal norms and expectations. The first level of maturity is called the self-centered level and focuses on personal needs and wants.

C) Incorrect. The third level of maturity is called the principled level and focuses on judging right and wrong based on a set of internalized principles. The first level of maturity is called the self-centered level and focuses on personal needs and wants.

Diff: 2

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Analytical

AACSB: Ethical understanding and reasoning



49) You need a little extra money, so you added an extra \$100 to your expense reimbursement statement before handing the receipts over to accounting. Your co-worker Sara added over \$1000 to her statement. If you believe Sara's actions are worse than yours, what is your level of values maturity?

- A) First level of maturity
- B) Second level of maturity
- C) Third level of maturity

Answer: A

Explanation: A) Correct. Under the self-centered level, stealing \$1000 is worse because it has more negative consequences to your company.

B) Incorrect. Under the conformity level of maturity, you would view both actions as equally violating societal expectations and norms.

C) Incorrect. Under the principled level of maturity, you would view both actions as equally violating universal principles of right and wrong.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Analytical

AACSB: Ethical understanding and reasoning

50) You added an extra \$100 to your expense statement and Sara added an extra \$1000 to her expense statement. If you believe both of you are equally wrong (this does violate company policy), what is your level of values maturity?

- A) First level of maturity
- B) Second level of maturity
- C) Third level of maturity

Answer: B

Explanation: A) Incorrect. Under the first level of maturity, Sara's actions would be worse because they caused more financial damage to the company.

B) Correct. Though you would hold the behaviors equally wrong under both the second and third levels of maturity, the difference is that under the second level, it is wrong because it violates a rule or policy, rather than because it violates universal principles of right and wrong.

C) Incorrect. Though under the third level of maturity, you would view both behaviors as equally egregious, it would not be based on a violation of company policy, but rather on universal principles of right and wrong.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Analytical

AACSB: Ethical understanding and reasoning

51) If you stole something to save a stranger's life (you received no compensation), what would be your level of moral judgment?

- A) First level of maturity
- B) Second level of maturity
- C) Third level of maturity

Answer: C

Explanation: A) Incorrect. You were not acting for your own needs or self-interest, which is the basis of the first level of maturity.

B) Incorrect. You violated the law and societal expectations, which are the basis of the second level of maturity.

C) Correct. You made a judgment that human life is more important than laws against stealing, which seems to be based on universal principles of right and wrong.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Analytical

AACSB: Ethical understanding and reasoning

52) Your boss was arrested for embezzlement at the office. As he walks past you handcuffed, he states, "You know, you and I possess the same values, I just didn't stick to mine." Which is the boss an example of?

- A) Lack of character strengths
- B) Poor ethical decision making
- C) Poor information gathering
- D) Conformity level of values maturity

Answer: B

Explanation: A) Incorrect. While these actions may reflect a lack of some particular strengths (such as honesty), this is more likely a case of not acting on strengths and making a poor ethical choice.

B) Correct. This indicates that he has a value system that emphasizes honesty and company loyalty. However, he failed to act in accordance with it.

C) Incorrect. There is no indication that your boss failed to gather relevant information. The action is an example of poor ethical decision making.

D) Incorrect. Conformity values maturity refers to moral reasoning based on an individual's conforming to and upholding the expectations of society.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Ethical Decision Making

Skill: Application

AACSB: Ethical understanding and reasoning

53) As manager, you have decided to enforce a new policy restricting dating in the office. You are comfortable with the policy and have decided that the policy will affect you also. Which ethical test did you most likely employ?

- A) Personal gain test
- B) Equal treatment test
- C) Cost-benefit test
- D) Golden rule test

Answer: D

Explanation: A) Incorrect. The personal gain test asks the question: "Would I make the decision the same way if it did not benefit me in any way?" Here there is no indication that you have benefited from the new policy. The golden rule test asks whether you would be willing to be treated in the same manner.

B) Incorrect. The equal treatment test asks whether you are considering the perspectives of minorities and lower status people. Here there is no evidence that the policy has any particular effect on privileged or unprivileged individuals, so this test is not applicable. The golden rule test asks whether you would be willing to be treated in the same manner.

C) Incorrect. The cost-benefit test asks whether the benefit to one group causes unacceptable harm to another. This policy is being enforced uniformly and there is no evidence of potential unacceptable harm to others. The golden rule test asks whether you would be willing to be treated in the same manner.

D) Correct. The golden rule test asks whether you would be willing to be treated in the same manner.

Diff: 2

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Ethical Decision Making

Skill: Application

AACSB: Ethical understanding and reasoning

54) Your school has decided to implement a character strengths curriculum. Which of the following is most likely to be the result?

A) Females will experience more positive emotions and better interpersonal relationships, whereas males will reveal greater perseverance and be more engaged in the class.

B) The results will depend on the national culture. Strengths that are consistent with the specific national culture will be enhanced.

C) There will be less depression and negative emotions in general, regardless of demographic factors.

D) Older students will experience more positive emotions and higher levels of integrity, whereas younger students will display greater enjoyment and be more engaged in the class.

Answer: C

Explanation: A) Incorrect. The positive results from character strength curriculums were not affected by gender.

B) Incorrect. The positive results held across multiple cultures.

C) Correct. This is one of the significant effects found in studies of character strength based curriculums.

D) Incorrect. The positive results held across multiple age groups.

Diff: 2

Learning Objective: 1.4 Increase personal awareness of your character strengths

Topic: Character Strengths

Skill: Application

AACSB: Application of knowledge

55) If you believe a government policy would benefit those that are less advantaged than yourself, what view of ethics is this?

A) Golden rule test

B) Equal treatment test

C) Cost-benefit test

D) Personal gain test

Answer: B

Explanation: A) Incorrect. This policy provides a benefit, therefore it is not productive to ask if you would be willing to be treated in the same manner. This policy actually implicates the equal treatment test.

B) Correct. This policy appears to give full consideration to the rights and needs of the less advantaged.

C) Incorrect. There is no evidence of unacceptable harm to others who do not benefit from the test. This policy actually implicates the equal treatment test.

D) Incorrect. You have nothing to gain from the policy and do not have to consider whether you would make the same decision absent the personal benefit. This policy actually implicates the equal treatment test.

Diff: 2

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Ethical Decision Making

Skill: Application

AACSB: Ethical understanding and reasoning

56) Your personal cognitive style is based on which of the following two dimensions?

- A) The manner in which you gather information and whether you think it is true
- B) The manner in which you gather information and the way in which you act on that information
- C) Horizontal and vertical
- D) The manner in which others gather information about you and the way you react to their behaviors

Answer: B

Explanation: A) Incorrect. Whether you think information is true is not part of your personal cognitive style, rather, what is important is the way you act on that information.

B) Correct. Cognitive style refers to the inclination each of us has to perceive, interpret, and respond to information in a certain way. The three dimensions of cognitive style are knowing, planning, and creating.

C) Incorrect. Horizontal and vertical are geometric dimensions, but the two dimensions of personal cognitive style are the manner in which you gather information and the way in which you act on that information.

D) Incorrect. The manner in which others gather information about you is indicative of *their* cognitive learning style rather than yours.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Cognitive Style

Skill: Concept

AACSB: Application of knowledge

57) Which of the following statements are true?

1. Your cognitive style is the same as your personality type.
  2. Your cognitive style is innate and cannot be changed.
  3. The three cognitive styles are knowing, planning, and creating.
- A) Statement 3 is true, and statements 1 and 2 are false.  
B) Statements 2 and 3 are true, and statement 1 is false.  
C) None of the statements are true.  
D) All of the statements are true.

Answer: A

Explanation: A) Correct. Statement 1 is incorrect—Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable.

Statement 3 is correct.

B) Incorrect. Statement 1 is incorrect—Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable. Statement 3 is correct.

C) Incorrect. Statement 1 is incorrect—Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable. Statement 3 is correct.

D) Incorrect. Statement 1 is incorrect—Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable. Statement 3 is correct.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Cognitive Style

Skill: Concept

AACSB: Application of knowledge

58) At the beginning of your team's first meeting, Betsy said, "I think it's really important that we develop a clear agenda for what we want to accomplish and then decide who is going to do what." Based on this comment, you suspect that Betsy is strongest on which dimension of cognitive style?

- A) Knowing
- B) Planning
- C) Creating
- D) Assimilating

Answer: B

Explanation: A) Incorrect. People with a strong knowing style emphasize facts, details, and data. They do not necessarily emphasize agendas and structured planning.

B) Correct. People with a strong planning style emphasize agendas and structured planning.

C) Incorrect. People with a strong creating style emphasize innovation and risk-taking. They tend to be resistant to structure.

D) Incorrect. Assimilating is not one of the dimensions of cognitive style.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Planning Style

Skill: Application

AACSB: Application of knowledge

59) Your co-worker Sandy plans her vacations 12 months in advance and is the first to volunteer to create agendas for team meetings. Which cognitive style does Sandy's behavior exhibit?

- A) Creating cognitive style
- B) Obsessive cognitive style
- C) Planning cognitive style
- D) None of the above

Answer: C

Explanation: A) Incorrect. The creating cognitive style emphasizes creativity, spontaneity, and risk-taking. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.

B) Incorrect. Obsessive is not one of the three cognitive styles. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.

C) Correct. Planning cognitive style is exhibited by structure, preparation, and planning. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.

D) Incorrect. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.

Diff: 2

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Planning Style

Skill: Application

AACSB: Application of knowledge

60) During a meeting, Bruce turns to you and comments, "We really shouldn't be making a decision until we have got a better handle on the facts and data. New ideas are fine, but if we can't back them up with credible and precise analysis, we shouldn't be taking the risk." Based on this comment, you recognize that Bruce is probably strongest on which dimension of cognitive style?

- A) Knowing
- B) Planning
- C) Creating
- D) Accommodating

Answer: A

Explanation: A) Correct. People with a strong knowing style tend to emphasize facts, details, and precise data analysis. They often are skeptical of innovation.

B) Incorrect. People with a strong planning style focus on agendas, rules, and routines, but don't necessarily insist upon precision about facts and data.

C) Incorrect. People with a strong creating style emphasize innovation and risk-taking, and are tolerant of rule-breaking even in the absence of clear data.

D) Incorrect. Accommodating is not one of the dimensions of cognitive style.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Knowing Style

Skill: Application

AACSB: Application of knowledge

61) Individuals who tend to prefer jobs in fields such as social work where personal interactions predominate have which cognitive style?

- A) Creating cognitive style
- B) Knowing cognitive style
- C) Planning cognitive style
- D) None of the three cognitive styles are more likely in individuals who choose such a career.

Answer: A

Explanation: A) Correct. People with a creating cognitive style are likely to prefer experimentation, nonrational thinking, and creativity. This leads them to choose careers where personal interactions predominate.

B) Incorrect. Individuals with a knowing cognitive style prefer jobs that have a technical problem-solving emphasis. Individuals with a creating cognitive style tend to choose careers where personal interactions predominate.

C) Incorrect. Individuals with a planning cognitive style prefer jobs where information-gathering predominates. Individuals with a creating cognitive style tend to choose careers where personal interactions predominate.

D) Incorrect. Individuals with a creating cognitive style tend to choose careers where personal interactions predominate.

Diff: 1

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Creating Style

Skill: Application

AACSB: Application of knowledge



62) After graduation you have decided to stay in Bedford Falls, the only place you have ever known. Which area of self-awareness most likely affected your decision?

- A) Cognitive style
- B) Interpersonal needs
- C) Attitudes toward change
- D) Instrumental values

Answer: C

Explanation: A) Incorrect. Your decision to stay in the only town you have ever lived in indicates that you are resistant to change and is not a product of the way you process information.

B) Incorrect. It is more likely that your decision to stay in the only town you have ever lived in indicates that you are resistant to change.

C) Correct. The text mentions two dimensions of orientation toward change: (1) Tolerance of ambiguity and (2) locus of control. That you wanted to remain in the same town you grew up in indicates that you probably have a low tolerance for ambiguity, making you resistant to change.

D) Incorrect. Instrumental values prescribe standards or means of reaching a goal, and the question does not indicate that you made a decision based on particular values. On the other hand, your decision to stay in the only town you have ever lived in indicates that you are resistant to change.

Diff: 2

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Application

AACSB: Application of knowledge

63) Research suggests individuals with low tolerance for ambiguity and low cognitive complexity are

- A) better transmitters of information.
- B) able to interpret more cues.
- C) less behaviorally adaptive.
- D) unable to understand abstract ideas.

Answer: C

Explanation: A) Incorrect. Individuals with high tolerance for ambiguity tend to be better transmitters of information.

B) Incorrect. Individuals with high tolerance for ambiguity tend to be better able to interpret cues.

C) Correct. Behavior adaptation often depends on one's ability to deal with ambiguous, incomplete, and unstructured situations. By definition, an individual with a low tolerance for ambiguity will have more difficulty in such a situation.

D) Incorrect. A low tolerance for ambiguity does not mean that an individual is less intelligent or that he is unable to understand abstract ideas, but rather that the individual may have a more difficult time doing so.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Concept

AACSB: Application of knowledge

64) If a job requires someone to be able to focus on only one element of information in order to not become distracted, which of the following would best match those requirements?

- A) High tolerance of ambiguity
- B) Low tolerance of ambiguity
- C) High instrumental values
- D) Low cognitive style

Answer: B

Explanation: A) Incorrect. A high tolerance of ambiguity means that an individual may have a difficult time focusing on a particular task or element of information. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.

B) Correct. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.

C) Incorrect. Instrumental values refer to desirable standards of conduct and are unrelated to one's ability to focus on a single task. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.

D) Incorrect. Low cognitive style is not a term used in the text. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Application

AACSB: Application of knowledge

65) The individual most likely to be entrepreneurial in his/her actions is someone with a(n)

- A) high tolerance of ambiguity.
- B) low tolerance of ambiguity.
- C) external locus of control.
- D) lateral locus of control.

Answer: A

Explanation: A) Correct. This is because they thrive in situations that are unclear, dynamic, and unstructured.

B) Incorrect. Individuals with a high tolerance for ambiguity are more likely to be entrepreneurial. Individuals with a low tolerance for ambiguity are less flexible and adaptive.

C) Incorrect. Individuals with an internal locus of control are more likely to be entrepreneurial, as are individuals with a high tolerance for ambiguity.

D) Incorrect. Individuals with an internal locus of control are more likely to be entrepreneurial, as are individuals with a high tolerance for ambiguity.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Concept

AACSB: Application of knowledge

66) You think you would like to join the Peace Corps and see the world, live in another culture, and experience new situations. Which subscale from the Tolerance of Ambiguity Scale would indicate whether you would enjoy the Peace Corps experience?

- A) Insolubility
- B) Complexity
- C) Novelty
- D) None of the above

Answer: C

Explanation: A) Incorrect. Insolubility indicates the extent to which you are tolerant of problems that are difficult to solve. The novelty subscale would indicate whether you would enjoy the experience. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.

B) Incorrect. Complexity indicates the extent to which you are tolerant of multiple, distinctive, or unrelated information. The novelty subscale would indicate whether you would enjoy the experience. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.

C) Correct. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.

D) Incorrect. The novelty subscale would indicate whether you would enjoy the experience. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.

Diff: 3

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Analytical

AACSB: Application of knowledge

67) Bob enjoys his management professor. She hands out vague assignments and encourages him to be creative and to look at things a different way. Which *best* describes Bob's tolerance?

- A) Tolerant of familiar information
- B) Tolerant of distinctive or unrelated information
- C) Intolerant of problems that are difficult to solve
- D) Tolerant of contradictory information

Answer: B

Explanation: A) Incorrect. Here, the information you are receiving is not necessarily familiar. Additionally, tolerance of ambiguity addresses one's ability to deal with unfamiliarity.

B) Correct. The tolerance for ambiguity scale computes three subscores. They are novelty (the extent to which you are tolerant of new or unfamiliar information or situations), complexity (the extent to which you are tolerant of multiple, distinctive, or unrelated information), and insolubility (the extent to which you are tolerant of difficult problems in which solutions are not clearly evident or information is missing). This situation best fits with complexity or possibly insolubility. Because answer choice B defines complexity, and none of the answer choices define insolubility, this is the best answer.

C) Incorrect. Here, you are tolerant rather than intolerant, of difficult problems.

D) Incorrect. The tolerance for ambiguity scale computes three subscores. They are novelty (the extent to which you are tolerant of new or unfamiliar information or situations), complexity (the extent to which you are tolerant of multiple, distinctive, or unrelated information), and insolubility (the extent to which you are tolerant of difficult problems in which solutions are not clearly evident or information is missing). Contradictory information is not one of the three subscores, nor does it accurately describe one.

Diff: 3

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Analytical

AACSB: Application of knowledge

68) What does the Locus of Control Scale measure?

- A) The ways in which a person goes about gathering and evaluating information
- B) A person's value system
- C) The extent to which a person feels able to affect his or her life
- D) A person's tolerance of ambiguity

Answer: C

Explanation: A) Incorrect. This answer choice refers to cognitive style. Internal and external locus of control measures the extent to which a person feels able to affect his or her life.

B) Incorrect. Internal and external locus of control measures the extent to which a person feels able to affect his or her life.

C) Correct. An internal believes that he or she is in charge of his or her own life, while an external believes that his or her life is controlled by outside forces.

D) Incorrect. Tolerance of ambiguity refers to the extent to which individuals are threatened by or have difficulty coping with ambiguous situations and unpredictable change.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Concept

AACSB: Application of knowledge

69) On the Locus of Control Scale discussed in the Skill Assessment portion of your text, Morgan scored below the mean and George scored above the mean. How could these results be interpreted?

- A) Both Morgan and George have an internal locus of control.
- B) Both Morgan and George have an external locus of control.
- C) Morgan has an internal locus of control and George has an external locus of control.
- D) Morgan has an external locus of control and George has an internal locus of control.

Answer: C

Explanation: A) Incorrect. George's score is too high to indicate an internal locus of control.

B) Incorrect. Morgan's score is too low to indicate an external locus of control.

C) Correct. Any score above the mean indicates an external locus of control, while a score below the mean indicates an internal locus of control.

D) Incorrect. Higher scores indicate a shift toward more external locus of control. This answer choice incorrectly flips George and Morgan.

Diff: 2

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Application

AACSB: Application of knowledge

70) After the professor passed back the graded test, you heard a student remark, "I didn't do well because the professor gave us tricky questions." Which locus of control does this student most likely have?

- A) Internal locus of control
- B) External locus of control
- C) High tolerance for ambiguity
- D) Small locus of control

Answer: B

Explanation: A) Incorrect. An internal believes that he or she is in control of significant life outcomes. The student's remark shows that he or she is blaming the professor for the low test score.

B) Correct. An external believes that environmental factors and other people are in control of his or her performance. Here, the student's remark shows that he or she is blaming the professor for the low test score.

C) Incorrect. Tolerance for ambiguity is not a component of locus of control, though both are elements of a person's attitude toward change.

D) Incorrect. Locus of control is either external or internal.

Diff: 2

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Application

AACSB: Application of knowledge

71) In a meeting, you hear Mary say, "Some things are just meant to be," and "The economic health of this country is largely beyond the control of the individual." You classify Mary as a person with an external locus of control. As compared to someone with a more internal locus of control, what would you expect about Mary?

- A) Less satisfaction with her work
- B) Less alienation from the work environment
- C) More accuracy in processing feedback about her successes and failures
- D) Less difficulty making decisions with serious consequences for others

Answer: B

Explanation: A) Incorrect. Internals are less alienated from the work environment. The other statements are true of externals versus internals.

B) Correct. Internals are less alienated from the work environment.

C) Incorrect. Internals are less alienated from the work environment. The other statements are true of externals versus internals.

D) Incorrect. Internals are less alienated from the work environment. The other statements are true of externals versus internals.

Diff: 2

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Application

AACSB: Application of knowledge

72) As compared to those with an external locus of control, research suggests that internals (1) are more likely to comply with leader directions, (2) are more likely to be promoted, and (3) engage in more entrepreneurial activities. Which statements are correct?

- A) All three statements are correct.
- B) Only statements 1 and 2 are correct.
- C) Only statements 1 and 3 are correct.
- D) Only statements 2 and 3 are correct.

Answer: D

Explanation: A) Incorrect. Statement 1 is incorrect. Internals are less likely to comply with leader directions than externals do. Statement 2 is correct. Statement 3 is correct.

B) Incorrect. Statement 1 is incorrect. Internals are less likely to comply with leader directions than externals do. Statement 2 is correct. Statement 3 is correct.

C) Incorrect. Statement 1 is incorrect. Internals are less likely to comply with leader directions than externals do. Statement 2 is correct. Statement 3 is correct.

D) Correct. Statement 1 is incorrect. Internals are less likely to comply with leader directions than externals do. Statement 2 is correct. Statement 3 is correct.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Concept

AACSB: Application of knowledge

73) Research suggests people with an internal locus of control (1) are more satisfied with work, (2) outperform externals in stressful situations, and (3) are less accurate in processing feedback about successes and failures than externals. Which statements are correct?

- A) Statements 1 and 2 are correct.
- B) Statement 2 is incorrect.
- C) Statement 2 and 3 are correct.
- D) All of the statements are correct.

Answer: D

Explanation: A) Incorrect. All three statements are correct.

B) Incorrect. All three statements are correct.

C) Incorrect. All three statements are correct.

D) Correct. Despite some drawbacks, people in America are handicapped by an external locus of control.

Diff: 1

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Concept

AACSB: Application of knowledge

74) Nobody seems to know what their role is and what they are supposed to do in one of your divisions. Two people have applied for the job as manager of this struggling division. They are equal in experience and knowledge; however, Robert has been classified as external and Susan has been classified as an internal. Who should you hire?

A) You should hire Susan.

B) You should hire Robert.

C) You should continue your job search outside the division, as neither Susan nor Robert are qualified for the job.

D) These classifications do not help in selecting the right candidate for this job.

Answer: B

Explanation: A) Incorrect. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the better choice.

B) Correct. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the better choice.

C) Incorrect. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the preferred hire.

D) Incorrect. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the preferred hire.

Diff: 3

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Application

AACSB: Application of knowledge



75) Janet reads her horoscope and calls the psychic hot line for advice every day. Which would *most likely* apply to Janet?

- A) Internal locus of control
- B) External locus of control
- C) Tolerance for ambiguity
- D) None of the above

Answer: B

Explanation: A) Incorrect. An internal locus of control would likely indicate that Janet would seek to improve her position daily, rather than seeking to discover what the universe has in store for her.

B) Correct. Janet's behavior is most applicable to an external locus of control (she is seeking to discover what her future holds).

C) Incorrect. Janet's behavior is most applicable to an external locus of control (she is seeking to discover what her future holds). The question does not indicate whether Janet has a high or low tolerance for ambiguity.

D) Incorrect. Janet's behavior is most applicable to an external locus of control (she is seeking to discover what her future holds).

Diff: 2

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Application

AACSB: Application of knowledge

76) Which is *not* one of the most researched big five personality attributes?

- A) Extraversion
- B) Agreeableness
- C) Ego
- D) Neuroticism
- E) Conscientiousness

Answer: C

Explanation: A) Incorrect. The big five personality attributes are extraversion, agreeableness, neuroticism, conscientiousness, and openness to experience.

B) Incorrect. The big five personality attributes are extraversion, agreeableness, neuroticism, conscientiousness, and openness to experience.

C) Correct. The big five personality attributes are extraversion, agreeableness, neuroticism, conscientiousness, and openness to experience.

D) Incorrect. The big five personality attributes are extraversion, agreeableness, neuroticism, conscientiousness, and openness to experience.

E) Incorrect. The big five personality attributes are extraversion, agreeableness, neuroticism, conscientiousness, and openness to experience.

Diff: 2

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge

77) Which best defines core self-evaluation?

- A) The evaluation each person has developed about himself or herself
- B) The evaluation of dominant personality traits that are core to a person's management skills
- C) The evaluation other people give to a person's most dominant personality traits
- D) The evaluation each person gives of himself or herself to appraise eligibility for salary increases

Answer: A

Explanation: A) Correct. It is also defined as overall positive self-regard.

B) Incorrect. Core self-evaluation refers to an evaluation each person has developed about him- or herself, not of generally dominant personality traits.

C) Incorrect. Core self-evaluation refers to an evaluation each person has developed about him- or herself, not an evaluation of others.

D) Incorrect. Core self-evaluation determines one's attitude about oneself, not eligibility for increases in salary.

Diff: 2

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Application

AACSB: Application of knowledge

78) Which best describes core self-evaluation?

- A) The extent to which people accurately evaluate how others think about them
- B) The extent to which people are able to diagnose their own emotions
- C) The extent to which people value themselves and feel proficient as individuals
- D) The extent to which people want affection

Answer: C

Explanation: A) Incorrect. Self-evaluation is the extent to which people value themselves and feel proficient as individuals. It has nothing to do with whether people accurately evaluate others' perceptions of them.

B) Incorrect. This answer choice refers to self-awareness, rather than self-evaluation.

C) Correct. The four components of self-esteem are (value), self-efficacy (proficiency), neuroticism (proficiency and value), and locus of control (proficiency).

D) Incorrect. Expressed need for affection is not central to self-evaluation. Self-evaluation is the extent to which people value themselves and feel proficient as individuals.

Diff: 2

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Application

AACSB: Application of knowledge

79) Which components contribute to the attribute of core self-evaluation?

1. self-esteem
  2. self-efficacy
  3. locus of control
  4. extroversion
- A) Components 1 and 2 contribute.  
B) Components 1 and 4 contribute.  
C) Components 1, 2, and 3 contribute  
D) Components 1, 2, and 4 contribute.

Answer: C

Explanation: A) Incorrect. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.

B) Incorrect. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.

C) Correct. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.

D) Incorrect. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.

Diff: 2

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge

80) What is neuroticism?

- A) The extent to which people see themselves as capable and successful  
B) The tendency to have a negative outlook and pessimistic approach to life  
C) The belief that one can control his or her experiences  
D) The generalized sense of one's ability to perform capably across a variety of circumstances

Answer: B

Explanation: A) Incorrect. This answer choice describes self-esteem. Neuroticism refers to the tendency to have a negative outlook and pessimistic approach to life.

B) Correct. Because this is a negative, rather than a positive, attribute, it is reverse-scored. That is, a higher neuroticism score will lower one's core self-evaluation.

C) Incorrect. This answer choice refers to locus of control. Neuroticism refers to the tendency to have a negative outlook and pessimistic approach to life.

D) Incorrect. This answer choice refers to self-efficacy. Neuroticism refers to the tendency to have a negative outlook and pessimistic approach to life.

Diff: 1

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge

81) What is self-efficacy?

- A) The extent to which people see themselves as capable and successful
- B) The tendency to have a negative outlook
- C) The belief that one can control his or her experiences
- D) The generalized sense of one's ability to perform capably across a variety of circumstances

Answer: D

Explanation: A) Incorrect. This answer choice refers to self-esteem. Self-efficacy is the generalized sense of one's ability to perform capably across a variety of circumstances.

B) Incorrect. This answer choice refers to neuroticism. Self-efficacy is the generalized sense of one's ability to perform capably across a variety of circumstances.

C) Incorrect. This answer choice refers to locus of control. Self-efficacy is the generalized sense of one's ability to perform capably across a variety of circumstances.

D) Correct. Though it is possible to have varying levels of self-efficacy depending on the task, core self-evaluation refers to generalized self-efficacy, which refers to general confidence in one's abilities.

Diff: 1

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge

82) Which of the following is true concerning people who have higher core self-evaluation scores?

- A) They tend to be selfish.
- B) They tend to possess an overabundance of positive self-regard.
- C) They tend to avoid diagnosing others' emotions.
- D) They tend to choose complex and more challenging work.

Answer: D

Explanation: A) Incorrect. A high core self-evaluation implies sensitivity to others and their environment.

B) Incorrect. An overabundance of self-regard (and resulting selfishness or insensitivity) does not indicate a high core self-evaluation.

C) Incorrect. Core self-evaluation does not address an individual's emotional intelligence (ability to diagnose emotions), but rather deals with an individual's view of him- or herself.

D) Correct. This is because high core self-evaluation scores are associated with motivation, persistence, and productivity.

Diff: 1

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge

83) Which of the following Big Five personality traits is the strongest predictor of job performance?

- A) Conscientiousness
- B) Openness to experience
- C) Extraversion
- D) Agreeableness

Answer: A

Explanation: A) Correct. Research shows that there is a strong relationship between conscientiousness and overall job performance.

B) Incorrect. Although openness to experience leads people to engage in more innovative pursuits, scholars have not identified a strong link between it and performance.

C) Incorrect. Extraversion does seem to have an impact on job performance in a few professions that are socially demanding, such as sales. But in most professions, there is no strong link between extraversion and job performance.

D) Incorrect. Although agreeableness is a desirable trait among co-workers, there is not strong evidence that agreeableness is related directly to job performance.

Diff: 1

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Concept

AACSB: Application of knowledge

84) Describe an actual example from your life of someone's sensitive line being crossed (it might be yourself). What were the signals that indicated the crossing of a sensitive line? How was threat rigidity manifest?

Answer: Students should describe a real-life example that exhibits defensiveness on the part of the actor in response to someone else's words or behavior. The best answers provide background and detail to demonstrate they understand that the crossing of a sensitive line involves a sense of threat and defensive words or behavior. The best answers will also describe threat rigidity by providing examples of how the actor became uncooperative or resistant as a result of the crossing of the sensitive line.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: The Sensitive Line

Skill: Application

AACSB: Application of knowledge

85) Describe examples (either from real life or a story of your own construction) that depict at least two of Trompenaars' pairs of cultural dimensions. What behaviors or attitudes are associated with each dimension in the examples you describe?

Answer: Students should describe examples that exhibit an understanding of at least two pairs of Trompenaars' five pairs of cultural dimensions. The best answers provide background and detail to demonstrate they understand the unique behaviors and attitudes that accompany the cultural traits as described in the text.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Application

AACSB: Application of knowledge

86) Describe a story (either fictional or from real life) that depicts an individual developing through the three major phases of value maturity.

Answer: Students should describe an example that exhibits how an individual might develop over time through the three phases of Kohlberg's model of cognitive moral development. Specifically, they should depict an individual at the pre-conventional level (making choices based on self-interest and punishment avoidance), at the conventional level (making choices based on social obligation) and at the post-conventional level (making choices based on appeals to universal principle). The best answers provide background and detail to demonstrate that the student understands the unique behaviors and attitudes that accompany each stage of Kohlberg's model.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: The Values of National Cultures

Skill: Application

AACSB: Application of knowledge

87) You are considering cheating on your taxes. Provide reasoning for why this would be acceptable, and why it would be unacceptable, from the perspective of someone at each of the three phases of Kohlberg's model of cognitive moral development. That is, you will provide six arguments in total: three for and three against.

Answer: Students should create arguments which exhibit how an individual might justify cheating on taxes, or not, using all three phases of Kohlberg's model of cognitive moral development. For example, someone at the pre-conventional level (making choices based on self-interest and punishment avoidance) might decide to cheat because it would give them more money and they don't think they would be caught. An argument for not cheating would be that they would be punished if caught. Someone at the conventional level (making choices based on social obligation) might argue that cheating is OK because everyone does it (or at least others that they know), and they might argue against cheating because it violates the laws of society. An individual at the post-conventional level (making choices based on appeals to universal principle) might justify cheating based on an unwillingness to support a corrupt regime. They might argue to pay taxes as the money is used for the greater good and to assist those less fortunate. The best answers provide background and detail to demonstrate that the student understands the unique behaviors and attitudes that accompany each stage of Kohlberg's model.

Diff: 3

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Application

AACSB: Application of knowledge

88) Tell a story (either fictional or based on real life) that depicts how three people with different cognitive styles might interact with each other as they work together to solve a problem. Clearly label each cognitive style as you depict it.

Answer: Students should describe an example that exhibits how three people who are discussing a single problem would approach it differently based on knowing style, planning style, and creative style. The best answers provide background and detail to demonstrate that the student understands the unique approaches that accompany each cognitive style.

Diff: 3

Learning Objective: 1.5 Increase personal awareness of your cognitive style

Topic: Cognitive Style

Skill: Application

AACSB: Application of knowledge

89) Share a story (either fictional or based on real life) that depicts two people on opposite extremes of locus of control. Clearly label which extreme each individual falls on.

Answer: Students should describe an example that illustrates differences between two people, one of whom has an extremely internal locus of control, and one of whom has an extremely external locus of control. The best answers provide background and detail to demonstrate that the student understands that people with an internal locus tend to attribute causality for events to themselves, take responsibility for their actions, and exhibit more initiative and leadership. They should also show their understanding that people with an external locus tend to attribute causality to external sources, take less responsibility for their own behaviors, and are less likely to take initiative.

Diff: 3

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Application

AACSB: Application of knowledge

90) Share a story (either fictional or based on real life) that depicts all three elements of tolerance for ambiguity. Clearly label each element in the story.

Answer: Students should describe an example that illustrates how people might express tolerance (or intolerance) of ambiguity on three dimensions: novelty, complexity, and insolubility. The best answers provide background and detail to demonstrate that the student understands that people with an intolerance for novelty are resistant to change, that people with an intolerance for complexity are resistant to problems with many variables, and that people with an intolerance for insolubility are resistant to problems that have no clear answer.

Diff: 3

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Tolerance for Ambiguity

Skill: Application

AACSB: Application of knowledge

91) Explain the key areas of self-awareness. For each key area of self-awareness, provide a real-life example to support your description.

Answer: The student should describe (1) emotional intelligence: the ability to diagnose and recognize your own emotions, the ability to control your own emotions, the ability to recognize and diagnose the emotions displayed by others, and the ability to respond appropriately to those emotional cues; (2) Personal values: all attitudes, orientations, and behaviors arise out of an individual's values; (3) Cognitive style: the manner in which individuals gather and process information; (4) Attitudes toward change: focuses on the methods people use to cope with change in their environment; and (5) Core self-evaluation: overall positive self-regard or the extent to which people value themselves and feel proficient as individuals. Also, the student should provide one appropriate real-life example for each key area of self-awareness. See Figure 1.1.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Important Areas of Self-Awareness

Skill: Application

AACSB: Application of knowledge



92) A manager wishes to exhibit a high level of emotional intelligence in the workplace. Researchers have identified four key abilities related to EI. For each ability, give a specific example to demonstrate how the manager could demonstrate this ability during performance appraisal interviews or when giving feedback to workers.

Answer: The four abilities are: (1) the ability to diagnose and recognize your own emotions, (2) the ability to control your own emotions, (3) the ability to recognize and diagnose emotions displayed by others, and (4) the ability to respond appropriately to those emotional cues. The answer should give clear examples of how these abilities can be applied in typical manager-worker interactions.

Diff: 2

Learning Objective: 1.2 Increase personal awareness of your emotional intelligence

Topic: Emotional Intelligence

Skill: Application

AACSB: Interpersonal relations and teamwork

93) Compare and contrast the key differences in the major levels of Kohlberg's model of values maturity.

Answer: Kohlberg's model focuses on the kind of reasoning used to reach a decision about an issue that has value or moral connotations. The model has three major levels, each of which contains two stages. The first level of maturity, the self-centered level (preconventional), focuses on moral reasoning and instrumental values that are based on personal needs or wants and on the consequences of an act. The second level, conformity level (conventional), focuses on moral reasoning based on conforming to and upholding the conventions and expectations of society. This level is sometimes referred to as the law and order level because the emphasis is on conformity to laws and norms. Right and wrong are judged on the basis of whether or not behaviors conform to the rules of those in authority. Respect from others based on obedience is a prized outcome. The principled level (postconventional) is the highest level and represents the most mature level of moral reasoning and the most mature set of instrumental values. Right and wrong are judged on the basis of the internalized principles of the individual. This set of principles is comprehensive, consistent, and universal. In sum, self-centered (first level of maturity) individuals view rules and laws as outside themselves, but they obey because they may obtain rewards or avoid punishment. Conformist (second level of maturity) individuals view rules and laws as outside themselves, but they obey because they have learned and accepted those rules and laws, and they seek the respect of others. Principled (third level of maturity) individuals examine the rules and laws and develop a set of internal principles that they believe are morally right. If there is a choice to be made between obeying a law or a principle, they chose the principle. Internalized principles supersede rules and laws in principled individuals.

Diff: 2

Learning Objective: 1.3 Increase personal awareness of your personal values and moral maturity

Topic: Values Maturity

Skill: Analytical

AACSB: Ethical understanding and reasoning

94) Research indicates that an internal locus of control is not always a positive attribute. Compare and contrast both the advantages and disadvantages of an internal locus of control and an external locus of control.

Answer: Individuals with an external locus of control have been shown to help clarify roles and are more considerate than internals. This is an advantage of people with an external locus of control. Internals are less likely to follow directions and are less accurate in processing feedback about success and failures than externals. These are disadvantages of individuals with an internal locus of control. Also, internals have a harder time reaching a decision when the outcome of such decision is a serious consequence for someone else. This too is a disadvantage of people with an internal locus of control. Advantages of individuals with an internal locus of control are that they perform better in stressful situations, engage in more entrepreneurial activity, are more active in managing their own careers, and have higher levels of job involvement and participative management style.

Diff: 3

Learning Objective: 1.6 Increase personal awareness of your orientation toward change

Topic: Locus of Control

Skill: Analytical

AACSB: Application of knowledge

95) Assume that you are charged with the orientation of a cohort of new managers in your organization. How would you help them understand their own strengths and inclinations and how they could best contribute?

Answer: Answers to this question should include a discussion of key individual differences described in the chapter. For instance, a manager could help a new cohort better understand themselves by teaching them about locus of control, tolerance for ambiguity, cognitive moral development, cognitive style, cultural differences, and/or the Big Five personality traits. The best responses demonstrate that students understand the meaning of these terms, and how to articulate them in a way that others can understand them.

Diff: 3

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Entire Chapter

Skill: Analytical

AACSB: Application of knowledge

## Communist Prison Camp

To understand the development of increased self-awareness, it is helpful to consider the opposite process: the destruction of self-awareness. Understanding the growth process is often enhanced by understanding the deterioration process. In the case below, a process of psychological self-destruction is described as it occurred among prisoners of war during the Korean War. Consider how these processes that destroy self-awareness can be reversed to create greater self-awareness. The setting is a prisoner of war camp managed by the Communist Chinese.

In such prisons the total regimen, consisting of physical privation, prolonged interrogation, total isolation from former relationships and sources of information, detailed regimentation of all daily activities, and deliberate humiliation and degradation, was geared to producing a confession of alleged crimes, the assumption of a penitent role, and the adoption of a Communist frame of reference. The prisoner was not informed what his crimes were, nor was he permitted to evade the issue by making up a false confession. Instead, what the prisoner learned he must do was reevaluate his past from the point of view of the Communists and recognize that most of his former attitudes and behavior were actually criminal from this point of view. A priest who had dispensed food to needy peasants in his mission church had to "recognize" that he was actually a tool of imperialism and was using his missionary activities as a cover for exploitation of the peasants. Even worse, he had used food as blackmail to accomplish his aims.

The key technique used by the Communists to produce social alienation to a degree sufficient to allow such redefinition and reevaluation to occur was to put the prisoner into a cell with four or more other prisoners who were somewhat more advanced in their "thought reform" than he. Such a cell usually had one leader who was responsible to the prison authorities, and the progress of the whole cell was made contingent on the progress of the least "reformed" member. This condition meant in practice that four or more cell members devoted all their energies to getting their least "reformed" member to recognize "the truth" about himself and to confess. To accomplish this, they typically swore at, harangued, beat, denounced, humiliated, reviled, and brutalized their victim 24 hours a day, sometimes for weeks or months on end. If the authorities felt that the prisoner was basically uncooperative, they manacled his hands behind his back and chained his ankles, which made him completely dependent on his cellmates for the fulfillment of his basic needs. It was this reduction to an animal-like existence in front of other humans that constituted the ultimate humiliation and led to the destruction of the prisoner's image of himself. Even in his own eyes he became something not worthy of the regard of his fellow man.

If, to avoid complete physical and personal destruction, the prisoner began to confess in the manner desired of him, he was usually forced to prove his sincerity by making irrevocable behavioral commitments, such as denouncing and implicating his friends and relatives in his own newly recognized crimes. Once he had done this, he became further alienated from his former self, even in his own eyes, and could seek security only in a new identity and new social relationships. Aiding this process of confessing was the fact that the crimes gave the prisoner something concrete to which to attach the free-floating guilt which the accusing environment and his own humiliation usually stimulated.

A good example was the plight of the sick and wounded prisoners of war who, because of their physical confinement, were unable to escape from continual conflict with their interrogator or instructor, and who often ended up forming a close relationship with him. Chinese Communist instructors often encouraged prisoners to take long walks or have informal talks with them and offered as incentives cigarettes, tea, and other rewards. If the prisoner was willing to cooperate and become a "progressive," he could join with other "progressives" in an active group life.

Within the political prison, the group cell not only provided the forces toward alienation but also offered the road to a "new self." Not only were there available among the fellow prisoners individuals with whom the prisoner could identify because of their shared plight, but once he showed any tendency to seek a new identity by trying to reevaluate his past, he received a whole range of rewards, of which the most important was the interpersonal information that he was again a person worthy of respect and regard.

Source: Schein, E. H. (1960). Interpersonal communication, group solidarity, and social influence. *Sociometry*, 23, 148-61.

96) What specific techniques were used to bring about the destruction of self-awareness among the prisoners?

Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.

- Self-concept is argued by many to be almost completely a socially constructed concept. The adage, "I am what I think you think I am," points to our dependence on our perceptions of what we think others think of us for our feeling of self-worth and our development of a self-concept.
- The more self-aware, the more comfortable and confident individuals are and the more they are likely to resist social pressure. Self-understanding leads to stability and consistency.
- A well-developed, consistent set of values also creates confidence and stability, and the prisoners without this foundation were the first to fold when social pressures were brought to bear. They relied heavily on social perception for the definitions.

The major technique used by the Chinese Communists in changing self-concepts include:

- Form a cohesive team that individuals identify with and feel very much a part of.
- Use the group to break down the self-concept and self-identity of the individual, mainly by identifying weaknesses, transgressions, faults, and shortcomings. Do this by isolating the individual, requiring public confessions, writing personally critical autobiographies, and subjecting the individual to many group interrogations and defenses of actions.
- Substitute a new ideology as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Diff: 3

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Entire Chapter

Skill: Analytical

AACSB: Application of knowledge

97) What mechanisms do people use, and what mechanisms could the prisoners of war have used, to resist a change in their self-concepts?

Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.

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Diff: 2

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Analytical

AACSB: Application of knowledge

98) What could be done to reform or rebuild the self-awareness of these prisoners? What can be done to help individuals without self-awareness to improve that skill?

Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.

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Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Important Areas of Self-Awareness

Skill: Application

AACSB: Application of knowledge

99) In the situation of these prisoners of war, what demonstrates that individuals tend to avoid new self-knowledge?

Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.

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- Substitute a new ideology as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Diff: 2

Learning Objective: 1.1 Increase personal awareness of your sensitive line

Topic: Important Areas of Self-Awareness

Skill: Analytical

AACSB: Application of knowledge

100) Which of the five core aspects of self-concept were the prison camps structured to change? Provide justification for your answer.

Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.

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The major technique used by the Chinese Communists in changing self-concepts:

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- Substitute a new ideology as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Diff: 2

Learning Objective: 1.7 Increase personal awareness of your core self-evaluation

Topic: Core Self-Evaluation

Skill: Analytical

AACSB: Application of knowledge