

# **Exam Pools**

## **Mid Term Exam**

### **Study Guide – Part 1**

The following pages contain sample questions that will be helpful to you in preparation for the tests for CST8300.

Be aware that the questions contained in this document are not all inclusive of the potential questions you may be presented with while writing the test.

Preparation should include review of the applicable text book chapters, as identified in class, slide decks and videos and in the Course Outline.

1. When you write clear goals, you should be able to identify the specific steps involved that will lead you to achieving the goal.
  - a) \* True
  - b) False
2. You can use a goal organizer for long-term, intermediary, short-term, and immediate goals.
  - a) \* True
  - b) False
3. Effective goals should be open-ended so that you have time to redefine or modify them to better suit your needs.
  - a) True
  - b) \* False
4. If a goal has several steps, each step may have its own time line for completion.
  - a) \* True
  - b) False
5. Using goal setting to plan a term-long project involves identifying tasks, estimating time needed for each task, and then doubling the estimated times for each task.
  - a) \* True
  - b) False
6. Intrinsic rewards can include going out to a movie, a feeling of relief, an increase in self-confidence, or a special gift purchased for the occasion.
  - a) True
  - b) \* False
7. Setting a goal too high or too low may result in the failure to achieve the goal.
  - a) \* True
  - b) False
8. When adding words or phrases to a visual mapping, it is acceptable to write words on a slant, sideways, or upside down to make the details fit in the available space.
  - a) True
  - b) \* False
9. You can use visual notes instead of or in addition to Cornell notetaking to record important information to be learned.
  - a) \* True
  - b) False
10. With the index card notetaking system, information appears on both the fronts and the backs of the card so you can use the cards effectively for self-quizzing and feedback.
  - a) \* True
  - b) False

11. Reflect activities always involve thinking carefully about information without the need to use elaborative rehearsal.
- a) True
  - b) \* False
12. Reviewing visual notes keeps the images and the content fresh in your working memory.
- a) \* True
  - b) False
13. Visualizing your visual notes involves staring at the notes or diagrams until you have created a strong visual image in your mind.
- a) \* True
  - b) False
14. When you create a visual mapping, you should place the topic at the top of your paper inside some type of picture or shape.
- a) True
  - b) \* False
15. You can use creativity in visual mappings by adding pictures and colors to any of the different levels of information.
- a) \* True
  - b) False
16. If a chapter contains too many topics to fit into a hierarchy, you can create several smaller hierarchies for the topics.
- a) \* True
  - b) False
17. When you study from a visual mapping, you should look at the visual mapping as you recite and include all of the details in your explanations.
- a) True
  - b) \* False
18. When you recite visual notes, you should always refer back to the notes for feedback about the accuracy and the completeness of the information you recited.
- a) \* True
  - b) False
19. When you recite from a comparison chart, you should look away from the chart, recite, and then look back at the information in the cells to check your accuracy.
- a) \* True
  - b) False

20. After retrieving a visual mapping from memory, a student should recite information about each main idea of the mapping and then check the mapping for accuracy.
- a) \* True
  - b) False
21. Reflect activities should be done for Cornell notes but not for visual notes because information has already been encoded in a new way when you created the visual notes.
- a) True
  - b) \* False
22. Reflect activities for visual notes may involve recreating and labeling the skeleton of the notes without looking at the original notes.
- a) \* True
  - b) False
23. Hierarchies provide a student with a visual chart that begins with the most important idea on top and then moves downward with main ideas and details.
- a) \* True
  - b) False
24. To avoid cluttering your hierarchy, you can stagger or write level-three and level-four details in a variety of ways.
- a) \* True
  - b) False
25. As long as there is sufficient room on the paper, you can include complete sentences for all information on levels one, two, and three of visual mappings or hierarchies.
- a) True
  - b) \* False
26. You can enhance any form of visual notes by using colors, pictures, or other kinds of graphics.
- a) \* True
  - b) False
27. The steps for studying hierarchies are similar to the steps used to study visual mappings.
- a) \* True
  - b) False
28. A comparison chart organizes information in columns and rows with details placed inside the cells.
- a) \* True
  - b) False
29. Learning to create and use visual notes
- a) is a way to personalize information.
  - b) involves creating new associations.
  - c) often increases interest, concentration, and motivation.
  - d) \* does all of these choices.

30. Metacognition is the process of
- understanding what you read.
  - \* integrating knowledge about your memory system with effective learning strategies for different learning situations.
  - seeing the big picture or the major concepts embedded in text.
  - doing all of these choices.
31. Using visual notetaking systems often
- engages students more in the learning process.
  - involves encoding information in new ways.
  - encourages students to think about information in new ways.
  - \* involves all of these choices.
32. In a hierarchy of information from one heading in your textbook,
- level-two information most likely will reflect subheadings.
  - important terminology will be shown on level-three.
  - the hierarchy may include key words for level three and level four details.
  - \* all of these choices may occur.
33. Sorting or reorganizing index card notes to create mappings, comparison charts, or groups of related terms is often
- \* an effective reflect and review activity for global and linear learners.
  - a valuable review activity only if you are a kinesthetic learner.
  - a powerful way to use rote memory skills.
  - involves all of these choices.
34. A comparison chart
- always consists of four or more rows.
  - always consists of four or more columns.
  - \* compares or contrasts two or more subjects.
  - shows the chronological order of two or more events.
35. You can use visual mappings to
- take lecture notes only when the lecturer is well organized.
  - \* take textbook notes, take lecture notes, or make study tools.
  - make review study tools when no other options exist.
  - create summary notes to prepare for a test.
36. When identifying labels to use for the columns in a comparison chart, you can
- look for categories of information that are common to all subjects.
  - use textbook features, such as subheadings, for subjects.
  - use generalized categories, such as characteristics, definitions, or details.
  - \* do all of these choices.
37. If you create a visual mapping or a hierarchy but do not rehearse or review it, you will
- remember the information accurately because it is in your visual memory.

- b) \* not be using the memory principle of feedback to quiz yourself.
  - c) remember how to redraw it because you made use of your kinesthetic abilities.
  - d) be able to do all of these choices.
38. When you study from a visual mapping or a hierarchy, you should first
- a) recite all three levels of information to yourself.
  - b) recite everything you remember and in any order.
  - c) \* practice visualizing the first two levels of information and then recite.
  - d) reproduce the mapping or hierarchy on a daily basis for twenty-one days.
39. You can recite information out loud and in your own words when you
- a) practice level-three information on a mapping or a hierarchy.
  - b) use self-quizzing for feedback.
  - c) summarize the information on the rows in a comparison chart without looking.
  - d) \* do all of these choices.
40. When you study from any of the different kinds of visual notes, it is important to
- a) look back at the notes to check your accuracy.
  - b) create an additional reflect activity.
  - c) use the twelve memory principles as frequently as possible.
  - d) \* do all of these choices.
41. Which of the following statements is not true about reciting effectively from visual notes?
- a) You should explain information in full sentences when you recite.
  - b) \* You should read your notes out loud to activate your auditory memory.
  - c) You should add reciting clues when the feedback from self-quizzing indicates you tend to omit specific details.
  - d) You should check your accuracy by glancing back at level three and level four information.
42. Which of the following statements is not true?
- a) The goal of any notetaking system is to capture important information in writing.
  - b) Visual notes are condensed versions of lecture or textbook information.
  - c) \* Visual notes should be used as reflect activities and not as main notetaking systems for textbook.
  - d) Elaboration occurs when you reorganize information into a new format.
43. Which is the most effective sequence of strategies to use to study visual notes?
- a) Recite, reflect, visualize, imprint, and review.
  - b) Visualize, recite, rewrite, self-quiz, and review.
  - c) \* Imprint, visualize, recite, reflect, and review.
  - d) Imprint, self-quiz, mentally rehearse, write, and review.
44. When you use strategies to imprint visual notes into your memory, you
- a) use your rote memory skills to memorize all levels of information.
  - b) \* strive to visually memorize the skeleton or the structure of the notes.
  - c) focus your attention on any pictures you added to your notes.

- d) do all of these choices.
45. Which of the following should not appear on category cards?
- The name of the category on the front of the card.
  - \* A list the items for the category plus short definitions on the back of the cards.
  - A list the items without any other details on the backs of the cards.
  - Items enumerated on the backs as numbering helps recall how many items belong in the category.
46. To create a strong visual impression and retrieval cue, you can add stick figures or pictures to
- index card notes.
  - visual mappings.
  - \* any kind of visual notes.
  - comparison charts.
47. To prepare for a major test, students should
- use marathon studying.
  - predict objective test questions.
  - request a computerized test.
  - \* write and answer different kinds of practice test questions.
48. Which of the following statements about test anxiety is not true?
- \* Test anxiety is the same as stress.
  - Students who often experience test anxiety can learn strategies to reduce their anxiety before they begin taking a test.
  - The symptoms of test anxiety may take emotional or physical forms.
  - Test anxiety hinders some cognitive functioning.
49. Test anxiety may stem from
- feelings of insecurity, low self-esteem, and low confidence level.
  - lack of effective test-taking skills.
  - failure to complete assignments on time or use ongoing review.
  - \* all of these choices.
50. When information is difficult to remember and you need extra retrieval cues to trigger your memory, consider creating
- \* mnemonics.
  - acronyms without vowels for information that needs to be in a specific order.
  - a list of the items to memorize by using rote memory.
  - an acronym that uses nonsense words for a list of items you need to recall later.
51. When you create an acronym, it is important to
- \* select only one letter for each key word of the information to be remembered.
  - always use the original order of the items to be remembered.
  - add extra vowels when necessary to make words.
  - do all of these choices.

52. Which of the following does not create an accurate statement? If you do not use the memory principle of Feedback when you review for tests,
- a) \* you can save time and review more materials within a study block.
  - b) you may have a false sense of how much you do and do not remember.
  - c) you will not receive valuable input on what information to place in your summary notes.
  - d) you may not realize what information you need to study or review more thoroughly.
53. The principle of Recitation is used when you
- a) rehearse information using some Look-Away techniques.
  - b) explain answers to practice questions without referring to printed materials.
  - c) rehearse mnemonics.
  - d) \* do all of these choices.
54. Which strategy is ineffective to use at the beginning of a study block to get yourself focused and in the state of mind to be productive?
- a) Create a task schedule.
  - b) Preview or review materials.
  - c) \* Write five affirmations you can use during the study block to be productive.
  - d) Do overview reading before focusing on analyzing the information.
55. Students who use effective study strategies
- a) use ongoing review throughout the term.
  - b) are aware of the need to create strong associations.
  - c) do not procrastinate about doing assignments on time.
  - d) \* do all of these choices.
56. If you are writing a research paper on a topic that is presented in the book, you can
- a) use the index to help you locate all the pages on which the topic is discussed.
  - b) use the references section to identify additional readings that you could use.
  - c) \* utilize the index and the bibliography sections to locate relevant information.
  - d) search the introductory material for more specific facts and details.
57. The results of research studies suggests that employees the most likely to quit their job tend to be
- a) high on consciousness.
  - b) high on agreeableness.
  - c) low on openness to experience.
  - d) \* low on emotional stability.
58. A developmental need refers to
- a) a person's level of motivation for change.
  - b) \* a person's need for change.
  - c) the goal of a person's boss.
  - d) the goal of a trainer.
59. The first step toward change is
-

- a) \* identification of the problem.
- b) low self-esteem.
- c) a desire for perfection.
- d) satisfaction with the status quo.

60. One of the four components of the core self-evaluation is

- a) \* self-esteem.
- b) Type A personality.
- c) high neuroticism.
- d) assertiveness.

61. Self-esteem refers generally to

- a) \* the overall evaluation people make of themselves.
- b) being assertive and in control.
- c) the self-concept.
- d) the total of early-life experiences.

62. Self-esteem tends to develop

- a) while we are in the womb.
- b) \* based on our interactions with people, events, and things.
- c) during deep sleep.
- d) mostly during adolescence.

63. One of the major consequences of high self-esteem is

- a) \* good mental health.
- b) poor mental health.
- c) an unwillingness to compromise.
- d) low career success.

64. When a large number of workers in the same organization have high self-esteem, the company is likely to

- a) lose out because too many employees waste time complimenting each other.
- b) invest too much money in employee benefits such as long vacations.
- c) \* prosper because so many of the workers function well.
- d) suffer because so many of the employees are self-centered.

65. A recommended way of increasing self-esteem is to

- a) tell others to like you.
- b) \* become aware of your strengths and accomplishments.
- c) avoid listening to negative feedback.
- d) engage in stress-reduction activities.

66. Your inner critic lowers your self-esteem by

- a) telling you that your height/weight ratio is poor.
- b) establishing unrealistic goals for you.
- c) reminding you to obey rules and regulations.

- d) \* sending you negative messages about your capabilities.
67. A recommended technique for enhancing your self-esteem is to
- \* minimize settings and interactions that make you feel incompetent.
  - maximize settings and interactions that make you feel incompetent.
  - avoid self-nurturing.
  - accept statements from your inner critic.
68. People who can boost your self-esteem are usually those
- who have so many problems they make you look good.
  - \* with high self-esteem themselves.
  - with an extra high degree of self-importance.
  - who have conquered substantial personal problems.
69. A high self-esteem living space is one that
- costs way more than the average living space in the area.
  - has the latest technology, such as being a smart house.
  - \* honors the person you are.
  - requires low maintenance.
70. Which of the following is the least likely to be a source of self-confidence?
- the experience of others, or modeling
  - comparing yourself to others
  - how we feel about events around us, and manage our emotions
  - \* having to repeat a task not done successfully the first time
71. An example of positive self-talk is
- \* "I know I can do it."
  - "My friends are super."
  - "I'm positive others can do better than me."
  - "Everybody is wonderful."
72. Positive visual imagery involves
- sketching a map of your success strategy.
  - \* mentally rehearsing the successful handling of a future event.
  - thinking of everything that might go wrong in an upcoming challenging situation.
  - learning to become an optimist.
73. A potential disadvantage of thinking positively is that the person might
- \* not be vigilant enough to potential problems.
  - develop a negative self-image.
  - overlook the value of optimism.
  - become overconcerned about potential problems.
74. You know that you are on the way to peak performance when you
- are beginning to feel some fatigue from the task.
  - receive the coaching that you need to perform well.

- c) engage in multitasking.
- d) \* are totally focused on what you are doing.

75. A company code of ethics usually specifies

- a) the punishments associated with unethical behavior.
- b) \* what constitutes ethical versus unethical behavior.
- c) the rewards employees can anticipate from behaving ethically.
- d) which legal acts relate to employee ethics.

76. With respect to ethics, moral intensity refers to how

- a) strongly one feels about an issue.
- b) far a person deviates from an ethical code.
- c) \* deeply others might be affected by one's actions.
- d) well a person's moral code is developed.

77. A survey of the extent of ethical problems revealed that lying is

- a) a minor problem.
- b) much more frequent among younger than older workers.
- c) much more frequent among older than younger workers.
- d) \* a frequently observed unethical behavior.

78. Which of the following actions is most likely to be regarded as unethical work behavior?

- a) buying token gifts for customers
- b) buying token gifts for suppliers
- c) sharing records with a restricted number of people
- d) \* sharing records with a large number of people

79. How should the practice of unauthorized copying of software be classified?

- a) \* illegal and unethical
- b) legal but unethical
- c) immoral but not unethical
- d) legal and illegal

80. The real issue in fairness refers to giving people equal rewards

- a) whether or not one likes them.
- b) \* for accomplishing the same amount of work.
- c) no matter what their racial or ethnic group.
- d) when they have equal years of experience.

81. In a fair workplace, the most important factor for evaluating people is

- a) whether they are liked by the right people.
- b) demographic factors like sex, race, or age.
- c) how well the person is liked by his or her supervisor.
- d) \* qualifications and job performance.

82. Sexual harassment is considered to be an ethical issue because

- a) the federal government outlaws sexual harassment.

- b) it is usually practiced only against young women.
- c) \* all acts of sexual harassment flunk an ethics test.
- d) it involves both managers and workers.

83. The technical meaning of conflict of interest is that

- a) one person manipulates another.
- b) \* a person's judgment or objectivity is compromised.
- c) any decision a person makes is unethical.
- d) two parties in an unethical dispute cannot agree on a compromise solution.

84. It is considered ethical to divulge confidential information when

- a) the person providing the information is unethical.
- b) you know that a coworker is looking for a job.
- c) the company does not have an ethical code prohibiting such behavior.
- d) \* the welfare of others is at stake.

85. Wasting company time is an example of a practice that

- a) is unethical primarily in a company that cares about high productivity.
- b) is unethical primarily in a company that does not care about high productivity.
- c) may not be unethical but it is illegal.
- d) \* may not be illegal but it is unethical.

86. A businessperson would be faced with a defining moment in terms of ethics when he or she

- a) has a chance to cheat on the expense account.
- b) \* has to choose between two or more morally sound choices.
- c) receives recognition for outstanding ethical behavior.
- d) has to report on the unethical behavior of a coworker.

87. Ethical screening refers to

- a) \* running a contemplated decision or action through an ethics test.
- b) evaluating job applicants based on their charitable contributions.
- c) making sure that all company employees have ethics training.
- d) avoiding contact with unethical people wherever possible.

88. The symbolic consequences of a decision involving ethical issues refers to the

- a) importance attached to the decision.
- b) timeliness of the decision.
- c) fit between the decision and company philosophy.
- d) \* message communicated by the decision.

89. According to the guide to ethical decision making, when trying to decide on a way to resolve an ethical dilemma

- a) weigh each alternative according to its financial consequences.
- b) make an intuitive decision within five minutes.
- c) \* imagine several possible options.
- d) decide to either do or not do something.

90. An explanation offered for unethical behavior dealing with personal relationships suggests that people are more likely to behave unethically toward each other when they
- \* have weak ties to each other.
  - have strong ties to each other.
  - know that the other person can be easily fooled.
  - know that the other person is unethical.
91. A professional code of conduct provides members of that profession
- sources of legal help when convicted of a crime.
  - a list of criminal actions to avoid.
  - ways to defend oneself when charged with ethical violations.
  - \* a guide to ethical behavior in that field.
92. In quid pro quo sexual harassment, the harassed person
- is intimidated with sexually toned language.
  - \* loses out because of refusal to grant a sexual favor.
  - receives favorable treatment because of refusal to grant a sexual favor.
  - gets even with the harasser by harassing him or her.
93. In the hostile environment form of sexual harassment, the harassed person
- does not get a fair hearing for his or her complaint.
  - suffers a job loss for having filed a complaint.
  - suffers a job loss for having refused to grant sexual favors.
  - \* may not necessarily suffer a job loss.
94. An analysis of many studies about perceptions of what constitutes sexual harassment found that
- men and women disagreed as to the meaning of sexual coercion.
  - men were much more prudish than women.
  - men perceived a broader range of behaviors to be harassing.
  - \* women perceived a broader range of behaviors to be harassing.
95. A major recommendation for combating sexual harassment is to
- post any sexually toned comments you hear on the company Website.
  - \* keep a running log of incidents against you.
  - embarrass anyone who tells a sexually oriented joke by posting his or her photo and the comment on a blog.
  - wear a button that says, "Not me, not now."
96. An association of people organized under a system of rules designed to advance the good of its members over time is called a
- business.
  - constitution.
  - government.
  - monopoly.
  - \*society.
97. Rules of conduct describing what people ought and ought not to do in various situations are called
-

- a. ethics.
- b. ideals.
- c. \*morality.
- d. philosophy.
- e. virtues.

98. Ethics is

- a. a rational examination of people's moral beliefs.
- b. a branch of philosophy.
- c. one way to determine which activities are "good" and which are "bad."
- d. a field of study more than 2,000 years old.
- e. \*All of the above

99. A relativist claims that

- a. \*there are no universal moral principles.
- b. morality has an existence outside the human mind.
- c. morality and law are identical.
- d. there is no such thing as free will.
- e. God does not exist.

100. Objectivism is based on the idea that

- a. there are no universal moral principles.
- b. \*morality has an existence outside the human mind.
- c. morality and law are identical.
- d. there is no such thing as free will.
- e. God does not exist.

101. The divine command theory is an example of

- a. relativism.
- b. \*objectivism.
- c. egoism.
- d. existentialism.
- e. materialism.

102. Which of the following is an argument in favor of the divine command theory?

- a. The divine command theory is not based on reason.
- b. It is fallacious to equate "the good" with "God."
- c. \*God is all-knowing.
- d. Some moral problems are not addressed directly in scripture.
- e. The Bible has contradictory moral teachings.

103. Ethical egoism is

- a. not based on reason or logic.
- b. \*based on determining long-term beneficial consequences.
- c. the divine command theory by another name.
- d. Kantianism by another name.
- e. utilitarianism by another name.

104. Which of the following is an argument in favor of ethical egoism?
- Ethical egoism is supported by verses in the Bible.
  - People are naturally altruistic.
  - \*The community can benefit when individuals put their well-being first.
  - It is not true that people naturally act in their own long-term self-interest.
  - Ethical egoism treats all persons as moral equals.
105. According to Kant, our sense of “ought to” is called
- necessity.
  - insecurity.
  - paranoia.
  - love.
  - \*dutifulness.
106. According to Kant, the moral value of an action depends upon
- its consequences.
  - \*the underlying moral rule.
  - how closely it aligns with Biblical teachings.
  - how closely it aligns with the law.
  - the extent to which it produces happiness.
107. According to the second formulation of the Categorical Imperative,
- the moral worth of a person depends upon that person’s actions.
  - one good turn deserves another.
  - bad deeds should be punished.
  - \*it is wrong for one person to “use” another.
  - the moral worth of a person depends upon that person’s intentions.
108. The Principle of Utility is also called
- the Categorical Imperative.
  - the Difference Principle.
  - \*the Greatest Happiness Principle.
  - the Social Contract.
  - the Ten Commandments.
109. Utilitarianism is an example of
- \*a consequentialist theory.
  - the social contract theory.
  - a non-consequentialist theory.
  - a practical implementation of the divine command theory.
  - a relativistic theory.
110. The problem of moral luck is raised as a criticism of
- the divine command theory.
  - \*act utilitarianism.
  - rule utilitarianism.

- d. cultural relativism.
  - e. Kantianism.
111. Utilitarianism does not mean “the greatest good of the greatest number” because
- a. it is impossible to calculate “the greatest good.”
  - b. \*it focuses solely on “the greatest good” and pays no attention to how “the good” is distributed.
  - c. some people have no moral worth.
  - d. it is impossible to maximize “the good” without ruining the environment.
  - e. All of the above
112. A right that another can guarantee by leaving you alone to exercise the right is called a
- a. positive right.
  - b. \*negative right.
  - c. absolute right.
  - d. limited right.
  - e. proverbial right.
113. A right that is guaranteed without exception is called a
- a. positive right.
  - b. negative right.
  - c. \*absolute right.
  - d. limited right.
  - e. proverbial right.

### **Week 1 to 6**

#### **Education (Sir Ken Robinson)**

114. Sir Ken Robinson noted that a study has shown that every country is trying to reform public education for the following reason.
- a. Economic in that we need to educate our children to be able to take their place in the economies of the 21<sup>st</sup> century.
  - b. Cultural identity purpose so that individuals can function well in the global economy.
  - c. \*Both A and B
  - d. None of the above
115. Studies have shown that aside from cultural identity there are two main types of academic ability, academic and non-academic.
- a. \*True
  - b. False
116. Sir Ken Robinson in his speech on the paradigms of education cites one key issue with the educational system today.
- a. It takes too long to be fully educated in the arts
  - b. Not enough time is spent on education
  - c. \*Education is modeled on the interests of industrialization and in the image of it
  - d. It's based on gross domestic product
117. If our interest should be on an efficient way of educating our youth, our focus should be away from what.
- a. Don't start from a production line mentality, based on date of manufacture
  - b. Stick to the model – ‘this is how we have always done it’

- c. Always use standardized testing
  - d. \*All of the above
118. The statement, “great learning happens in groups ... collaboration is the stuff of growth” is:
- a. \*True
  - b. False

**Secret Powers of Time (Philip Zimbardo)**

119. Philip Zimbardo, in his speech on the Secret Powers of time says there are a number of time zones that people live in. How many are there?
- a. 5
  - b. \*6
  - c. 7
  - d. 8
120. Of the six time zones that people live in, according to Zimbardo, what is their focus?
- a. They focus on the past
  - b. Some focus on the present
  - c. Some focus on the future
  - d. \*All of the above
121. Present oriented people tend to be hedonistic in nature in that they live for pleasure and avoid pain.
- a. \*True
  - b. False
122. Philip Zimbardo, in the video, Secret Powers of Time, says most people today are future oriented, but because of what?
- a. They are primarily delusional in their thinking.
  - b. They have learned to work rather than play and resist temptation.
  - c. They trust that any decision about the future will come to fruition.
  - d. \* Both B and C
123. In today’s day and age, people are more and more concerned with how long it takes for things to happen. Technology is at fault for some of that. Who was it who wrote a book analyzing this?
- a. Bill Gates
  - b. Tom Jones
  - c. \* Robert Levine
  - d. There really is not a book about it
124. A recent study states that we are underestimating the power of technology in rewiring young people’s brains.
- a. \*True
  - b. False

**Motivation (Da Pink)**

125. Dan Pink noted that the results of an MIT study showed that a financial reward system of remuneration worked best under what circumstances.
- a. \*Tasks that primarily involved mechanical skills
  - b. Tasks that primarily involved rudimentary cognitive skills
  - c. Both A and B
  - d. None of the above

126. Studies have proven that reward offered for simple straight forward tasks VS complex tasks always results in better performance.
- \*True
  - False
127. The statement – “money is a motivator” is derived from what concept?
- If you pay people enough they will always be motivated to perform
  - If you don't pay people enough they won't be motivated
  - \*Pay people enough and they won't think about money but instead the job at hand
  - It's all about money.
128. What factors have been proven to lead to better performance of staff on the job?
- Autonomy
  - Mastery
  - Purpose
  - \*All of the above

### **Paradox of Choice (Renata Salecl)**

129. In the video Paradox of Choice, Renata Salecl suggests the ability to choose provokes anxiety in our personalities. Why is that?
- It is not only us that make the choices.
  - We are influenced by others in choosing most of the time
  - We try to make the ideal choice.
  - \*All of the above
130. We must remember that making a choice always involves a loss of something because we give something up to choose the other.
- \*True
  - False

### **Truth of Dishonesty (Dan Ariely)**

131. Dan Ariely, in the video the Honest Truth About Dishonesty, posits that our perception of each comes down to rationalization, because:
- If we can rationalize our actions to cheat just a little bit, we are OK with it
  - If we rationalize more we are more prone to dishonesty
  - If we rationalize less we are less likely to err
  - \*All of the above
132. Sometimes people over rationalize and end up cheating just for the sake of cheating, which is called the “What the Hell Effect”. What are some examples of that?
- Cheating on a diet
  - Cheating when trying to quit smoking
  - Taking a pencil from the office
  - \*All of the above

### **Outrospection (Roman Krznaric)**

133. The 20<sup>th</sup> century was replete with the importance of introspection, looking inward, but now the focus is on the matter of outrospection, which includes:
- Looking outside and seeing what others are doing and discovering the rest of the world
  - Outrospection is really no different than introspection, its just another name for it

- c. Outrospection includes the concept of empathy
  - d. \*Both A and C
134. The world of psychology deals with empathy on two fronts, which includes:
- a. \*Affective empathy which involves shared emotional responses and cognitive empathy which involves understanding perspectives
  - b. Effective empathy, the result of emotion and active empathy, putting our emotions into action
  - c. A combination of empathy and sympathy
  - d. None of the above
135. Studies have shown that highly empathic people tend to be sensitive listeners.
- a. \*True
  - b. False
136. Many view empathy as an attempt to empathize with the down and outs of the world. What is the alternative.
- a. Cease to empathize with those who are less fortunate
  - b. Spend more time empathizing with those who are less fortunate
  - c. \*Consider including those who are in power, trying to understand their viewpoint of the world
  - d. There really is no alternative.
137. A famous Socratic saying was this:
- a. \*The only true wisdom is knowing you know nothing
  - b. Do the best you can with what you have and the rest will look after itself
  - c. You are what you eat
  - d. To be or not to be, that is the question