

Student: _____

1. _____ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behaviour.
 - A. Motivation
 - B. Personality
 - C. Values
 - D. Ethics
 - E. Ability
2. Motivation affects a person's _____ of voluntary behaviour.
 - A. direction, intensity, and persistence.
 - B. antecedents, consequences and reinforcers.
 - C. size, shape and weight.
 - D. aptitudes, abilities, and competencies.
 - E. agreeableness, locus of control, and ethical sensitivity.
3. All of these factors directly influence an employee's voluntary behaviour and performance EXCEPT:
 - A. motivation.
 - B. role perceptions.
 - C. situational factors.
 - D. moral intensity.
 - E. ability.
4. Which of the following identifies the four factors that directly influence individual behaviour and performance?
 - A. Utilitarianism
 - B. MARS model
 - C. Schwartz's model
 - D. Holland's model
 - E. Myers-Briggs Type Indicator
5. Which of these factors directly influences an employee's voluntary behaviour and performance?
 - A. Motivation
 - B. Role perceptions
 - C. Uncertainty avoidance
 - D. All of the answers are correct.
 - E. Motivation and role perceptions
6. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
 - A. Hire applicants with appropriate aptitudes.
 - B. Train employees so they develop appropriate aptitudes.
 - C. Motivate employees to have appropriate aptitudes.
 - D. Provide resources that allow employees to perform their jobs.
 - E. All of the answers are correct.
7. Ability includes which of these?
 - A. Aptitudes and learned skills
 - B. Natural aptitude and intensity
 - C. Persistence and direction
 - D. Intensity and learned capabilities
 - E. Direction and intensity

8. Aptitudes, skills, and competencies all fall under which of the following concepts?
 - A. Motivation
 - B. Personality
 - C. Values
 - D. Ethics
 - E. Ability
9. Which of the following refers to the fact that motivation is goal-directed, not random?
 - A. Persistence
 - B. Direction
 - C. Intensity
 - D. Aptitude
 - E. Competencies
10. _____ is the amount of effort allocated to the goal.
 - A. Persistence
 - B. Direction
 - C. Intensity
 - D. Aptitude
 - E. Competencies
11. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine. This course will improve job performance mainly by altering employee:
 - A. aptitudes
 - B. role perceptions
 - C. motivation
 - D. organizational citizenship
 - E. learned capabilities
12. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
 - A. Hire applicants with appropriate aptitudes to begin with.
 - B. Train employees so they develop appropriate aptitudes.
 - C. Motivate employees to have appropriate aptitudes.
 - D. Provide resources that allow employees to perform their jobs.
 - E. Educate incumbents so they can learn appropriate attitudes.
13. Competencies include:
 - A. a person's aptitudes.
 - B. a person's learned abilities.
 - C. a person's skills.
 - D. All of the answers are correct.
 - E. None of the answers apply.
14. Customer orientation, social skills, and need for achievement are examples of:
 - A. aptitudes
 - B. competencies
 - C. role perceptions
 - D. situational factors
 - E. None of the answers apply.
15. IdaCorp. gives simple accounts to newly hired employees, then adds more challenging accounts as employees master the simple tasks. This practice mainly:
 - A. improves role perceptions.
 - B. increases person-job matching.
 - C. reduces employee motivation.
 - D. provides more resources to accomplish the assigned task.
 - E. improves employee aptitudes.

16. The MARS model explicitly identifies which of the following factors?
- A. Rewards
 - B. Recreational activities
 - C. Neuroticism
 - D. Situational factors
 - E. All of the answers are correct.
17. According to the MARS model of individual behaviour, which of the following is NOT a role perception problem?
- A. The employee lacks the proper tools to perform the job.
 - B. The employee knows two different ways to perform a particular task, but unknowingly chooses the . method that the organization does not want its employees to use.
 - C. The employee doesn't realize that a particular task is part of his or her job.
 - D. The employee places more emphasis on the quantity of work whereas the organization wants more . emphasis placed on the quality of work.
 - E. The employee believes that the company wants him or her to spend more time with clients, whereas the . company really wants client requests processed more quickly.
18. Competencies relate most closely to which element in the MARS model of behaviour and performance?
- A. Motivation
 - B. Situational factors
 - C. Role perceptions
 - D. Ability
 - E. Competencies are not related at all to any element of the MARS model
19. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. According to the MARS model, these new employees will likely:
- A. emphasize the utilitarianism principle in their decision making.
 - B. have lower job performance due to poor role perceptions.
 - C. have high job performance because they are motivated and able to perform the work.
 - D. have above average organizational citizenship.
 - E. have a high degree of differentiation according to Holland's classification of occupations.
20. To reduce the amount of non-recyclable waste that employees throw out each day, a major telephone company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behaviour mainly by:
- A. increasing employee motivation to be less wasteful.
 - B. helping employees to learn how to be less wasteful.
 - C. altering situational factors so that employees have more difficulty practising wasteful behaviour.
 - D. increasing aptitudes that make employees less wasteful.
 - E. increasing organizational citizenship so that employees will be less wasteful.
21. Which of these refers to a person's beliefs about what behaviours are appropriate or necessary, in a particular situation?
- A. Natural aptitudes
 - B. Role perceptions
 - C. Competencies
 - D. Locus of control
 - E. Situational factors

22. Companies can improve employee performance through situational factors by:
- A. asking employees about the things that motivate them.
 - B. testing employee skills and knowledge before they are hired.
 - C. providing training so employees learn the required competencies.
 - D. redesigning the job so employees are only given tasks within their capabilities.
 - E. asking employees to identify problems they experience with time and resources, then removing those obstacles to job performance.
23. Which of the following is NOT a work-related behaviour?
- A. Competencies
 - B. Absenteeism
 - C. Joining the organization
 - D. Showing up for work at scheduled times
 - E. Performing required tasks
24. Which of the following refers to goal-directed activities under the individual's control that support organizational objectives?
- A. Competencies
 - B. Task performance
 - C. Aptitudes
 - D. Direction
 - E. Motivation
25. Which of the following would be considered a work-related behaviour?
- A. Completing required job duties above the minimum performance standard.
 - B. Showing up for work at scheduled times.
 - C. Accepting the organization's offer of employment.
 - D. Helping a co-worker even though it isn't part of your job.
 - E. All of the answers are correct.
26. Which of the following statements about task performance is FALSE?
- A. Employees are evaluated against a performance standard.
 - B. Task performance refers to goal-directed activities under the individual's control.
 - C. Employees are almost always evaluated on just one performance dimension.
 - D. Employees are expected to perform their work above a minimum acceptable level.
 - E. Each performance dimension requires specific skills and knowledge.
27. Organizational citizenship refers to:
- A. the employee's right to vote for the company president.
 - B. employee behaviours that extend beyond normal job duties.
 - C. the organization's obligations to society.
 - D. the organization's attachment to a particular country rather than being a global entity.
 - E. the organization's obligations to society and the organization's attachment to a particular country rather than being a global entity
28. Employee behaviours that extend beyond normal job duties:
- A. should be discouraged by organizational leaders.
 - B. are usually performed by people with low conscientiousness.
 - C. are the most important characteristics of people with an external locus of control.
 - D. are common in small businesses but never occur in large firms.
 - E. are called organizational citizenship.
29. Sabotage, threatening harm, and insulting others represent:
- A. three forms of counterproductive work behaviours.
 - B. the most common forms of organizational citizenship.
 - C. three dimensions of Schwartz's values model.
 - D. evidence of people with an introverted personality.
 - E. behaviours that are no longer found in organizations.

30. Which of the following is considered counterproductive work behaviour?
- A. Insulting others.
 - B. Theft
 - C. Deliberately withholding one's approval to inconvenience another person and cause them stress.
 - D. All of the answers are correct.
 - E. Theft and deliberately performing work incorrectly so the organization suffers a loss.
31. Generous sick leave policies are known to:
- A. increase employee lateness
 - B. improve organizational citizenship
 - C. increase absenteeism
 - D. increase voluntary turnover
 - E. increase absenteeism and increase voluntary turnover
32. Showing up at work when one's capacity to perform is significantly diminished by sickness, fatigue, personal problems, or other factors is an example of:
- A. organizational citizenship behaviour
 - B. counterproductive work behaviour
 - C. employee loyalty
 - D. workaholic behaviour
 - E. presenteeism
33. Which of the following statements about personality traits is FALSE?
- A. An individual's personality is relatively stable from one year to the next.
 - B. Personality traits cause people to behave in almost exactly the same way in all situations.
 - C. The most common view is that personality is shaped by both heredity and environment.
 - D. An individual's personality is identified by his or her behaviours.
 - E. An individual's personality cannot be observed.
34. The relatively stable pattern of behaviours and consistent internal states that explain a person's behavioural tendencies refers to
- A. personality.
 - B. values.
 - C. motivation.
 - D. locus of control.
 - E. job satisfaction.
35. An individual's personality:
- A. changes several times throughout the year.
 - B. is formed only from childhood socialization and the environment.
 - C. is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.
 - D. All of the answers are correct.
- Eis formed only from childhood socialization and the environment and is less evident in situations where . social norms, reward systems, and other conditions constrain behaviour.
36. One ongoing dispute among psychologists is whether personality:
- A. is formed completely from genetic code or is partly influenced by socialization and environmental conditions.
 - B. is stable over several years or changes a few times each year.
 - C. is evident in all situations or is less constrained in some situations.
 - D. is evident through a person's behaviours or is only evident through blood tests.
 - E. really exists or is just a myth.

37. The main explanation why personality becomes more stable over time is that:
- A. as we age we form a clearer and more rigid self-concept.
 - B. life experiences cause personality to become more hidden from view.
 - C. people become less open to new experiences.
 - D. people form clearer and more rigid self-concepts as they get older.
 - E. All of the answers are correct.
38. Which of the following statements about personality is FALSE?
- A. One's personality becomes more hidden over time.
 - B. Personality is heavily influenced by heredity.
 - C. Personality is influenced by both nature and nurture.
 - D. On average, when people reach the age of 30 personality stabilizes.
 - E. Some personality development and change occurs when people are young.
39. The 'Big Five' personality dimensions represent:
- A. all of the personality traits found in an ideal job applicant.
 - B. the aggregated clusters representing most known personality traits.
 - C. the personality traits caused by the environment rather than heredity.
 - D. All of the answers are correct.
 - E. the aggregated clusters representing most known personality traits and the personality traits caused by the environment rather than heredity.
40. The 'Big Five' personality dimensions are identified by the acronym:
- A. MBTIA
 - B. CANOE
 - C. VALUE
 - D. MARSE
 - E. HAPPY
41. Which of the following is a 'Big Five' personality dimension?
- A. Extroversion
 - B. Openness to experience
 - C. Locus of control
 - D. Grumpiness.
 - E. "A" and "B"
42. All of these are "Big Five" personality dimensions EXCEPT:
- A. openness to experience.
 - B. agreeableness.
 - C. locus of control.
 - D. emotional stability.
 - E. extroversion.
43. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
- A. Openness to experience
 - B. Agreeableness
 - C. Locus of control
 - D. Emotional stability
 - E. Extroversion
44. Conscientiousness is one dimension of:
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. All of the answers are correct.
 - E. None of the answers apply.

45. Neuroticism is explicitly identified in:
- the MARS model.
 - Schwartz's values model.
 - 'Big Five' personality dimensions.
 - Holland's theory of vocational choice.
 - the MARS model and the 'Big Five' personality dimensions
46. Most employees in the social services department of a provincial government have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?
- High neuroticism
 - External locus of control.
 - High introversion.
 - High agreeableness.
 - External locus of control and high agreeableness.
47. Which 'Big Five' personality dimension is most valuable for predicting job performance?
- Extroversion
 - Openness to experience
 - Conscientiousness
 - Neuroticism
 - Agreeableness
48. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
- Extroversion
 - Openness to experience
 - Conscientiousness
 - Neuroticism
 - Agreeableness
49. Which of the following is a "Big Five" personality dimensions?
- Openness to new experiences.
 - Self-transcendence.
 - Locus of control.
 - Self-enhancement.
 - Narcissism
50. Extroversion is one dimension of:
- the MARS model.
 - Schwartz's values model.
 - Myers-Briggs Type Indicator
 - 'Big Five' personality dimensions.
 - Cross-cultural values.
51. _____ characterizes people who are quiet, shy, and cautious.
- Introversion
 - Openness to experience
 - Conscientiousness
 - Neuroticism
 - Intellectualism
52. Jung's psychological types are measured in:
- the 'Big Five' personality types.
 - the locus of control scale.
 - any instrument that also measures neuroticism.
 - the Myers-Briggs Type Indicator.
 - the self-monitoring personality test.

53. Myers-Briggs Type Indicator (MBTI) includes all of these dimensions EXCEPT:
- A. sensing/intuition.
 - B. judging/perceiving.
 - C. thinking/feeling.
 - D. extroversion/introversion.
 - E. internal/external locus.
54. Sensing, thinking, and judging represent three dimensions of:
- A. Schwartz's values model.
 - B. the MARS model.
 - C. Holland's model of occupational choice.
 - D. the 'Big Five' personality dimensions
 - E. the Myers-Briggs Type Indicator
55. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is FALSE?
- A. The MBTI measures the personality traits in Jung's psychological types.
 - B. The MBTI is one of the most widely used personality tests in organizations.
 - C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
 - D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
 - E. The MBTI combines four pairs of traits into 16 distinct types.
56. The Myers-Briggs Type Indicator (MBTI) measures psychological types first proposed by
- A. Victor Vroom.
 - B. Carl Jung.
 - C. Sigmund Freud.
 - D. The "Big Five" personality trait model.
 - E. Milton Rokeach.
57. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is TRUE?
- A. The MBTI measures a person's self-esteem, and self-efficacy.
 - B. The MBTI is no longer used in organizations.
 - C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
 - D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
 - E. The MBTI combines 16 pairs of traits into four distinct types.
58. Which of the following statements about values is FALSE?
- A. Values help define what is right or wrong and good or bad in the world.
 - B. Values are arranged into a hierarchy of preferences.
 - C. The values that dominate a person's preferences differ across cultures.
 - D. Values guide our decisions and actions.
 - E. A person's hierarchy of values typically changes a few times each year.
59. Which of the following is LEAST connected to the topic of values?
- A. organizational culture.
 - B. moral intensity.
 - C. collectivism.
 - D. ethical sensitivity.
 - E. neuroticism.
60. Values are defined in your text as:
- A. stable evaluative beliefs that guide our preferences for outcome in a variety of situations.
 - B. beliefs about what is moral.
 - C. a person's beliefs about the amount of control they have over their actions.
 - D. an accounting concept imported into the field of organizational behaviour.
 - E. personality dimensions that stabilize up to at least the age of 30 and possibly to age 50.

61. Schwartz's values model includes all of the following EXCEPT:
- A. Universalism.
 - B. Hedonism.
 - C. Security.
 - D. Utilitarianism.
 - E. Self-direction.
62. Schwartz's model organizes _____ into _____.
- A. personality traits; six dimensions.
 - B. values; a hierarchy.
 - C. needs; three statistical formulas
 - D. values; ten dimensions.
 - E. emotions; a time line.
63. All of the following are domains in Schwartz's values model EXCEPT:
- A. Tradition.
 - B. Power.
 - C. Conscientiousness.
 - D. Conformity.
 - E. Stimulation.
64. The main reason why a person's values do not always influence his or her behaviour is that:
- A. the values are too specific.
 - B. values never affect behaviour under any circumstances.
 - C. values affect a person's ability but not his or her motivation to act.
 - D. values usually conflict with each other, making it difficult to determine which value to apply.
 - E. values tend to be too abstract to see the connection to specific situations.
65. Employees are more likely to apply their personal values to their behaviour when:
- A. someone keeps them mindful of those values.
 - B. those values conflict with the organization's values.
 - C. the values are abstract.
 - D. All of the answers are correct.
 - E. None of the answers apply.
66. Incongruence between a company's dominant values and an employee's values is known to:
- A. increase employee stress.
 - B. increase the employee's probability of quitting.
 - C. increase the chance that the employee's decisions will differ from the organization's preferences.
 - D. All of the answers are correct.
 - E. have no effect on employee behaviour or decision making.
67. Espoused-enacted values congruence occurs when:
- A. an employee and his or her spouse have similar values.
 - B. an organization's values are consistent with the dominant values of the culture in which it operates.
 - C. an employee's personal values are similar to the values of other employees on the same team.
 - D. an employee's personal values are consistent with the organization's values.
 - E. None of the answers apply.

68. The chief executive of a start-up high-technology company recently made several public announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:
- A. espoused values.
 - B. ethical values.
 - C. professional values.
 - D. organizational values.
 - E. enacted values.
69. Ethics is most closely related to:
- A. values.
 - B. locus of control.
 - C. the Myers-Briggs type Indicator.
 - D. personality.
 - E. ability.
70. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?
- A. Conscientiousness
 - B. Sensing
 - C. Moral intensity
 - D. Self-monitoring
 - E. Ethics
71. Which of the following is NOT identified in the textbook as an ethical principle?
- A. Utilitarianism.
 - B. Distributive justice.
 - C. Moralism.
 - D. Individual rights.
 - E. Egalitarianism.
72. One problem with the utilitarian principle of ethics is that:
- A. not all utilitarian rights are protected by law.
 - B. it is impossible to determine what factors should be relevant when distributing rewards.
 - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
 - D. it judges morality by the results but not by the means to attaining those results.
 - E. the utilitarian principle has never been accepted by ethics experts as an ethical principle.
73. Ethical conduct should consider whether:
- A. the outcomes will provide the greatest good for the greatest number.
 - B. the behaviour violates any government laws.
 - C. people affected by the behaviour believe that it is fair.
 - D. All of the answers are correct.
 - E. the outcomes will provide the greatest good for the greatest number and the behaviour violates any government laws.
74. When assessing the ethics of a decision, you should:
- A. rely mainly on the utilitarianism principle.
 - B. consider its implications against all three principles described in the textbook.
 - C. rely mainly on your level of collectivism.
 - D. avoid considering the decision's moral intensity until after the decision has been made.
 - E. apply any one—but NEVER more than one—of the four ethics principles to evaluate the decision.

75. Which of the following is an ethical principle stating that people have entitlements allowing them to act in a certain way?
- A. Utilitarianism.
 - B. Individual rights.
 - C. Moral intensity.
 - D. Distributive justice.
 - E. Ethical sensitivity.
76. The main limitation of the individual rights principle is that:
- A. it really isn't an ethical principle at all.
 - B. some individual rights conflict with other individual rights.
 - C. it pays attention to whether consequences are ethical, but not to whether the means to those consequences are ethical.
 - D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
 - E. it can degenerate into unjust favouritism.
77. Senior executives at CyberForm must make a decision that will affect many people, and where the decision may produce good or bad consequences for those affected. This decision:
- A. has a high degree of ethical sensitivity.
 - B. is one in which decision makers should rely only on the utilitarianism rule of ethics.
 - C. has a low degree of ethical sensitivity.
 - D. has a high degree of moral intensity.
 - E. requires a low duty to care.
78. Moral intensity is higher when:
- A. the issue produces good decisions but not bad decisions.
 - B. the decision has little or no effect on other people.
 - C. the decision maker is neutral and far removed from the issue or its consequences.
 - D. All of the answers are correct.
 - E. None of the answers apply.
79. People who have high ethical sensitivity:
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
 - B. tend to have higher empathy.
 - C. tend to have more information about the specific situation.
 - D. All of the answers are correct.
 - E. tend to have higher empathy and tend to have more information about the specific situation.
80. According to your text, which of the following is considered a moral intensity factor?
- A. Social consensus.
 - B. Environmental impact.
 - C. Economic impact.
 - D. Social impact.
 - E. None of the above.
81. The ability to recognize the presence and determine the relative importance of an ethical issue is known as:
- A. neuroticism.
 - B. moral intensity.
 - C. ethical sensitivity.
 - D. utilitarianism.
 - E. uncertainty avoidance.

82. Which of the following statements about ethical codes of conducts is FALSE?
- A. They establish the organization's ethical standards and inform employees.
 - B. They signal how seriously the organization views the issue of ethics.
 - C. Written ethical codes prevent unethical behaviour.
 - D. Most large and medium-size organizations in Canada have such codes.
 - E. Many organizations provide ethics training.
83. Moral intensity is higher when:
- A. it takes longer to make an ethical decision.
 - B. the decision is made by a few people who are highly ethical.
 - C. there are no clear legal guidelines to guide decision-makers.
 - D. many people agree the action is ethically good or bad.
 - E. All of the above are correct.
84. According to your text, the most effective way for organizations to establish a foundation that supports ethical conduct is by
- A. providing ethics training.
 - B. writing codes of ethics.
 - C. communicating ethical codes of conduct to employees.
 - D. punishing wrongdoers.
 - E. establishing a set of shared values that reinforce ethical conduct.
85. Which moral intensity factor best relates to the question, "How many people are affected by this action?"
- A. Immediacy of effect
 - B. Concentration of effect
 - C. Probability effect
 - D. Butterfly effect
 - E. Magnitude effect
86. People who value their independence and personal uniqueness have:
- A. high individualism.
 - B. low collectivism.
 - C. high power distance.
 - D. low uncertainty avoidance.
 - E. high individualism and low collectivism.
87. Which of the following statements about cross-cultural values is TRUE?
- A. People with a high achievement-orientation emphasize relationships and the well-being of others.
 - B. People with high individualism can have any level (high or low) of collectivism.
 - C. People with high power distance value independence and personal uniqueness
 - D. People with low uncertainty avoidance must also have high power distance.
 - E. People in almost all cultures have high uncertainty avoidance.
88. People with high collectivism:
- A. accept unequal distribution of power
 - B. also have low individualism.
 - C. value harmonious relationships in the groups to which they belong.
 - D. value thrift, savings, and persistence.
 - E. also have low individualism and value harmonious relationships in the groups to which they belong.
89. Employees from cultures with a high power distance are more likely to:
- A. use their existing power to gain more power.
 - B. encourage consensus-oriented decision making.
 - C. avoid people in positions of power.
 - D. readily accept the high status of other people in the organization.
 - E. give their power to others as a sign of friendship.

90. People with a high _____ value assertiveness, competitiveness, and materialism.
- A. individualism
 - B. collectivism
 - C. power distance
 - D. uncertainty avoidance
 - E. achievement orientation
91. Which of the following countries generally has high achievement orientation values?
- A. Canada
 - B. Russia
 - C. Japan
 - D. Sweden
 - E. The Netherlands
92. Motowa is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Motowa's culture would have:
- A. a high power distance and nurturing orientation.
 - B. high collectivism and short-term orientation.
 - C. low uncertainty avoidance and high individualism.
 - D. low power distance and strong nurturing orientation.
 - E. None of the answers apply.
93. Which of the following values represents people who value duty to groups to which they belong, and to group harmony?
- A. High individualism.
 - B. High uncertainty avoidance.
 - C. Low uncertainty avoidance.
 - D. High nurturing orientation.
 - E. High collectivism.
94. Canadians tend to have:
- A. a high collectivism value orientation.
 - B. a high nurturing-orientation value.
 - C. a low individualistic value orientation.
 - D. a high individualistic value orientation.
 - E. a high nurturing-orientation value and a low individualistic value orientation.
95. In the section on cross-cultural values, the authors warn that:
- A. the cross-cultural data presented are based on a very small sample (less than 10 people in each country studied).
 - B. the definitions of most values have changed over the past decade, so most cross-cultural information has little meaning anymore
 - C. several cultures don't have any values.
 - D. multicultural societies such as Canada have a wide range of values even though the information presented assumes that everyone in the country has similar values.
 - E. All of the answers are correct.
96. In Canada Anglophone and Francophone values:
- A. are identical to each other.
 - B. have become increasingly different from each other in recent years.
 - C. are almost completely opposite to each other.
 - D. have converged (become more similar) in recent years.
 - E. do not really exist.

97. Which of these cultures has a high collectivist value orientation?
- A. Anglophone Canadians
 - B. Francophone Canadians
 - C. First Nations people in Canada
 - D. Americans
 - E. None of these cultures has a high collectivist orientation.
98. Which of the following cultures has/have the strongest preference for patriarchal authority?
- A. Anglophone Canadians
 - B. Francophone Canadians
 - C. Americans
 - D. All of the answers are correct.
 - E. Both "A" and "B."
99. Compared with Americans, Canadians tend to have stronger values regarding:
- A. egalitarianism.
 - B. conservatism.
 - C. morality.
 - D. All of the answers are correct.
 - E. None of the answers apply.
100. Studies comparing American and Canadian values indicate that:
- A. American and Canadian values have become more similar in recent years.
 - B. American values are closer to Francophone than Anglophone values.
 - C. Canadians have lower tolerance for moral permissiveness than do Americans.
 - D. All of the answers are correct.
 - E. None of the answers apply.
101. Motivation is an external force on the person that causes him or her to engage in specific behaviours.
True False
102. Persistence is an element of motivation.
True False
103. Learned capabilities refer to the skills and knowledge that you have actually acquired.
True False
104. Aptitudes are natural talents that help individuals learn specific tasks more quickly and perform them better than other people.
True False
105. Learned capabilities are skills and knowledge that you possess. Therefore, they do not diminish over time when not in use.
True False
106. Competencies refer to the extent to which people understand the job duties assigned to or expected of them.
True False
107. According to the MARS model, ability is the most important force influencing individual behaviour and results.
True False
108. Competencies refer to the complete set of motivations, abilities, role perceptions and situational factors that contribute to job performance.
True False
109. The MARS model identifies the four main factors that influence individual behaviour.
True False

110. According to the MARS model of individual behaviour and performance, employee performance will remain high even if one of the four factors significantly weakens.
True False
111. Providing training is a person-job matching strategy.
True False
112. One person-job matching strategy is to select applicants whose existing competencies best fit the required task.
True False
113. Companies can improve employee role perceptions by describing the employee's assigned tasks clearly and providing meaningful performance feedback.
True False
114. Situational factors are working conditions within the employee's control.
True False
115. Task performance refers to goal-directed behaviours under the individual's control that support organizational objectives.
True False
116. Organizational citizenship behaviours are usually described clearly in job descriptions.
True False
117. Employees are more likely to engage in organizational citizenship behaviours if these are outlined in their formal job duties.
True False
118. Organizational citizenship is less likely to occur in a work environment where high cooperation already exists.
True False
119. Dark-side workplace behaviours are collectively known as counterfeit citizenship work behaviours (CWBs).
True False
120. Those who engage in counterproductive work behaviours do so voluntarily.
True False
121. Recent studies have found that counterproductive work behaviours have a very small negative effect on organizational performance.
True False
122. Joining the organization is a type of work-related behaviour.
True False
123. Research has found that absenteeism is rarely, if ever, caused by situational factors.
True False
124. Sick leave policies affect the employee's motivation to attend work.
True False
125. Personality is a relatively stable pattern of behaviours and internal states that help explain a person's behavioural tendencies.
True False
126. Personality traits are more evident in situations where social norms and reward systems constrain behaviour.
True False

127. There is almost complete agreement among psychologists that personality is mostly formed by a person's childhood socialization.
True False
128. The five-factor model 'Big Five' personality dimensions represent five clusters that represent most personality traits.
True False
129. Agreeableness, extroversion, and conscientiousness are three of the 'Big Five' personality dimensions.
True False
130. People with a low score on the neuroticism personality dimension tend to be more relaxed, secure and calm.
True False
131. Neuroticism, sensing, and locus of control are three of the 'Big Five' personality dimensions.
True False
132. Conscientiousness refers to the extent that people are sensitive, flexible, creative, and curious.
True False
133. Sensing, feeling, and judging are three of the 'Big Five' personality traits.
True False
134. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.
True False
135. The relationship between personality and workplace behaviour is weak, because so much about behaviour is dependent on situational factors.
True False
136. Employees who are conscientious tend to have higher levels of organizational citizenship.
True False
137. Our personalities influence how well we cope with stress.
True False
138. Agreeableness is a personality dimension that describes people who are outgoing, talkative, sociable, and assertive.
True False
139. The Myers-Briggs Type Indicator is a personality test that measures the 'Big Five' personality dimensions.
True False
140. According to the Myers-Briggs Type Indicator, some people are 'sensing-thinking' types whereas others may be 'intuitive-feeling' types.
True False
141. The Myers-Briggs Type Indicator measures the personality traits described by Swiss psychiatrist Carl Jung.
True False
142. In the Myers-Briggs Type Indicator, 'judging' types have a strong desire for order and want to resolve problems quickly.
True False
143. Evidence regarding the effectiveness of the Myers-Briggs Type Indicator (MBTI) and Jung's psychological types is inconclusive.
True False

144. Using the Myers Briggs Type Indicator (MBTI) is not recommended for employment selection or promotion decisions.
True False
145. Values are stable, long-lasting beliefs about what is important in a variety of situations.
True False
146. People arrange values into a needs hierarchy.
True False
147. One dimension of Schwartz's values model has openness to change at one extreme and conservation at the other extreme.
True False
148. Our habitual behaviours tend to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.
True False
149. The main reason why values don't consistently guide our decisions and actions is that values are abstract concepts.
True False
150. One way to increase the effect of values on behaviour is to make people mindful of their values.
True False
151. Research indicates that values incongruence—differences between an employee's personal values and the organization's values—is fairly common.
True False
152. The ideal situation in organizations is to have employees whose values are perfectly congruent with the organization's values.
True False
153. Organizations that don't align corporate values with the dominant values of the society in which they operate may have difficulty keeping talented employees.
True False
154. Espoused values represent the values that you and your spouse have in common.
True False
155. Egalitarianism is one of three types of ethical principles.
True False
156. Utilitarianism judges morality by the consequences of our actions, not the means to attaining those consequences.
True False
157. Utilitarianism and egalitarianism are personality dimensions of ethics.
True False
158. The utilitarian principle advises us to seek the greatest good for the greatest number of people.
True False
159. The utilitarian principle is sometimes known as a consequential principle.
True False
160. When choosing the most ethically correct action in a particular situation, the distributive justice principle overrules (is more important than) the others.
True False

161. One problem with the distributive justice principle is that it is difficult to agree on who is similar and what factors are relevant in making that determination.
True False
162. It is sometimes difficult to apply the individual rights principle of ethical decision making because one individual's rights may conflict with another.
True False
163. The distributive justice principle of ethical decision making is based largely on a cost-benefit analysis of each decision alternative.
True False
164. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.
True False
165. Proximity is considered a moral intensity factor.
True False
166. Moral intensity refers to the difficulty associated with making certain decisions.
True False
167. Some managerial issues involve no moral intensity.
True False
168. Ethically sensitive people tend to have more empathy and knowledge about the situation.
True False
169. Research indicates that people almost always make ethical decisions even when under pressure to make unethical decisions.
True False
170. Ethics experts say that the most effective way to ensure that employees engage in ethical behaviour is to introduce ethical codes of conduct.
True False
171. Corporate leaders have a strong influence on the moral conduct of employees in that organization.
True False
172. The most effective way organizations can support ethical conduct is to have a set of shared values that reinforce ethical conduct.
True False
173. Most large and medium-sized organizations in Canada have developed and communicate ethical codes of conduct.
True False
174. Supplementing ethical codes of conduct with ethical training eliminates wrongdoing in the workplace.
True False
175. Research shows that having ethical codes of conduct tends to prevent wrongdoing in the workplace.
True False
176. Cultures with high collectivism must also have low individualism.
True False
177. Two countries with low collectivism are Japan and Canada.
True False

178. In terms of cross-cultural values, Canadians tend to have relatively high individualism with an achievement orientation and low power distance.
True False
179. One limitation with cross-cultural values information is that it incorrectly assumes that everyone within a specific country holds similar values.
True False
180. There is evidence to show that English and French Canadian values are converging.
True False
181. Research indicates that Americans tend to be more liberal and egalitarian than are Canadians.
True False
182. Organizations with First Nations founders and leaders tend to have high collectivism and low power distance values.
True False
183. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late at the office each morning. Some sales reps go directly to visit clients rather than showing up at the office as required by company policy. Others arrive several minutes after their appointed start time. The vice-president of sales doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behaviour, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behaviour.
184. Employees in the company's warehouse are making numerous errors in inventory control and breaking items shipped. An analysis of the situation reveals that individual competencies are poorly matched with the job requirements. Describe three different strategies that would potentially improve this person-job matching.
185. Store #34 of CDA Hardware Associates has had below average sales over the past few years. As head of franchise operations, you are concerned with the continued low sales volume. The store manager wants you to diagnose the problem and recommend possible causes. Use the MARS model of individual behaviour and performance to provide four different types of reasons why employees at Store #34 might be performing below average. Provide one example for each type of explanation.

186. Contrast organizational citizenship behaviour with task performance.

187. Explain why you agree or disagree with the following statement: Hiring and keeping talented employees is the most important task for managers.

188. An ongoing debate in organizational behaviour is whether we should consider the personality traits of job applicants when selecting them into the organization. Take the view that personality traits SHOULD be considered in the selection process and provide arguments for your position.

189. One of the more persistent problems with values is that employees don't seem to apply them very consistently in their decisions and actions. Explain why this problem occurs and describe two ways to increase the individual's likelihood of applying a personal value to his or her behaviour.

190. Comment on the accuracy of the following statement and explain your answer:

"Organizations are most successful when employee values are identical to the company's dominant values."

191. Several international sales representatives in your organization have faced the murky question of paying foreign government officials under the table in order to do business in other countries. Describe three strategies that the organization should consider to resolve these and other ethical dilemmas for foreign sales representatives.
192. A visiting professor in international business recently spoke to students in an organizational behaviour class about cultural differences between Canadians and Japanese employees. Relying on a famous study in the 1960s, the scholar explained that Japanese employees have a high degree of collectivism and, consequently, must logically also have a low level of individualism. The visitor then pointed out how this would be completely opposite to the values of Canadian employees. The visitor concluded by saying that by identifying someone's nationality, such as Canadian, you can easily determine the person's level of collectivism and individualism. Identify and discuss three problems with the visiting professor's statements.
193. A middle manager in Malaysia is about to be stationed for two years to Canada. Canada has relatively low power distance whereas employees in Malaysia have quite high power distance. Advise the Malaysian manager about what to expect from Canadian employees based on the differences in power distance. Your answer should also define power distance.

02 Key

1. _____ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behaviour.

(p. 29)

- A.** Motivation
- B. Personality
- C. Values
- D. Ethics
- E. Ability

Chapter - Chapter 02 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

2. Motivation affects a person's _____ of voluntary behaviour.

(p. 29)

- A.** direction, intensity, and persistence.
- B. antecedents, consequences and reinforcers.
- C. size, shape and weight.
- D. aptitudes, abilities, and competencies.
- E. agreeableness, locus of control, and ethical sensitivity.

Chapter - Chapter 02 #2
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

3. All of these factors directly influence an employee's voluntary behaviour and performance

(p. 29)

- EXCEPT:**
- A. motivation.
 - B. role perceptions.
 - C. situational factors.
 - D.** moral intensity.
 - E. ability.

Chapter - Chapter 02 #3
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

4. Which of the following identifies the four factors that directly influence individual behaviour and performance?

(p. 30)

- A. Utilitarianism
- B.** MARS model
- C. Schwartz's model
- D. Holland's model
- E. Myers-Briggs Type Indicator

Chapter - Chapter 02 #4
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

5. Which of these factors directly influences an employee's voluntary behaviour and performance?

(p. 30)

- A. Motivation
- B. Role perceptions
- C. Uncertainty avoidance
- D. All of the answers are correct.
- E.** Motivation and role perceptions

Chapter - Chapter 02 #5
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

6. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
(p. 31)

- A.** Hire applicants with appropriate aptitudes.
- B. Train employees so they develop appropriate aptitudes.
- C. Motivate employees to have appropriate aptitudes.
- D. Provide resources that allow employees to perform their jobs.
- E. All of the answers are correct.

Chapter - Chapter 02 #6
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

7. Ability includes which of these?
(p. 30)

- A.** Aptitudes and learned skills
- B. Natural aptitude and intensity
- C. Persistence and direction
- D. Intensity and learned capabilities
- E. Direction and intensity

Chapter - Chapter 02 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

8. Aptitudes, skills, and competencies all fall under which of the following concepts?
(p. 30)

- A. Motivation
- B. Personality
- C. Values
- D. Ethics
- E.** Ability

Chapter - Chapter 02 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

9. Which of the following refers to the fact that motivation is goal-directed, not random?
(p. 29)

- A. Persistence
- B.** Direction
- C. Intensity
- D. Aptitude
- E. Competencies

Chapter - Chapter 02 #9
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

10. _____ is the amount of effort allocated to the goal.
(p. 30)

- A. Persistence
- B. Direction
- C.** Intensity
- D. Aptitude
- E. Competencies

Chapter - Chapter 02 #10
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

11. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine. This course will improve job performance mainly by altering employee:
- A. aptitudes
 - B. role perceptions
 - C. motivation
 - D. organizational citizenship
 - E. learned capabilities**

Chapter - Chapter 02 #11
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

12. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?

- A. Hire applicants with appropriate aptitudes to begin with.**
- B. Train employees so they develop appropriate aptitudes.
- C. Motivate employees to have appropriate aptitudes.
- D. Provide resources that allow employees to perform their jobs.
- E. Educate incumbents so they can learn appropriate attitudes.

Chapter - Chapter 02 #12
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

13. Competencies include:

- A. a person's aptitudes.
- B. a person's learned abilities.
- C. a person's skills.
- D. All of the answers are correct.**
- E. None of the answers apply.

Chapter - Chapter 02 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

14. Customer orientation, social skills, and need for achievement are examples of:

- A. aptitudes
- B. competencies**
- C. role perceptions
- D. situational factors
- E. None of the answers apply.

Chapter - Chapter 02 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

15. IdaCorp. gives simple accounts to newly hired employees, then adds more challenging accounts as employees master the simple tasks. This practice mainly:

- A. improves role perceptions.
- B. increases person-job matching.**
- C. reduces employee motivation.
- D. provides more resources to accomplish the assigned task.
- E. improves employee aptitudes.

Chapter - Chapter 02 #15
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

16. The MARS model explicitly identifies which of the following factors?

(p. 30-31)

- A. Rewards
- B. Recreational activities
- C. Neuroticism
- D. Situational factors**
- E. All of the answers are correct.

Chapter - Chapter 02 #16
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

17. According to the MARS model of individual behaviour, which of the following is NOT a role perception problem?

(p. 31-32)

- A.** The employee lacks the proper tools to perform the job.
- B The employee knows two different ways to perform a particular task, but unknowingly chooses the method that the organization does not want its employees to use.
- C. The employee doesn't realize that a particular task is part of his or her job.
- D The employee places more emphasis on the quantity of work whereas the organization wants more emphasis placed on the quality of work.
- E The employee believes that the company wants him or her to spend more time with clients, whereas the company really wants client requests processed more quickly.

Chapter - Chapter 02 #17
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

18. Competencies relate most closely to which element in the MARS model of behaviour and performance?

(p. 30-31)

- A. Motivation
- B. Situational factors
- C. Role perceptions
- D.** Ability
- E. Competencies are not related at all to any element of the MARS model

Chapter - Chapter 02 #18
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

19. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. According to the MARS model, these new employees will likely:

(p. 30-31)

- A. emphasize the utilitarianism principle in their decision making.
- B.** have lower job performance due to poor role perceptions.
- C. have high job performance because they are motivated and able to perform the work.
- D. have above average organizational citizenship.
- E. have a high degree of differentiation according to Holland's classification of occupations.

Chapter - Chapter 02 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

20. To reduce the amount of non-recyclable waste that employees throw out each day, a major telephone company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behaviour mainly by:

(p. 32)

- A. increasing employee motivation to be less wasteful.
- B. helping employees to learn how to be less wasteful.
- C.** altering situational factors so that employees have more difficulty practising wasteful behaviour.
- D. increasing aptitudes that make employees less wasteful.
- E. increasing organizational citizenship so that employees will be less wasteful.

Chapter - Chapter 02 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

21. Which of these refers to a person's beliefs about what behaviours are appropriate or necessary, in a particular situation?
(p. 31-32)
- A. Natural aptitudes
 - B.** Role perceptions
 - C. Competencies
 - D. Locus of control
 - E. Situational factors

Chapter - Chapter 02 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

22. Companies can improve employee performance through situational factors by:
(p. 32)
- A. asking employees about the things that motivate them.
 - B. testing employee skills and knowledge before they are hired.
 - C. providing training so employees learn the required competencies.
 - D. redesigning the job so employees are only given tasks within their capabilities.
 - E.** asking employees to identify problems they experience with time and resources, then removing those obstacles to job performance.

Chapter - Chapter 02 #22
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

23. Which of the following is NOT a work-related behaviour?
(p. 33)
- A.** Competencies
 - B. Absenteeism
 - C. Joining the organization
 - D. Showing up for work at scheduled times
 - E. Performing required tasks

Chapter - Chapter 02 #23
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

24. Which of the following refers to goal-directed activities under the individual's control that support organizational objectives?
(p. 32-33)
- A. Competencies
 - B.** Task performance
 - C. Aptitudes
 - D. Direction
 - E. Motivation

Chapter - Chapter 02 #24
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

25. Which of the following would be considered a work-related behaviour?
(p. 33)
- A. Completing required job duties above the minimum performance standard.
 - B. Showing up for work at scheduled times.
 - C. Accepting the organization's offer of employment.
 - D. Helping a co-worker even though it isn't part of your job.
 - E.** All of the answers are correct.

Chapter - Chapter 02 #25
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

26. Which of the following statements about task performance is FALSE?
(p. 32-33)
- A. Employees are evaluated against a performance standard.
 - B. Task performance refers to goal-directed activities under the individual's control.
 - C.** Employees are almost always evaluated on just one performance dimension.
 - D. Employees are expected to perform their work above a minimum acceptable level.
 - E. Each performance dimension requires specific skills and knowledge.

Chapter - Chapter 02 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

27. Organizational citizenship refers to:
(p. 33)
- A. the employee's right to vote for the company president.
 - B.** employee behaviours that extend beyond normal job duties.
 - C. the organization's obligations to society.
 - D. the organization's attachment to a particular country rather than being a global entity.
 - E. the organization's obligations to society and the organization's attachment to a particular country rather than being a global entity

Chapter - Chapter 02 #27
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

28. Employee behaviours that extend beyond normal job duties:
(p. 33)
- A. should be discouraged by organizational leaders.
 - B. are usually performed by people with low conscientiousness.
 - C. are the most important characteristics of people with an external locus of control.
 - D. are common in small businesses but never occur in large firms.
 - E.** are called organizational citizenship.

Chapter - Chapter 02 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

29. Sabotage, threatening harm, and insulting others represent:
(p. 33)
- A.** three forms of counterproductive work behaviours.
 - B. the most common forms of organizational citizenship.
 - C. three dimensions of Schwartz's values model.
 - D. evidence of people with an introverted personality.
 - E. behaviours that are no longer found in organizations.

Chapter - Chapter 02 #29
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

30. Which of the following is considered counterproductive work behaviour?
(p. 33-34)
- A. Insulting others.
 - B. Theft
 - C. Deliberately withholding one's approval to inconvenience another person and cause them stress.
 - D.** All of the answers are correct.
 - E. Theft and deliberately performing work incorrectly so the organization suffers a loss.

Chapter - Chapter 02 #30
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

31. Generous sick leave policies are known to:
(p. 35)
- A. increase employee lateness
 - B. improve organizational citizenship
 - C.** increase absenteeism
 - D. increase voluntary turnover
 - E. increase absenteeism and increase voluntary turnover

Chapter - Chapter 02 #31
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

32. Showing up at work when one's capacity to perform is significantly diminished by sickness, fatigue, personal problems, or other factors is an example of:
(p. 35)
- A. organizational citizenship behaviour
 - B. counterproductive work behaviour
 - C. employee loyalty
 - D. workaholic behaviour
 - E. presenteeism**

Chapter - Chapter 02 #32
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

33. Which of the following statements about personality traits is FALSE?
(p. 36)
- A. An individual's personality is relatively stable from one year to the next.
 - B. Personality traits cause people to behave in almost exactly the same way in all situations.**
 - C. The most common view is that personality is shaped by both heredity and environment.
 - D. An individual's personality is identified by his or her behaviours.
 - E. An individual's personality cannot be observed.

Chapter - Chapter 02 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

34. The relatively stable pattern of behaviours and consistent internal states that explain a person's behavioural tendencies refers to
(p. 36)
- A. personality.**
 - B. values.
 - C. motivation.
 - D. locus of control.
 - E. job satisfaction.

Chapter - Chapter 02 #34
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

35. An individual's personality:
(p. 36)
- A. changes several times throughout the year.
 - B. is formed only from childhood socialization and the environment.
 - C. is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.**
 - D. All of the answers are correct.
 - E. is formed only from childhood socialization and the environment and is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.

Chapter - Chapter 02 #35
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

36. One ongoing dispute among psychologists is whether personality:
(p. 36-37)
- A. is formed completely from genetic code or is partly influenced by socialization and environmental conditions.**
 - B. is stable over several years or changes a few times each year.
 - C. is evident in all situations or is less constrained in some situations.
 - D. is evident through a person's behaviours or is only evident through blood tests.
 - E. really exists or is just a myth.

Chapter - Chapter 02 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

37. The main explanation why personality becomes more stable over time is that:
(p. 37) **A.** as we age we form a clearer and more rigid self-concept.
B. life experiences cause personality to become more hidden from view.
C. people become less open to new experiences.
D. people form clearer and more rigid self-concepts as they get older.
E. All of the answers are correct.

Chapter - Chapter 02 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

38. Which of the following statements about personality is FALSE?
(p. 37) **A.** One's personality becomes more hidden over time.
B. Personality is heavily influenced by heredity.
C. Personality is influenced by both nature and nurture.
D. On average, when people reach the age of 30 personality stabilizes.
E. Some personality development and change occurs when people are young.

Chapter - Chapter 02 #38
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

39. The 'Big Five' personality dimensions represent:
(p. 37) A. all of the personality traits found in an ideal job applicant.
B. the aggregated clusters representing most known personality traits.
C. the personality traits caused by the environment rather than heredity.
D. All of the answers are correct.
E. the aggregated clusters representing most known personality traits and the personality traits caused by the environment rather than heredity.

Chapter - Chapter 02 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

40. The 'Big Five' personality dimensions are identified by the acronym:
(p. 37) A. MBTIA
B. CANOE
C. VALUE
D. MARSE
E. HAPPY

Chapter - Chapter 02 #40
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

41. Which of the following is a 'Big Five' personality dimension?
(p. 37) A. Extroversion
B. Openness to experience
C. Locus of control
D. Grumpiness.
E. "A" and "B"

Chapter - Chapter 02 #41
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

42. All of these are "Big Five" personality dimensions EXCEPT:
(p. 37-38) A. openness to experience.
B. agreeableness.
C. locus of control.
D. emotional stability.
E. extroversion.

Chapter - Chapter 02 #42
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

43. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
(p. 38)
- A. Openness to experience
 - B. Agreeableness**
 - C. Locus of control
 - D. Emotional stability
 - E. Extroversion

Chapter - Chapter 02 #43
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

44. Conscientiousness is one dimension of:
(p. 37-38)
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. All of the answers are correct.
 - E. None of the answers apply.**

Chapter - Chapter 02 #44
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

45. Neuroticism is explicitly identified in:
(p. 38)
- A. the MARS model.
 - B. Schwartz's values model.
 - C. 'Big Five' personality dimensions.**
 - D. Holland's theory of vocational choice.
 - E. the MARS model and the 'Big Five' personality dimensions

Chapter - Chapter 02 #45
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

46. Most employees in the social services department of a provincial government have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?
(p. 38)
- A. High neuroticism
 - B. External locus of control.
 - C. High introversion.
 - D. High agreeableness.**
 - E. External locus of control and high agreeableness.

Chapter - Chapter 02 #46
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

47. Which 'Big Five' personality dimension is most valuable for predicting job performance?
(p. 39)
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness**
 - D. Neuroticism
 - E. Agreeableness

Chapter - Chapter 02 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

48. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
(p. 38)
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism**
 - E. Agreeableness

Chapter - Chapter 02 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

49. Which of the following is a "Big Five" personality dimensions?
(p. 37)
- A. Openness to new experiences.**
 - B. Self-transcendence.
 - C. Locus of control.
 - D. Self-enhancement.
 - E. Narcissism

Chapter - Chapter 02 #49
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

50. Extroversion is one dimension of:
(p. 38)
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. 'Big Five' personality dimensions.**
 - E. Cross-cultural values.

Chapter - Chapter 02 #50
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

51. _____ characterizes people who are quiet, shy, and cautious.
(p. 38)
- A. Introversion**
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Intellectualism

Chapter - Chapter 02 #51
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

52. Jung's psychological types are measured in:
(p. 39)
- A. the 'Big Five' personality types.
 - B. the locus of control scale.
 - C. any instrument that also measures neuroticism.
 - D. the Myers-Briggs Type Indicator.**
 - E. the self-monitoring personality test.

Chapter - Chapter 02 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

53. Myers-Briggs Type Indicator (MBTI) includes all of these dimensions EXCEPT:
(p. 39-40)
- A. sensing/intuition.
 - B. judging/perceiving.
 - C. thinking/feeling.
 - D. extroversion/introversion.
 - E. internal/external locus.**

Chapter - Chapter 02 #53
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

54. Sensing, thinking, and judging represent three dimensions of:

(p. 39)

- A. Schwartz's values model.
- B. the MARS model.
- C. Holland's model of occupational choice.
- D. the 'Big Five' personality dimensions
- E.** the Myers-Briggs Type Indicator

Chapter - Chapter 02 #54
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

55. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is FALSE?

(p. 40-41)

- A. The MBTI measures the personality traits in Jung's psychological types.
- B. The MBTI is one of the most widely used personality tests in organizations.
- C.** Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
- D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
- E. The MBTI combines four pairs of traits into 16 distinct types.

Chapter - Chapter 02 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

56. The Myers-Briggs Type Indicator (MBTI) measures psychological types first proposed by

(p. 39)

- A. Victor Vroom.
- B.** Carl Jung.
- C. Sigmund Freud.
- D. The "Big Five" personality trait model.
- E. Milton Rokeach.

Chapter - Chapter 02 #56
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

57. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is TRUE?

(p. 40-41)

- A. The MBTI measures a person's self-esteem, and self-efficacy.
- B. The MBTI is no longer used in organizations.
- C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
- D.** Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
- E. The MBTI combines 16 pairs of traits into four distinct types.

Chapter - Chapter 02 #57
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

58. Which of the following statements about values is FALSE?

(p. 41-42)

- A. Values help define what is right or wrong and good or bad in the world.
- B. Values are arranged into a hierarchy of preferences.
- C. The values that dominate a person's preferences differ across cultures.
- D. Values guide our decisions and actions.
- E.** A person's hierarchy of values typically changes a few times each year.

Chapter - Chapter 02 #58
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

59. Which of the following is LEAST connected to the topic of values?

(p. 41-42)

- A. organizational culture.
- B. moral intensity.
- C. collectivism.
- D. ethical sensitivity.
- E. neuroticism.**

Chapter - Chapter 02 #59
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

60. Values are defined in your text as:

(p. 41)

- A. stable evaluative beliefs that guide our preferences for outcome in a variety of situations.**
- B. beliefs about what is moral.
- C. a person's beliefs about the amount of control they have over their actions.
- D. an accounting concept imported into the field of organizational behaviour.
- E. personality dimensions that stabilize up to at least the age of 30 and possibly to age 50.

Chapter - Chapter 02 #60
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

61. Schwartz's values model includes all of the following EXCEPT:

(p. 42)

- A. Universalism.
- B. Hedonism.
- C. Security.
- D. Utilitarianism.**
- E. Self-direction.

Chapter - Chapter 02 #61
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

62. Schwartz's model organizes _____ into _____.

(p. 42)

- A. personality traits; six dimensions.
- B. values; a hierarchy.
- C. needs; three statistical formulas
- D. values; ten dimensions.**
- E. emotions; a time line.

Chapter - Chapter 02 #62
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

63. All of the following are domains in Schwartz's values model EXCEPT:

(p. 42)

- A. Tradition.
- B. Power.
- C. Conscientiousness.**
- D. Conformity.
- E. Stimulation.

Chapter - Chapter 02 #63
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

64. The main reason why a person's values do not always influence his or her behaviour is that:

(p. 42)

- A. the values are too specific.
- B. values never affect behaviour under any circumstances.
- C. values affect a person's ability but not his or her motivation to act.
- D. values usually conflict with each other, making it difficult to determine which value to apply.
- E. values tend to be too abstract to see the connection to specific situations.**

Chapter - Chapter 02 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

65. Employees are more likely to apply their personal values to their behaviour when:
(p. 42) **A.** someone keeps them mindful of those values.
B. those values conflict with the organization's values.
C. the values are abstract.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 02 #65
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

66. Incongruence between a company's dominant values and an employee's values is known to:
(p. 44) A. increase employee stress.
B. increase the employee's probability of quitting.
C. increase the chance that the employee's decisions will differ from the organization's preferences.
D. All of the answers are correct.
E. have no effect on employee behaviour or decision making.

Chapter - Chapter 02 #66
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

67. Espoused-enacted values congruence occurs when:
(p. 44) A. an employee and his or her spouse have similar values.
B. an organization's values are consistent with the dominant values of the culture in which it operates.
C. an employee's personal values are similar to the values of other employees on the same team.
D. an employee's personal values are consistent with the organization's values.
E. None of the answers apply.

Chapter - Chapter 02 #67
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

68. The chief executive of a start-up high-technology company recently made several public announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:
(p. 44) **A.** espoused values.
B. ethical values.
C. professional values.
D. organizational values.
E. enacted values.

Chapter - Chapter 02 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

69. Ethics is most closely related to:
(p. 45) **A.** values.
B. locus of control.
C. the Myers-Briggs type Indicator.
D. personality.
E. ability.

Chapter - Chapter 02 #69
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

70. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?
(p. 45)
- A. Conscientiousness
 - B. Sensing
 - C. Moral intensity
 - D. Self-monitoring
 - E. Ethics**

Chapter - Chapter 02 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

71. Which of the following is NOT identified in the textbook as an ethical principle?
(p. 45-46)
- A. Utilitarianism.
 - B. Distributive justice.
 - C. Moralism.**
 - D. Individual rights.
 - E. Egalitarianism.

Chapter - Chapter 02 #71
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

72. One problem with the utilitarian principle of ethics is that:
(p. 45-46)
- A. not all utilitarian rights are protected by law.
 - B. it is impossible to determine what factors should be relevant when distributing rewards.
 - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
 - D. it judges morality by the results but not by the means to attaining those results.**
 - E. the utilitarian principle has never been accepted by ethics experts as an ethical principle.

Chapter - Chapter 02 #72
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

73. Ethical conduct should consider whether:
(p. 45-46)
- A. the outcomes will provide the greatest good for the greatest number.
 - B. the behaviour violates any government laws.
 - C. people affected by the behaviour believe that it is fair.
 - D. All of the answers are correct.**
 - E. the outcomes will provide the greatest good for the greatest number and the behaviour violates any government laws.

Chapter - Chapter 02 #73
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

74. When assessing the ethics of a decision, you should:
(p. 45-46)
- A. rely mainly on the utilitarianism principle.
 - B. consider its implications against all three principles described in the textbook.**
 - C. rely mainly on your level of collectivism.
 - D. avoid considering the decision's moral intensity until after the decision has been made.
 - E. apply any one—but NEVER more than one—of the four ethics principles to evaluate the decision.

Chapter - Chapter 02 #74
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

75. Which of the following is an ethical principle stating that people have entitlements allowing them to act in a certain way?
(p. 46)
- A. Utilitarianism.
 - B. Individual rights.**
 - C. Moral intensity.
 - D. Distributive justice.
 - E. Ethical sensitivity.

Chapter - Chapter 02 #75
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

76. The main limitation of the individual rights principle is that:
(p. 46)
- A. it really isn't an ethical principle at all.
 - B. some individual rights conflict with other individual rights.**
 - C. it pays attention to whether consequences are ethical, but not to whether the means to those consequences are ethical.
 - D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
 - E. it can degenerate into unjust favouritism.

Chapter - Chapter 02 #76
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

77. Senior executives at CyberForm must make a decision that will affect many people, and where the decision may produce good or bad consequences for those affected. This decision:
(p. 46)
- A. has a high degree of ethical sensitivity.
 - B. is one in which decision makers should rely only on the utilitarianism rule of ethics.
 - C. has a low degree of ethical sensitivity.
 - D. has a high degree of moral intensity.**
 - E. requires a low duty to care.

Chapter - Chapter 02 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

78. Moral intensity is higher when:
(p. 46)
- A. the issue produces good decisions but not bad decisions.
 - B. the decision has little or no effect on other people.
 - C. the decision maker is neutral and far removed from the issue or its consequences.
 - D. All of the answers are correct.
 - E. None of the answers apply.**

Chapter - Chapter 02 #78
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

79. People who have high ethical sensitivity:
(p. 47)
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
 - B. tend to have higher empathy.
 - C. tend to have more information about the specific situation.
 - D. All of the answers are correct.
 - E. tend to have higher empathy and tend to have more information about the specific situation.**

Chapter - Chapter 02 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

80. According to your text, which of the following is considered a moral intensity factor?
(p. 47)
- A.** Social consensus.
 - B. Environmental impact.
 - C. Economic impact.
 - D. Social impact.
 - E. None of the above.

Chapter - Chapter 02 #80
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

81. The ability to recognize the presence and determine the relative importance of an ethical issue is known as:
(p. 47)
- A. neuroticism.
 - B. moral intensity.
 - C.** ethical sensitivity.
 - D. utilitarianism.
 - E. uncertainty avoidance.

Chapter - Chapter 02 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

82. Which of the following statements about ethical codes of conducts is FALSE?
(p. 48)
- A. They establish the organization's ethical standards and inform employees.
 - B. They signal how seriously the organization views the issue of ethics.
 - C.** Written ethical codes prevent unethical behaviour.
 - D. Most large and medium-size organizations in Canada have such codes.
 - E. Many organizations provide ethics training.

Chapter - Chapter 02 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

83. Moral intensity is higher when:
(p. 46-47)
- A. it takes longer to make an ethical decision.
 - B. the decision is made by a few people who are highly ethical.
 - C. there are no clear legal guidelines to guide decision-makers.
 - D.** many people agree the action is ethically good or bad.
 - E. All of the above are correct.

Chapter - Chapter 02 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

84. According to your text, the most effective way for organizations to establish a foundation that supports ethical conduct is by
(p. 48)
- A. providing ethics training.
 - B. writing codes of ethics.
 - C. communicating ethical codes of conduct to employees.
 - D. punishing wrongdoers.
 - E.** establishing a set of shared values that reinforce ethical conduct.

Chapter - Chapter 02 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

85. Which moral intensity factor best relates to the question, "How many people are affected by this action?"
(p. 47)
- A. Immediacy of effect
 - B.** Concentration of effect
 - C. Probability effect
 - D. Butterfly effect
 - E. Magnitude effect

Chapter - Chapter 02 #85
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

86. People who value their independence and personal uniqueness have:
(p. 49)
- A.** high individualism.
 - B. low collectivism.
 - C. high power distance.
 - D. low uncertainty avoidance.
 - E. high individualism and low collectivism.

Chapter - Chapter 02 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

87. Which of the following statements about cross-cultural values is TRUE?
(p. 49)
- A. People with a high achievement-orientation emphasize relationships and the well-being of others.
 - B.** People with high individualism can have any level (high or low) of collectivism.
 - C. People with high power distance value independence and personal uniqueness
 - D. People with low uncertainty avoidance must also have high power distance.
 - E. People in almost all cultures have high uncertainty avoidance.

Chapter - Chapter 02 #87
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

88. People with high collectivism:
(p. 49-50)
- A. accept unequal distribution of power
 - B. also have low individualism.
 - C.** value harmonious relationships in the groups to which they belong.
 - D. value thrift, savings, and persistence.
 - E. also have low individualism and value harmonious relationships in the groups to which they belong.

Chapter - Chapter 02 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

89. Employees from cultures with a high power distance are more likely to:
(p. 50)
- A. use their existing power to gain more power.
 - B. encourage consensus-oriented decision making.
 - C. avoid people in positions of power.
 - D.** readily accept the high status of other people in the organization.
 - E. give their power to others as a sign of friendship.

Chapter - Chapter 02 #89
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

90. People with a high _____ value assertiveness, competitiveness, and materialism.
(p. 50-51)
- A. individualism
 - B. collectivism
 - C. power distance
 - D. uncertainty avoidance
 - E. achievement orientation**

Chapter - Chapter 02 #90
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

91. Which of the following countries generally has high achievement orientation values?
(p. 51)
- A. Canada
 - B. Russia
 - C. Japan**
 - D. Sweden
 - E. The Netherlands

Chapter - Chapter 02 #91
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

92. Motowa is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Motowa's culture would have:
(p. 50-51)
- A. a high power distance and nurturing orientation.**
 - B. high collectivism and short-term orientation.
 - C. low uncertainty avoidance and high individualism.
 - D. low power distance and strong nurturing orientation.
 - E. None of the answers apply.

Chapter - Chapter 02 #92
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

93. Which of the following values represents people who value duty to groups to which they belong, and to group harmony?
(p. 49-50)
- A. High individualism.
 - B. High uncertainty avoidance.
 - C. Low uncertainty avoidance.
 - D. High nurturing orientation.
 - E. High collectivism.**

Chapter - Chapter 02 #93
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

94. Canadians tend to have:
(p. 52)
- A. a high collectivism value orientation.
 - B. a high nurturing-orientation value.
 - C. a low individualistic value orientation.
 - D. a high individualistic value orientation.**
 - E. a high nurturing-orientation value and a low individualistic value orientation.

Chapter - Chapter 02 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

95. In the section on cross-cultural values, the authors warn that:
(p. 51)
- A. the cross-cultural data presented are based on a very small sample (less than 10 people in each country studied).
 - B. the definitions of most values have changed over the past decade, so most cross-cultural information has little meaning anymore
 - C. several cultures don't have any values.
 - D.** multicultural societies such as Canada have a wide range of values even though the information presented assumes that everyone in the country has similar values.
 - E. All of the answers are correct.

Chapter - Chapter 02 #95
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

96. In Canada Anglophone and Francophone values:
(p. 52)
- A. are identical to each other.
 - B. have become increasingly different from each other in recent years.
 - C. are almost completely opposite to each other.
 - D.** have converged (become more similar) in recent years.
 - E. do not really exist.

Chapter - Chapter 02 #96
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

97. Which of these cultures has a high collectivist value orientation?
(p. 52)
- A. Anglophone Canadians
 - B. Francophone Canadians
 - C.** First Nations people in Canada
 - D. Americans
 - E. None of these cultures has a high collectivist orientation.

Chapter - Chapter 02 #97
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

98. Which of the following cultures has/have the strongest preference for patriarchal authority?
(p. 52)
- A. Anglophone Canadians
 - B. Francophone Canadians
 - C.** Americans
 - D. All of the answers are correct.
 - E. Both "A" and "B."

Chapter - Chapter 02 #98
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

99. Compared with Americans, Canadians tend to have stronger values regarding:
(p. 52)
- A.** egalitarianism.
 - B. conservatism.
 - C. morality.
 - D. All of the answers are correct.
 - E. None of the answers apply.

Chapter - Chapter 02 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

100. Studies comparing American and Canadian values indicate that:
(p. 52) A. American and Canadian values have become more similar in recent years.
B. American values are closer to Francophone than Anglophone values.
C. Canadians have lower tolerance for moral permissiveness than do Americans.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 02 #100
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

101. Motivation is an external force on the person that causes him or her to engage in specific behaviours.
(p. 29) **FALSE**

Chapter - Chapter 02 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

102. Persistence is an element of motivation.
(p. 30) **TRUE**

Chapter - Chapter 02 #102
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

103. Learned capabilities refer to the skills and knowledge that you have actually acquired.
(p. 30) **TRUE**

Chapter - Chapter 02 #103
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

104. Aptitudes are natural talents that help individuals learn specific tasks more quickly and perform them better than other people.
(p. 30) **TRUE**

Chapter - Chapter 02 #104
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

105. Learned capabilities are skills and knowledge that you possess. Therefore, they do not diminish over time when not in use.
(p. 30) **FALSE**

Chapter - Chapter 02 #105
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

106. Competencies refer to the extent to which people understand the job duties assigned to or expected of them.
(p. 30-31) **FALSE**

Chapter - Chapter 02 #106
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

107. According to the MARS model, ability is the most important force influencing individual behaviour and results.
(p. 30) **FALSE**

Chapter - Chapter 02 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

108. Competencies refer to the complete set of motivations, abilities, role perceptions and situational factors that contribute to job performance.
(p. 30) **FALSE**
- Chapter - Chapter 02 #108
Difficulty: Medium
Gradable: automatic
Learning Objective: 1*
109. The MARS model identifies the four main factors that influence individual behaviour.
(p. 29-30) **TRUE**
- Chapter - Chapter 02 #109
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
110. According to the MARS model of individual behaviour and performance, employee performance will remain high even if one of the four factors significantly weakens.
(p. 29-30) **FALSE**
- Chapter - Chapter 02 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
111. Providing training is a person-job matching strategy.
(p. 31) **TRUE**
- Chapter - Chapter 02 #111
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
112. One person-job matching strategy is to select applicants whose existing competencies best fit the required task.
(p. 31) **TRUE**
- Chapter - Chapter 02 #112
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
113. Companies can improve employee role perceptions by describing the employee's assigned tasks clearly and providing meaningful performance feedback.
(p. 31) **TRUE**
- Chapter - Chapter 02 #113
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
114. Situational factors are working conditions within the employee's control.
(p. 32) **FALSE**
- Chapter - Chapter 02 #114
Difficulty: Medium
Gradable: automatic
Learning Objective: 1*
115. Task performance refers to goal-directed behaviours under the individual's control that support organizational objectives.
(p. 32-33) **TRUE**
- Chapter - Chapter 02 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
116. Organizational citizenship behaviours are usually described clearly in job descriptions.
(p. 33) **FALSE**
- Chapter - Chapter 02 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*

117. Employees are more likely to engage in organizational citizenship behaviours if these are outlined in their formal job duties.
(p. 33) **FALSE**
- Chapter - Chapter 02 #117
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2*
118. Organizational citizenship is less likely to occur in a work environment where high cooperation already exists.
(p. 33) **FALSE**
- Chapter - Chapter 02 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
119. Dark-side workplace behaviours are collectively known as counterfeit citizenship work behaviours (CWBs).
(p. 33) **FALSE**
- Chapter - Chapter 02 #119
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2*
120. Those who engage in counterproductive work behaviours do so voluntarily.
(p. 33) **TRUE**
- Chapter - Chapter 02 #120
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
121. Recent studies have found that counterproductive work behaviours have a very small negative effect on organizational performance.
(p. 33-34) **FALSE**
- Chapter - Chapter 02 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
122. Joining the organization is a type of work-related behaviour.
(p. 34) **TRUE**
- Chapter - Chapter 02 #122
Difficulty: Easy
Gradable: automatic
Learning Objective: 2*
123. Research has found that absenteeism is rarely, if ever, caused by situational factors.
(p. 35) **FALSE**
- Chapter - Chapter 02 #123
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
124. Sick leave policies affect the employee's motivation to attend work.
(p. 35) **TRUE**
- Chapter - Chapter 02 #124
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
125. Personality is a relatively stable pattern of behaviours and internal states that help explain a person's behavioural tendencies.
(p. 36) **TRUE**
- Chapter - Chapter 02 #125
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*

126. Personality traits are more evident in situations where social norms and reward systems constrain behaviour.
(p. 36) **FALSE**
- Chapter - Chapter 02 #126
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*
127. There is almost complete agreement among psychologists that personality is mostly formed by a person's childhood socialization.
(p. 36-37) **FALSE**
- Chapter - Chapter 02 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
128. The five-factor model 'Big Five' personality dimensions represent five clusters that represent most personality traits.
(p. 37) **TRUE**
- Chapter - Chapter 02 #128
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*
129. Agreeableness, extroversion, and conscientiousness are three of the 'Big Five' personality dimensions.
(p. 37-38) **TRUE**
- Chapter - Chapter 02 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
130. People with a low score on the neuroticism personality dimension tend to be more relaxed, secure and calm.
(p. 38) **TRUE**
- Chapter - Chapter 02 #130
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
131. Neuroticism, sensing, and locus of control are three of the 'Big Five' personality dimensions.
(p. 38) **FALSE**
- Chapter - Chapter 02 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
132. Conscientiousness refers to the extent that people are sensitive, flexible, creative, and curious.
(p. 38) **FALSE**
- Chapter - Chapter 02 #132
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*
133. Sensing, feeling, and judging are three of the 'Big Five' personality traits.
(p. 37-38) **FALSE**
- Chapter - Chapter 02 #133
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*
134. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.
(p. 38) **TRUE**
- Chapter - Chapter 02 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*

135. The relationship between personality and workplace behaviour is weak, because so much about behaviour is dependent on situational factors.

(p. 39)

FALSE

Chapter - Chapter 02 #135
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

136. Employees who are conscientious tend to have higher levels of organizational citizenship.

(p. 39)

TRUE

Chapter - Chapter 02 #136
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

137. Our personalities influence how well we cope with stress.

(p. 39)

TRUE

Chapter - Chapter 02 #137
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

138. Agreeableness is a personality dimension that describes people who are outgoing, talkative, sociable, and assertive.

(p. 38)

FALSE

Chapter - Chapter 02 #138
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

139. The Myers-Briggs Type Indicator is a personality test that measures the 'Big Five' personality dimensions.

(p. 39)

FALSE

Chapter - Chapter 02 #139
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

140. According to the Myers-Briggs Type Indicator, some people are 'sensing-thinking' types whereas others may be 'intuitive-feeling' types.

(p. 39)

TRUE

Chapter - Chapter 02 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

141. The Myers-Briggs Type Indicator measures the personality traits described by Swiss psychiatrist Carl Jung.

(p. 39)

TRUE

Chapter - Chapter 02 #141
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

142. In the Myers-Briggs Type Indicator, 'judging' types have a strong desire for order and want to resolve problems quickly.

(p. 39-40)

FALSE

Chapter - Chapter 02 #142
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

143. Evidence regarding the effectiveness of the Myers-Briggs Type Indicator (MBTI) and Jung's psychological types is inconclusive.

(p. 40-41)

TRUE

Chapter - Chapter 02 #143
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

144. Using the Myers Briggs Type Indicator (MBTI) is not recommended for employment selection or promotion decisions.
(p. 40-41) **TRUE**
- Chapter - Chapter 02 #144
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*
145. Values are stable, long-lasting beliefs about what is important in a variety of situations.
(p. 41) **TRUE**
- Chapter - Chapter 02 #145
Difficulty: Easy
Gradable: automatic
Learning Objective: 4*
146. People arrange values into a needs hierarchy.
(p. 41) **FALSE**
- Chapter - Chapter 02 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
147. One dimension of Schwartz's values model has openness to change at one extreme and conservation at the other extreme.
(p. 42-43) **TRUE**
- Chapter - Chapter 02 #147
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
148. Our habitual behaviours tend to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.
(p. 42) **TRUE**
- Chapter - Chapter 02 #148
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4*
149. The main reason why values don't consistently guide our decisions and actions is that values are abstract concepts.
(p. 42) **TRUE**
- Chapter - Chapter 02 #149
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
150. One way to increase the effect of values on behaviour is to make people mindful of their values.
(p. 42-43) **TRUE**
- Chapter - Chapter 02 #150
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
151. Research indicates that values incongruence—differences between an employee's personal values and the organization's values—is fairly common.
(p. 44) **TRUE**
- Chapter - Chapter 02 #151
Difficulty: Easy
Gradable: automatic
Learning Objective: 4*
152. The ideal situation in organizations is to have employees whose values are perfectly congruent with the organization's values.
(p. 44) **FALSE**
- Chapter - Chapter 02 #152
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*

153. Organizations that don't align corporate values with the dominant values of the society in which they operate may have difficulty keeping talented employees.
(p. 45) **TRUE**
- Chapter - Chapter 02 #153
Difficulty: Easy
Gradable: automatic
Learning Objective: 4
154. Espoused values represent the values that you and your spouse have in common.
(p. 44) **FALSE**
- Chapter - Chapter 02 #154
Difficulty: Medium
Gradable: automatic
Learning Objective: 4
155. Egalitarianism is one of three types of ethical principles.
(p. 45) **FALSE**
- Chapter - Chapter 02 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
156. Utilitarianism judges morality by the consequences of our actions, not the means to attaining those consequences.
(p. 45-46) **TRUE**
- Chapter - Chapter 02 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
157. Utilitarianism and egalitarianism are personality dimensions of ethics.
(p. 45-46) **FALSE**
- Chapter - Chapter 02 #157
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5
158. The utilitarian principle advises us to seek the greatest good for the greatest number of people.
(p. 45) **TRUE**
- Chapter - Chapter 02 #158
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5
159. The utilitarian principle is sometimes known as a consequential principle.
(p. 45) **TRUE**
- Chapter - Chapter 02 #159
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5
160. When choosing the most ethically correct action in a particular situation, the distributive justice principle overrules (is more important than) the others.
(p. 46) **FALSE**
- Chapter - Chapter 02 #160
Difficulty: Easy
Gradable: automatic
Learning Objective: 5
161. One problem with the distributive justice principle is that it is difficult to agree on who is similar and what factors are relevant in making that determination.
(p. 46) **TRUE**
- Chapter - Chapter 02 #161
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

162. It is sometimes difficult to apply the individual rights principle of ethical decision making because one individual's rights may conflict with another.
(p. 46) **TRUE**
- Chapter - Chapter 02 #162
Difficulty: Easy
Gradable: automatic
Learning Objective: 5*
163. The distributive justice principle of ethical decision making is based largely on a cost-benefit analysis of each decision alternative.
(p. 46) **FALSE**
- Chapter - Chapter 02 #163
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
164. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.
(p. 47) **FALSE**
- Chapter - Chapter 02 #164
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5*
165. Proximity is considered a moral intensity factor.
(p. 47) **TRUE**
- Chapter - Chapter 02 #165
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5*
166. Moral intensity refers to the difficulty associated with making certain decisions.
(p. 46) **FALSE**
- Chapter - Chapter 02 #166
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
167. Some managerial issues involve no moral intensity.
(p. 46) **TRUE**
- Chapter - Chapter 02 #167
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5*
168. Ethically sensitive people tend to have more empathy and knowledge about the situation.
(p. 47) **TRUE**
- Chapter - Chapter 02 #168
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
169. Research indicates that people almost always make ethical decisions even when under pressure to make unethical decisions.
(p. 47) **FALSE**
- Chapter - Chapter 02 #169
Difficulty: Easy
Gradable: automatic
Learning Objective: 5*
170. Ethics experts say that the most effective way to ensure that employees engage in ethical behaviour is to introduce ethical codes of conduct.
(p. 48) **FALSE**
- Chapter - Chapter 02 #170
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*

171. Corporate leaders have a strong influence on the moral conduct of employees in that organization.
(p. 47-48) **TRUE**
- Chapter - Chapter 02 #171
Difficulty: Easy
Gradable: automatic
Learning Objective: 5*
172. The most effective way organizations can support ethical conduct is to have a set of shared values that reinforce ethical conduct.
(p. 48) **TRUE**
- Chapter - Chapter 02 #172
Difficulty: Easy
Gradable: automatic
Learning Objective: 5*
173. Most large and medium-sized organizations in Canada have developed and communicate ethical codes of conduct.
(p. 48) **TRUE**
- Chapter - Chapter 02 #173
Difficulty: Easy
Gradable: automatic
Learning Objective: 5*
174. Supplementing ethical codes of conduct with ethical training eliminates wrongdoing in the workplace.
(p. 48) **FALSE**
- Chapter - Chapter 02 #174
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
175. Research shows that having ethical codes of conduct tends to prevent wrongdoing in the workplace.
(p. 48) **FALSE**
- Chapter - Chapter 02 #175
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
176. Cultures with high collectivism must also have low individualism.
(p. 49-50) **FALSE**
- Chapter - Chapter 02 #176
Difficulty: Medium
Gradable: automatic
Learning Objective: 6*
177. Two countries with low collectivism are Japan and Canada.
(p. 49) **TRUE**
- Chapter - Chapter 02 #177
Difficulty: Medium
Gradable: automatic
Learning Objective: 6*
178. In terms of cross-cultural values, Canadians tend to relatively high individualism with an achievement orientation and low power distance.
(p. 49-50) **TRUE**
- Chapter - Chapter 02 #178
Difficulty: Medium
Gradable: automatic
Learning Objective: 6*
179. One limitation with cross-cultural values information is that it incorrectly assumes that everyone within a specific country holds similar values.
(p. 51) **TRUE**
- Chapter - Chapter 02 #179
Difficulty: Easy
Gradable: automatic
Learning Objective: 6*

180. There is evidence to show that English and French Canadian values are converging.
(p. 52) **TRUE**

Chapter - Chapter 02 #180
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

181. Research indicates that Americans tend to be more liberal and egalitarian than are Canadians.
(p. 52) **FALSE**

Chapter - Chapter 02 #181
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

182. Organizations with First Nations founders and leaders tend to have high collectivism and low power distance values.
(p. 52) **TRUE**

Chapter - Chapter 02 #182
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

183. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late at the office each morning. Some sales reps go directly to visit clients rather than showing up at the office as required by company policy. Others arrive several minutes after their appointed start time. The vice-president of sales doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behaviour, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behaviour.
(p. 29-30)

(Note: This question is similar to discussion question 1 on absenteeism.) The MARS model suggests that individual behaviour and performance are a function of ability, motivation, role perceptions and situational factors. With respect to lateness, all four of these factors may be relevant. Salespeople may be late for work because of incorrect role perceptions. Specifically, they might not know that they must show up at the office before visiting clients. Others may be late in the morning because they incorrectly believe they can do so after working late the previous day. (While both policies should be reviewed, the point here is that sales rep role perceptions may be inconsistent with the executive's expectations.)

Lateness may also occur because sales reps are not motivated to attend work. Perhaps there are stressful conditions at work or the jobs are not interesting to the people in those jobs. Similarly, there might be a 'lateness culture' in which other employees support those who show up late. A third factor may be situational factors. In the short term, some employees might be late due to road construction, conflicts with family responsibilities, and so forth. This is usually a short-run explanation, however, because employees should be able to adjust their schedule in the longer term. Ability is the least likely explanation for lateness. It would occur if an employee lacked the capacity to show up for work on time.

Chapter - Chapter 02 #183
Difficulty: Medium
Gradable: manual
Learning Objective: 1

184. Employees in the company's warehouse are making numerous errors in inventory control and breaking items shipped. An analysis of the situation reveals that individual competencies are poorly matched with the job requirements. Describe three different strategies that would potentially improve this person-job matching.
(p. 30-31)

The textbook identifies the following three strategies. Students should describe each of these:

Select qualified applicants. This involves measuring competencies of job applicants and selecting those whose competencies most closely align with the job requirements.

Provide training. Employees who lack certain skills and knowledge should receive training in those areas.

Redesign the job. This involves re-assigning specific tasks to employees based on their current knowledge and skills. For example, if an employee is good at stocking inventory but lacks skills and knowledge to use the inventory control system, then this person might be assigned only the task of stocking inventory.

Chapter - Chapter 02 #184

Difficulty: Medium

Gradable: manual

Learning Objective: 1

185. Store #34 of CDA Hardware Associates has had below average sales over the past few years. As head of franchise operations, you are concerned with the continued low sales volume. The store manager wants you to diagnose the problem and recommend possible causes. Use the MARS model of individual behaviour and performance to provide four different types of reasons why employees at Store #34 might be performing below average. Provide one example for each type of explanation.
(p. 29-32)

Students should answer this question by describing the four causes of individual behaviour and applying these causes to the situation.

Ability. It is possible that employees at Store #34 lack the necessary skills or knowledge to complete sales transactions effectively. For example, the store might have high turnover, so most employees lack the necessary experience. Alternatively, the store manager might have hired people who lack the necessary skills and knowledge.

Motivation. Store #34 employees might not be as motivated to serve customers and sell the product. For example, the store might have a different reward system, one that is not as effective at encouraging store sales. Alternatively, employees at this store might have different needs and therefore are not as motivated by the company's compensation system.

Role perceptions. Store #34 employees might have role perceptions that result in lower sales. For example, they might not realize that certain procedures or sales practices are less effective than those used at other stores. Alternatively, employees might not realize that their level of sales is below an acceptable level.

Situational factors. Employees at Store #34 might have lower performance due to unfavourable situational factors. For example, Store #34 might be located in an area with an economic recession. Alternatively, the store might have had difficulty getting inventory from the company's warehouse, resulting in lack of sales.

Chapter - Chapter 02 #185

Difficulty: Medium

Gradable: manual

Learning Objective: 1

186. Contrast organizational citizenship behaviour with task performance.

(p. 32-33)

Task performance refers to goal-directed activities that are under the individual's control. As goals, job performance standards and objectives are explicitly required by the organization for employees in those jobs.

Organizational citizenship behaviours, on the other hand, are activities that extend beyond the tasks normally required by the organization. They include avoiding unnecessary conflicts, helping others without selfish intent, gracefully tolerating occasional impositions, being involved in organizational activities and performing tasks that extend beyond normal role requirements

Chapter - Chapter 02 #186

Difficulty: Easy

Gradable: manual

Learning Objective: 2

187. Explain why you agree or disagree with the following statement: Hiring and keeping talented

(p. 32-34) employees is the most important task for managers.

a) Task performance, organizational citizenship, and the lack of counterproductive work behaviours are obviously important, but if qualified people don't join and stay with the organization, none of these performance-related behaviours would occur.

b) Attracting and retaining talented people is becoming particularly important as worries about skills shortages heat up. As skill shortages increase, attracting and retaining talent will logically become a critical factor in an organization's success.

c) Much of an organization's intellectual capital is the knowledge employees carry around in their heads. Long-service staff members, in particular, have valuable information about work processes, corporate values, and customer needs. Very little of this is documented anywhere. Thus, knowledge management involves keeping valuable employees with the organization.

Chapter - Chapter 02 #187

Difficulty: Medium

Gradable: manual

Learning Objective: 2

188. An ongoing debate in organizational behaviour is whether we should consider the personality traits

(p. 36-37) of job applicants when selecting them into the organization. Take the view that personality traits SHOULD be considered in the selection process and provide arguments for your position.

Students should be evaluated not only on factual knowledge from the textbook, but also their logic and persuasive argument skills. Factually, the textbook presents two arguments in favour of using personality testing in selection. First, some personality dimensions, particularly conscientiousness and internal locus of control, predict job performance in almost every job group. This suggests that if we can accurately measure people who have this trait, we can better determine whether they will perform their job well. Second, personality traits may affect the types of jobs in which people are interested. In fact, vocational counsellors use personality testing to determine vocational interests. Placing people in jobs that match their personalities would potentially reduce employee turnover and perhaps absenteeism. If employees are happier in their jobs as a result of better vocational fit, then the improved job satisfaction might also result in better performance and organizational citizenship behaviours (see Chapter 1).

Chapter - Chapter 02 #188

Difficulty: Medium

Gradable: manual

Learning Objective: 3

189. One of the more persistent problems with values is that employees don't seem to apply them very consistently in their decisions and actions. Explain why this problem occurs and describe two ways to increase the individual's likelihood of applying a personal value to his or her behaviour.

(p. 42-44)

Increase awareness (mindfulness). A specific value affects a person's behaviour when something makes them mindful (consciously aware) of that value. Coworkers tend to treat each other with much more respect and consideration immediately after a senior executive gives a speech on the virtues of benevolence in the workplace. The speech makes employees temporarily mindful of this value, so they think about it in their behaviour towards others.

Logical explanations. People need to have logical reasons in their head for applying that value, even if it is a personal value that they generally support. In other words, people tend to apply their personal values only when they can think of specific reasons for doing so. For example, you will be more motivated to switch your vacation time with a co-worker who needs that time off if you can think of good reasons why it's good to be benevolent.

Consistent environment. Work environments shape behaviour, at least in the short term. Therefore, they necessarily encourage or discourage values-consistent behaviour. The fact is our jobs sometimes require us to act in ways that are inconsistent with our personal values. This incongruence between our personal values and work requirements can also have a powerful effect on employee attitudes and other behaviours.

*Chapter - Chapter 02 #189
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

190. Comment on the accuracy of the following statement and explain your answer:

(p. 43-44)

"Organizations are most successful when employee values are identical to the company's dominant values."

This statement is FALSE. To answer this question fully, students should note both the benefits of having values congruence and the problems with having perfect congruence.

In terms of benefits of congruence, the textbook explains that incongruence causes several negative outcomes. Values are guideposts, so employees whose values differ significantly from the organization's values might make decisions incompatible with the organization's goals. Incongruence also leads to lower job satisfaction and organizational commitment, as well as higher stress and turnover among employees.

The problem with identical values—that is, perfect congruence—is that employees with diverse values offer different perspectives to issues, which may lead to better decision making. The conflict resulting from values incongruence among employees can sharpen everyone's thinking about the definition of the problem and the rationale for preferred choices. Moreover, too much congruence can create a 'corporate cult' that potentially undermines creativity, organizational flexibility, and business ethics.

*Chapter - Chapter 02 #190
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

191. Several international sales representatives in your organization have faced the murky question of paying foreign government officials under the table in order to do business in other countries. Describe three strategies that the organization should consider to resolve these and other ethical dilemmas for foreign sales representatives.

First, the company should develop and make its salespeople aware of a written ethical code of conduct. This code may help employees resolve some of the decision-making dilemmas they face. Second, the value of the ethics code would increase if sales representatives received training on ethical conduct. These seminars help employees work through ethical dilemmas by applying the corporate code of ethical conduct. The long-term objective is to help participants internalize these standards so that ethical considerations are addressed almost intuitively. Third, the organization should develop an ethics committee consisting of senior management, sales representatives and/or Board of Directors to discuss and resolve ethical dilemmas that are presented to them as well as dilemmas that might face foreign salespeople in the future. The conclusions of this committee should be communicated clearly to all employees. Finally, the foreign sales representatives' ethical behaviour should be linked to the reward system. This might be a difficult task, but the perceived link would maintain consistency with the company's interest in ethical decision making.

*Chapter - Chapter 02 #191
Difficulty: Easy
Gradable: manual
Learning Objective: 5*

192. A visiting professor in international business recently spoke to students in an organizational behaviour class about cultural differences between Canadians and Japanese employees. Relying on a famous study in the 1960s, the scholar explained that Japanese employees have a high degree of collectivism and, consequently, must logically also have a low level of individualism. The visitor then pointed out how this would be completely opposite to the values of Canadian employees. The visitor concluded by saying that by identifying someone's nationality, such as Canadian, you can easily determine the person's level of collectivism and individualism. Identify and discuss three problems with the visiting professor's statements.

Here are the three errors made by the visiting professor:

Error #1: Japanese employees have high collectivism. The visiting professor's statements are based on a single and now quite old study that recent studies have concluded is inaccurate (or, at least, is no longer accurate) regarding Japanese culture. Specifically, several recent studies as well as a meta-analysis have concluded that people in Japan generally have lower collectivism than do people in Canada and the United States. The problem, according to these recent sources, is that the famous 1960s study measured collectivism in a way that is different from its widely accepted definition.

Error #2: People with high collectivism must have low individualism. This is a widely held belief that researchers have found to be untrue. Statistically, the correlation is nearly zero (uncorrelated) between the two concepts. In other words, a person's level of collectivism is unrelated to his or her level of individualism. Someone with high collectivism might have high, low, or moderate individualism, for example.

Error #3: We can determine a person's cultural values by their nationality. This relates to the logical fallacy that everyone in a society has the same values, that is, all societies are homogeneous. While this assumption may be true, in some countries, (particularly if isolated and lack immigration) it certainly does not apply to Canada and many other countries. People have diverse values within Canada, so statements about Canada's cultural values represent very broad generalizations.

*Chapter - Chapter 02 #192
Difficulty: Difficult
Gradable: manual
Learning Objective: 6*

193. A middle manager in Malaysia is about to be stationed for two years to Canada. Canada has relatively low power distance whereas employees in Malaysia have quite high power distance. Advise the Malaysian manager about what to expect from Canadian employees based on the differences in power distance. Your answer should also define power distance.
(p. 50-52)

Power distance is the extent that people accept unequal distribution of power in a society. This answer should provide specific information about how employees interact differently in Canada versus Malaysia in terms of power distance.

In Malaysia, employees tend to value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate. They also prefer resolving differences or contradict their boss indirectly through formal procedures rather than directly.

In contrast, Canadians (at least those with a low power distance value) expect relatively equal power sharing. They view the relationship with their boss as one of their interdependence, not dependence; that is, they believe their boss is also dependent on them, so they expect power sharing and consultation before decisions affecting them are made. Those with low power distance readily approach and contradict boss.

*Chapter - Chapter 02 #193
Difficulty: Medium
Gradable: manual
Learning Objective: 6*

02 Summary

<u>Category</u>	<u># of Questions</u>
Chapter - Chapter 02	193
Difficulty: Difficult	31
Difficulty: Easy	62
Difficulty: Medium	100
Gradable: automatic	182
Gradable: manual	11
Learning Objective: 1	39
Learning Objective: 2	22
Learning Objective: 3	46
Learning Objective: 4	23
Learning Objective: 5	39
Learning Objective: 6	24