

Student: _____

1. _____ refers to an individual's self-beliefs and self-evaluations.
 - A. Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-adulation
 - E. Self-efficacy
2. People function better when their _____ has many elements that are compatible with each other and relatively clear.
 - A. Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-esteem
 - E. Self-efficacy
3. According to the authors, the motivation to promote and protect a self-view of being competent, attractive, lucky, ethical, valued, and so forth is called
 - A. Self-enhancement
 - B. Self-glorification
 - C. Narcissism
 - D. Self-esteem
 - E. Self-efficacy
4. Which of the following is NOT one of the organizational behaviour implications of self-verification mentioned in your text?
 - A. Employees are more likely to remember information that is consistent with their self-concept.
 - B. Employees are motivated to interact with others who affirm their self-concept.
 - C. The more confident employees are in their self-concept, the less they will accept positive or negative feedback.
 - D. Supervisors should avoid giving feedback that is inconsistent with their employees' self-concepts.
 - E. All the above are correct.
5. Which of these statements about self-enhancement is FALSE?
 - A. People tend to rate themselves above average.
 - B. People tend to recall positive feedback while forgetting negative feedback.
 - C. We tend to attribute our successes to personal motivation or ability.
 - D. We blame the situation for our mistakes.
 - E. We empathize with others when they experience failure.
6. In what way does self-verification differ from self-enhancement?
 - A. It differs because we prefer feedback that is consistent with our self concept even when that feedback is unflattering.
 - B. Self-verification is used only to enhance our self-concept.
 - C. Self-verification is a process which suppresses counterproductive behaviour.
 - D. Self verification helps us find ways to justify our actions.
 - E. It does not allow for self-improvement

7. Which of the following is a fundamental component of self-concept and represents a global self-evaluation?
 - A. Self-efficacy
 - B. Self-enhancement
 - C. Self-verification
 - D. Self-involvement
 - E. Self-esteem

8. Compared with those who have a low self-esteem, employees with a high self-esteem:
 - A. tend to be better conversationalists
 - B. have difficulty controlling their temper
 - C. have more of an external locus of control
 - D. are less influenced by others.
 - E. tend to be better conversationalists and have more of an external locus of control

9. Employees who feel that they are very much in charge of their own destiny have:
 - A. a self-monitoring personality
 - B. an agreeableness personality
 - C. an internal locus of control personality
 - D. an emotionally unstable personality
 - E. All of the answers are correct.

10. A person's belief that he or she has the ability, motivation, correct role perceptions, and favourable situation to complete a task successfully is called:
 - A. self-control.
 - B. locus of control.
 - C. self-efficacy.
 - D. self-concept.
 - E. self-identity.

11. In most work situations, employees perform better when they have:
 - A. a more internal locus of control
 - B. a strong external locus of control
 - C. no locus of control
 - D. a weak internal locus of control
 - E. None of the answers apply.

12. A perception of one's competence to perform across a variety of situations indicates:
 - A. an external locus of control.
 - B. a high level of introversion.
 - C. an advanced personality deficiency.
 - D. a high level of self-efficacy.
 - E. an internal locus of control.

13. According to social identity theory, people tend to:
 - A. perceive themselves as members of several groups.
 - B. perceive that their own actions are due to the situation, whereas the behaviours of other people are . mainly due to their motivation and ability.
 - C. believe that people in their own groups share common traits and people in comparison groups share a different set of traits.
 - D. All of the answers are correct.
 - E. perceive themselves as members of several groups and believe that people in their own groups share . common traits and people in comparison groups share a different set of traits.

14. Michael is a professor who is quick to mention this when he first meets other people. He also tends to perceive himself and other professors in a more favourable way than non-professorial staff. Which concept best explains Michael perceptual process?
- Attribution theory
 - Social identity theory
 - Self-delusion
 - Self-promotion
 - Extroversion
15. The social identity theory attempts to explain
- how we compare ourselves with people who do not belong in our groups.
 - why we homogenize others by believing people within a group share common traits.
 - how we defining ourselves in terms of the groups in which we can be identified.
 - All of the answers are correct.
 - how we compare ourselves with people who do not belong in our groups and defining ourselves in terms of the groups in which we can be identified.
16. When Green Corp. recently acquired Orange Corp., employees in each company began to privately complain about the behaviour and performance of employees at the other organization. For example, Orange employees would claim that Green employees lacked customer service skills, whereas Green employees claimed that they were more responsive to customer needs. Employees would also label each other by their former colour ('She's a Greenie'). This incident mainly describes which of the following concepts?
- Social identity theory
 - Self-enhancement
 - Corporate identification theory
 - Disagreeableness trait
 - None of the above
17. Social identity theory says that:
- we define ourselves in terms of our membership in certain groups and our differences with people who belong to other groups.
 - we tend to believe our own actions are caused by motivation or ability rather than the situation.
 - our expectations about another person cause that person to act in a way that is consistent with those expectations.
 - we quickly form an opinion of people based on the first information we receive about them.
 - our emotions screen out large blocks of information that threaten our beliefs and values.
18. According to the perceptual process model, what happens immediately after environmental stimuli are received by our senses?
- We organize the information into categories.
 - We form an attitude towards the source of the information.
 - We engage in behaviours in response to the environmental stimuli.
 - We filter the information through the selective attention process.
 - We form attributions and other interpretations of the information.
19. Selective attention and environmental stimuli are two components of:
- attribution theory.
 - the perceptual process.
 - the Johari Window.
 - the 'Big Five' personality dimensions.
 - the self-fulfilling prophecy model.

20. The process of receiving information about and making sense of the world around us is called:
- A. perception.
 - B. projection.
 - C. social learning.
 - D. social identity.
 - E. personal identity.
21. _____ is the process of filtering information received by our senses.
- A. Personal identity
 - B. Social learning
 - C. Projection
 - D. Stereotyping
 - E. Selective attention
22. Our likelihood of noticing a person or object depends on its:
- A. novelty.
 - B. intensity.
 - C. motion.
 - D. size.
 - E. All of the answers are correct.
23. Which of the following is NOT one of the characteristics of the person or object that influences selective attention?
- A. Intensity
 - B. Novelty
 - C. Motion
 - D. Size
 - E. Color
24. Which of the following is an example of selective attention?
- A. You notice that two employees are arguing in the company's quiet library.
 - B. You conclude that the person near the cash register is a sales clerk.
 - C. You assume that an employee is lazy because she works in a department with lazy people.
 - D. All of the answers are correct.
 - E. None of the answers apply.
25. How do values and attitudes affect the selective attention process?
- A. Values and attitudes don't affect how people deal with information at all.
 - B. People tend to only absorb information that is unrelated to their values and attitudes.
 - C. People pay attention to information that is consistent with their values and attitudes.
 - D. People pay attention to information that conflicts with their values and attitudes.
 - E. People pay attention to information only when it describes things for which they have no values or attitudes.
26. Screening out information that is contrary to our values and assumptions is called:
- A. confirmation bias
 - B. selective attention
 - C. screening bias
 - D. value-affirmation
 - E. None of the above is correct
27. _____ is a mostly unconscious process of organizing people and objects into preconceived groups stored in memory.
- A. Selective attention
 - B. Halo effect
 - C. Attribution
 - D. Categorical thinking
 - E. Projection

28. Which of the following is NOT directly an example of categorical thinking?
- A. You see someone standing near a group of similar-looking people and assume that person is associated with the group.
 - B. You notice three weeks of weaker sales and conclude that sales will continue to weaken.
 - C. You pay more attention to the most recent information received.
 - D. You learn that another student in your project team comes from a country which is stereotypically viewed as hard-working, so you believe that this student is also hard-working.
 - E. A basketball player has scored more than usual over the past three games, so you conclude that the player is on a winning streak.
29. Categorical thinking and related perceptual organization activities:
- A. occur very quickly and mostly unconsciously.
 - B. are usually avoidable when you are aware of them.
 - C. tend to occur after you have a moment to think carefully about the information received.
 - D. are mostly unconscious and occur slowly over several days.
 - E. do not occur in most people.
30. Mental models are _____ that guide perceptions and behaviour.
- A. stereotypes
 - B. forms of punishment
 - C. self-fulfilling prophecies
 - D. internal representations of the external world
 - E. action learning practices
31. Mental models are mainly related to:
- A. Perceptual organization and interpretation.
 - B. Learning orientation.
 - C. Attribution.
 - D. Self-fulfilling prophecy.
 - E. Selective attention.
32. Mental models cause us to:
- A. perceive events as though people are acting on a theatrical stage.
 - B. select and organize stimuli in ways that are consistent with our broad world views.
 - C. believe the behaviour of others is caused more by their ability or motivation than the situation.
 - D. perceive ourselves as members of several groups that are different from people in other groups.
 - E. change our personality whenever we develop new mental models.
33. Companies can try to break out of their existing mental models by:
- A. promoting people within the organization.
 - B. giving every employee the Myers-Briggs Type Indicator test.
 - C. engaging in external attribution.
 - D. engaging in selective attention.
 - E. hiring people with diverse backgrounds and from other industries.
34. One way employees can break out of their existing mental models is by:
- A. changing jobs on a regular basis.
 - B. being mindful of their tendencies.
 - C. engaging in more sense making.
 - D. working with people from diverse backgrounds.
 - E. reduce categorical thinking.
35. The process of assigning traits to people based on their membership in a social category refers to:
- A. recency effect.
 - B. halo effect.
 - C. projection bias.
 - D. empathy.
 - E. stereotyping.

36. Stereotyping is based on which of the following?
- A. Social identity theory
 - B. Self-fulfilling prophecy
 - C. Selective attention
 - D. Attribution
 - E. None of the answers apply.
37. Social identity theory helps us to explain:
- A. the attribution process.
 - B. stereotyping.
 - C. recency effect.
 - D. the 'Big Five' personality dimensions.
 - E. locus of control.
38. George believes that women have difficulty coping with the stress of executive decisions. Sally is promoted into a senior management position and George soon complains that Sally won't be able to cope with this job. George is exhibiting which of the following perceptual errors?
- A. Attribution error
 - B. Stereotyping
 - C. Projection bias
 - D. Halo effect
 - E. Recency effect
39. Which of the following statements about stereotyping is FALSE?
- A. People can improve the perceptual process by preventing the activation of stereotypes.
 - B. Stereotyping causes us to ignore or misinterpret behaviours that are inconsistent with the stereotype we assign to a person.
 - C. Stereotypes do not accurately describe everyone assigned to that stereotype.
 - D. Stereotypes generally have some inaccuracies.
 - E. Stereotyping can potentially become the foundation for prejudice.
40. The process of stereotyping includes:
- A. identifying with people who belong to the groups that you don't belong to.
 - B. believing that other people have the same beliefs and behaviours that you have.
 - C. determining whether a person's behaviour is due either to his or her motivation or factors beyond his or her control.
 - D. assigning the cluster of traits from a social category to a person identified with that social category.
 - E. All of the answers are correct.
41. The concept of prejudice is most closely related to:
- A. behaviour modification.
 - B. stereotyping.
 - C. Johari Window.
 - D. attribution process.
 - E. social learning theory.
42. The greatest concern about stereotyping is that it can lead to:
- A. prejudice.
 - B. unbiased opinions.
 - C. just behaviour.
 - D. limited mental modelling.
 - E. none of the above.

43. Which of the following statements about prejudice and discrimination is FALSE?
- A. There are still examples of prejudice in Canadian organizations.
 - B. Prejudice may lead to employment discrimination.
 - C. Prejudice arises from deeply held stereotypes.
 - D. Prejudice refers to unfounded negative emotions that we hold towards people belonging to a particular group.
 - E. Removing prejudice has the effect of removing all discrimination in the workplace.
44. Prejudice and discrimination are most closely tied to which of these concepts?
- A. Halo effect
 - B. Locus of control
 - C. Attribution theory
 - D. Self-fulfilling prophecy
 - E. Stereotyping
45. Which process involves deciding whether an observed behaviour or event is largely caused by internal or external factors?
- A. Attribution
 - B. Social identity
 - C. Selective attention
 - D. Personality
 - E. Self-fulfilling prophecy
46. Which of the following perceptual activities involves making inferences about the causes of a person's actions?
- A. Attribution
 - B. Stereotyping
 - C. Projection
 - D. Selective attention
 - E. Self-fulfilling prophecy
47. Several errors were reported by customers who submitted their film for processing. Jasmine, who owns these stores, discovered that the errors seemed to occur when a particular new employee operated the film-processing machine. The new employee claimed that the machine wasn't working properly, so Jasmine investigated further. She learned that these processing errors did not occur while other people operated the machine. Also, when the new employee worked one day at another store, the same film-processing errors occurred. What perception will Jasmine likely develop from this information?
- A. Jasmine will likely make an internal attribution about the new employee's performance.
 - B. Jasmine will likely make a self-fulfilling prophecy error.
 - C. Jasmine will likely engage in action learning.
 - D. Jasmine is less likely to engage in self-serving bias.
 - E. Jasmine will likely make an external attribution about the new employee's performance.
48. Jim has just arrived late for work. This is the third time over the past five days that he has arrived more than 30 minutes late. However, you conclude that Jim's lateness is due to factors beyond his control because most other employees who also take Jim's route to work have also been late to work on these days. According to attribution theory, what attribution have you made of Jim's lateness and based on what attribution rule?
- A. Internal attribution due to high conscientiousness.
 - B. External attribution due to high consistency.
 - C. Internal attribution due to high distinctiveness.
 - D. External attribution due to high conscientiousness.
 - E. External attribution due to high consensus.

49. In attribution theory, the question "Does the person act this way in other settings?" relates directly to:
- A. self-confidence.
 - B. distinctiveness
 - C. consistency
 - D. external attribution
 - E. consensus
50. Which of these questions is directly considered when making attributions?
- A. Has the employee ever shown his or her true emotions in the workplace?
 - B. How often does the employee interact with people from different backgrounds?
 - C. How often did the employee act this way in the past?
 - D. All of the answers are correct.
 - E. None of the answers apply.
51. Consistency, consensus and distinctiveness are:
- A. three elements of behaviour modification.
 - B. three elements of the selective attention process.
 - C. the three rules determining whether to make an internal or external attribution.
 - D. three of the four quadrants in the Johari Window.
 - E. the main causes of self-fulfilling prophecy.
52. Which of the following is an element determining whether to make an internal or external attribution?
- A. Similarity
 - B. Consensus
 - C. Conscientiousness
 - D. Consciousness
 - E. None of the above
53. Suppose that Jamie, your supervisor, makes a fundamental attribution error when evaluating your job performance. Which of the following is most likely to occur?
- A Jamie would tend to give you a lower appraisal rating because she thinks your good performance is due . mainly to her effective leadership over you.
 - B. Jamie will tend to rate you high or low on all performance dimensions based mainly on her overall impression of you.
 - C. Jamie would tend to give you a higher appraisal rating because she thinks your performance is due to . ability and motivation rather than external conditions (such as helpful colleagues).
 - D. Jamie will likely rate you based on her initial impression of your potential ability.
 - E. Performance evaluation decisions are unaffected by attribution errors.
54. According to the fundamental attribution error:
- A. people seldom make attributions about their own behaviour.
 - B. the likelihood of making an error attributing the behaviour of another person increases with your familiarity of that other person.
 - C. we tend to believe that other people have the same beliefs and behaviours that we have.
 - D we tend to believe the behaviour of other people is caused more by their motivation and ability than by . factors beyond their control.
 - E. we tend to believe that colleagues perform their jobs better than we perform our job.
55. How might self-serving bias be observed in a corporate annual report?
- A. The report would say more about the company's problems and less about its successes.
 - B The report would emphasise the role of competition, inflationary pressures and other external causes of . problems in the organization's performance.
 - C. The report would exclude any bad news about the organization's performance.
 - D The report would acknowledge that competition, the economy and other external factors should be . credited for some of the company's recent success.
 - E The report would acknowledge some of management's mistakes, but suggest that management in other . companies have been making the same mistakes.

56. _____ is the tendency to attribute our favourable outcomes to internal factors and our failures to external factors.
- A. Fundamental attribution error
 - B. Halo effect
 - C. Self-serving bias
 - D. Stereotyping
 - E. Self-fulfilling prophecy
57. Self-serving bias is associated with which perceptual process?
- A. Attribution theory
 - B. Halo effect
 - C. Social identity theory
 - D. Stereotyping
 - E. Self-fulfilling prophecy
58. The tendency to attribute the behaviour of other people to internal factors rather than external factors refers to:
- A. recency bias.
 - B. projection bias.
 - C. fundamental attribution error.
 - D. primacy effect.
 - E. self-serving bias.
59. If John takes credit for work that he completes on time, but blames his co-workers for his delays, he is exhibiting:
- A. fundamental attribution error.
 - B. primacy effect.
 - C. self-fulfilling prophecy.
 - D. self-serving bias.
 - E. projection bias.
60. Which of these is NOT a step in the self-fulfilling prophecy process?
- A. Supervisor forms expectations about employee.
 - B. Supervisor forms an impression based on the most recent information about the employee.
 - C. Expectations affect supervisor's behaviour toward employee.
 - D. Supervisor's behaviour affects employee's abilities and self-confidence.
 - E. Employee's behaviour becomes consistent with supervisor's expectations.
61. Which of the following is the first step in self-fulfilling prophecy?
- A. Employee behaves in a way consistent with the supervisor's expectations.
 - B. Supervisor treats the employee in a manner consistent with the supervisor's expectations.
 - C. Supervisor forms an incorrect impression of the employee.
 - D. Supervisor attributes employee's good performance to external causes.
 - E. Employee demonstrates his or her true abilities to the supervisor.
62. Which of the following explains what happens when supervisors develop a high-expectancy self-fulfilling prophecy of a new employee's job performance?
- A. They don't act any differently than supervisors with low expectancies.
 - B. They make it more difficult for the high-expectancy employee to perform well.
 - C. They let the high-expectancy employee achieve a natural performance level without interference.
 - D. They are more likely to engage in primacy and recency effect biases.
 - E. None of the answers apply.

63. When supervisors create a positive self-fulfilling prophecy, they tend to change employee behaviour by:
- A. showing more emotional support to the employee through non-verbal cues.
 - B. providing more frequent and valuable feedback and reinforcement.
 - C. assigning more challenging goals to the employee.
 - D. All of the answers are correct.
 - E. providing more frequent and valuable feedback and reinforcement and assigning more challenging goals to the employee.
64. What is the last step in the self-fulfilling prophecy cycle?
- A. The employee's behaviour becomes a source of disappointment for the supervisor.
 - B. The employee's behaviour becomes inconsistent with the supervisor's expectations.
 - C. The supervisor's unrealistic expectations cannot be achieved by the employee.
 - D. The employee's behaviour becomes consistent with the supervisor's expectations.
 - E. The supervisor's unrealistic expectations results in performance failure by the employee.
65. All of the following are perceptual errors in organizational settings EXCEPT:
- A. primacy.
 - B. recency.
 - C. halo.
 - D. false consensus effect.
 - E. self-delusion.
66. A supervisor's negative self-fulfilling prophecy of an employee is more likely to influence that employee's behaviour and performance when:
- A. the employee has a history of low achievement.
 - B. the employee has been working in that job for at least one year.
 - C. the employee's co-workers have confidence in the employee's potential.
 - D. All of the answers are correct.
 - E. the employee has a history of low achievement and the employee has been working in that job for at least one year.
67. Someone who is new to the job and has a low sense of achievement is:
- A. less likely to engage in stereotyping.
 - B. more likely to engage in fundamental attribution error.
 - C. more likely to have a strong learning orientation.
 - D. more vulnerable to the supervisor's self-fulfilling prophecies of that employee.
 - E. more likely to engage in behaviour modification.
68. Engaging in self-fulfilling prophecy can improve organizational effectiveness:
- A. never; self-fulfilling prophecy is a perceptual bias that always makes organizations less effective.
 - B. whenever and wherever it exists in organizational settings.
 - C. when supervisors demonstrate their hope and optimism in each employee's potential.
 - D. when supervisors also use stereotyping to determine the employee's potential performance.
 - E. only when supervisors have a self-serving bias.
69. The philosophy of positive organizational behaviour states that:
- A. employees are more effective when they experience extinction more than other contingencies of reinforcement.
 - B. employees are, by nature, good rather than bad in terms of their ethics and care for others in the world.
 - C. focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being.
 - D. organizational behaviour knowledge offers more positive than negative information about how to survive in organizations.
 - E. employees process more quickly positive rather than negative information.

70. Organizations can encourage positive self-fulfilling prophecy by:
- A. training supervisors to ignore new employees who will clearly fail to perform the job well.
 - B. training supervisors and team leaders to increase employee self-confidence.
 - C. developing a culture of support and learning.
 - D. All of the answers are correct.
 - E. training supervisors and team leaders to increase employee self-confidence and developing a culture of support and learning.
71. The statement "First impressions are lasting impressions" is represented by:
- A. primacy effect.
 - B. self-fulfilling prophecy.
 - C. projection bias.
 - D. recency effect.
 - E. extroversion.
72. If you form a general negative impression of a person based on one prominent characteristic, and it colours your perception of other characteristics of that person, it is called:
- A. Projection bias
 - B. The halo effect
 - C. Selective attention
 - D. Self-serving bias
 - E. Stereotyping
73. Which of these popular sayings best reflects the primacy effect?
- A. Birds of a feather flock together.
 - B. First impressions are lasting impressions.
 - C. It takes one to know one.
 - D. If at first you don't succeed, try, try again.
 - E. You can't tell a book by its cover.
74. _____ occurs when our general impression of a person, usually based on one prominent characteristic, colors our perception of other characteristics of that person.
- A. Projection bias
 - B. Halo effect
 - C. Selective attention
 - D. Self-serving bias
 - E. Stereotyping
75. What perceptual error occurs when a supervisor incorrectly rates an employee at a similar level across all performance dimensions based on an overall impression of that employee?
- A. Attribution error
 - B. Stereotyping
 - C. Projection bias
 - D. Halo effect
 - E. Recency effect
76. Halo effect occurs when:
- A. we give more emotional support through non-verbal cues to the target person.
 - B. we provide more frequent and valuable feedback to the target person.
 - C. we assign more challenging goals to the target person.
 - D. we evaluate specific features of the target person based on a general impression of that person.
 - E. All of the answers are correct.
77. Halo effect is more likely to occur when:
- A. we know the target person and have a good opportunity to measure his or her job performance.
 - B. we have low expectations of the target person.
 - C. we have a high level of learning orientation.
 - D. we are very good at delaying the formation of first impressions.
 - E. we lack concrete information about the target person and we are not motivated to search for it.

78. The recency effect is more common when:
- A. making an evaluation involving complex information.
 - B. the decision maker has considerable experience in that situation.
 - C. the decision maker believes most employees are above average.
 - D. evaluating someone who is easily identified with a visible demographic group.
 - E. the decision maker has a strong learning orientation.
79. Sue habitually talks badly about her supervisors. Whenever colleagues warn that she should refrain from expressing such negative opinions, Sue replies that 'everyone believes the same thing about the supervisor'. Which perceptual error does Sue seem to be experiencing?
- A. Fundamental attribution error
 - B. False-consensus effect
 - C. Self-fulfilling prophecy
 - D. Halo effect
 - E. None of the answers apply.
80. A perceptual error in which we tend to believe that other people hold the same beliefs and attitudes that we do refers to:
- A. self-serving bias.
 - B. recency effect.
 - C. false-consensus effect.
 - D. self-fulfilling prophecy.
 - E. personal identity.
81. Diversity awareness training:
- A. communicates the benefits of diversity in the workplace.
 - B. gives employees more accurate information about people from different backgrounds.
 - C. helps employees to become more aware of their stereotyping biases.
 - D. All of the answers are correct.
 - E. communicates the benefits of diversity in the workplace and gives employees more accurate information about people from different backgrounds.
82. Which of these statements about diversity awareness training is FALSE?
- A. Diversity awareness training is mainly intended to correct deep-rooted prejudice or intolerance in the workplace.
 - B. Diversity awareness training helps employees to learn, and eventually overcome, the more subtle forms of bias that emerge from distorted stereotypes.
 - C. Diversity awareness training may include role-plays and exercises.
 - D. Diversity motivates people to block inaccurate perceptions arising from ingrained stereotypes.
 - E. Diversity awareness training is important as the workforce becomes more diverse.
83. In the Johari Window, the _____ area includes information about you that is known both to you and others.
- A. mid-level
 - B. hidden
 - C. unknown
 - D. blind
 - E. open
84. In the Johari Window, the open area gets smaller when we:
- A. provide disclosure.
 - B. receive feedback from others.
 - C. decrease the hidden area.
 - D. All of the answers are correct.
 - E. None of the answers apply.

85. Which of the following is NOT explicitly identified in the Johari Window?
- A. Feedback
 - B. Selective attention
 - C. Unknown area
 - D. Hidden area
 - E. Disclosure
86. The objective of the Johari Window is to:
- A. improve our awareness of ourselves.
 - B. help others to understand the reasons behind our actions.
 - C. improve our perceptual process.
 - D. All of the answers are correct.
 - E. improve our awareness of ourselves and improve our perceptual process.
87. In the Johari Window, feedback from others helps us to:
- A. increase our open area by reducing our blind area.
 - B. increase our unknown area by reducing our hidden area.
 - C. decrease our open area by increasing our amount of disclosure.
 - D. increase our open area by reducing our closed area.
 - E. increase our open area by reducing our hidden area.
88. In the Johari Window, disclosure of information to colleagues results in:
- A. increasing our open area by reducing our blind area.
 - B. increasing our unknown area by reducing our hidden area.
 - C. decreasing our open area by increasing our amount of feedback.
 - D. increasing our open area by reducing our closed area.
 - E. increasing our open area by reducing our hidden area.
89. Meaningful interaction potentially improves:
- A. self-justification.
 - B. The unknown area in the Johari window.
 - C. self-satisfaction.
 - D. self-awareness.
 - E. self-fulfillment.
90. The contact hypothesis states that:
- A. our tendency to stereotype people increases with our frequency of contact with them.
 - B. we are more likely to make an internal attribution of someone's behaviour when we have more contact with that person.
 - C. social identity theory only applies to people who have personal contact with the groups to whom they identify.
 - D. we are less likely to stereotype someone as we have more interaction with him/her.
 - E. self-fulfilling prophecy occurs only when the target individual does not personally meet the person making the prophecy.
91. Which of these statements about the contact hypothesis is TRUE?
- A. Increased contact with someone tends to change our stereotype of the group to which that person belongs.
 - B. Increased contact with someone tends to reduce our tendency to use stereotypes to perceive that person.
 - C. By reducing our contact with people, we develop more accurate perceptions of them.
 - D. All of the answers are correct.
 - E. Increased contact with someone tends to change our stereotype of the group to which that person belongs and tends to reduce our tendency to use stereotypes to perceive that person.

92. Which of the following helps managers to increase their empathy with subordinates?
- A. Managers should work together in executive offices away from their employees.
 - B. Managers should use formal written media (e.g. memos, reports) rather than face-to-face interaction when communicating new directives to employees.
 - C. Managers who occasionally work in their subordinates' jobs along with their employees.
 - D. Managers should take a training program where they learn about primacy and recency effects.
 - E. All of the answers are correct.
93. In organizational settings, empathy:
- A. has both a cognitive and emotional component.
 - B. improves sensitivity to the external causes of another person's behaviour and results.
 - C. can reduce the likelihood of fundamental attribution error.
 - D. All of the answers are correct.
 - E. has both a cognitive and emotional component and improves sensitivity to the external causes of another person's behaviour and results.
94. _____ refers to an individual's ability to perceive, know about, and process information across cultures.
- A. Empathy
 - B. Cultural awareness
 - C. Global mindset
 - D. Intelligence.
 - E. Diversity sensitivity
95. A better knowledge of _____ is essential in order to develop a global mindset.
- A. economics
 - B. accounting
 - C. politics
 - D. people and cultures
 - E. psychology
96. The first step in developing a global mindset begins with:
- A. empathy.
 - B. self-awareness.
 - C. intellectualism.
 - D. sociability.
 - E. none of the above.
97. Self-concept refers to an individual's self-beliefs and self-evaluations.
True False
98. Mature adults tend to have a lower complexity that remains relatively stable.
True False
99. The three structural dimensions of self-concept are: complexity, consistency and clarity.
True False
100. Clarity of self-concept refers to the degree of realism one attaches to his or her self-image.
True False
101. The consistency of a person's multiple selves increases with age.
True False
102. Self-concept clarity increases as they get older.
True False
103. Self-enhancement can result in bad decisions.
True False

104. Self-enhancement causes managers to overestimate the probability of success in investment decisions.
True False
105. Self-verification stabilizes our self-concept.
True False
106. Self-evaluation is mostly defined in terms of the following three concepts: self-esteem, self-efficacy, and locus of control.
True False
107. Self-esteem is the extent to which people like, respect and are satisfied with others.
True False
108. People with higher self-esteem than others believe they are superior.
True False
109. People with high self-esteem are less influenced by others.
True False
110. People perform better in most employment situations when they have a strong external locus of control.
True False
111. Individuals with higher internal locus of control tend to evaluate others less favourably.
True False
112. People with higher internal locus of control are more successful in their careers, and earn more money.
True False
113. An internal locus of control characterizes people who think only of themselves rather than people around them.
True False
114. Self-efficacy is similar to self-effacing behaviour.
True False
115. There is a positive relationship between self-efficacy and self-evaluation.
True False
116. Self-efficacy is a perception and a general trait related to self-concept.
True False
117. Social identity theory explains self-concept only in terms of personal identity.
True False
118. Self-concept consists of two distinct categories: personal identity and social identity.
True False
119. Social identity is also called external self-concept.
True False
120. Social identity is easily defined using demographic characteristics.
True False
121. Social identity theory partially explains why people in low-status jobs tend to define themselves in terms of non-job groups.
True False

122. People whose self-concepts are heavily defined by social rather than personal identities are more easily influenced by peer pressure.
True False
123. The perceptual process begins by attributing behaviour to internal or external causes.
True False
124. Selective attention occurs after incoming information is organized and interpreted.
True False
125. We are more likely to notice objects with features that are repetitive, intense and in motion.
True False
126. Our emotions influence what we recognize or screen out.
True False
127. Confirmation bias causes us to screen out information that is contrary to our values and assumptions.
True False
128. People have a tendency to screen out information that is contrary to their assumptions.
True False
129. A person's expectations make them more sensitive to incoming information, but also less sensitive to unexpected information.
True False
130. Grouping people and objects into recognizable patterns is part of the selective attention process.
True False
131. Categorical thinking is mostly a conscious process of deciding what information in the environment to notice.
True False
132. Seeing a trend in a sequence of sales figures involves the process of categorical thinking.
True False
133. Mental models play an important role in sense-making, but they also make it difficult to see the world in different ways.
True False
134. Employees can break out of their existing mental models by working with colleagues from diverse backgrounds that bring different mental models to the workplace.
True False
135. Stereotyping is an extension of the social identity process.
True False
136. The three steps in stereotyping, in order, are: (a) identify negative information, (b) behave in ways consistent with previous expectations and (c) watch the employee form a positive or negative opinion of you.
True False
137. Some Stereotypes can be fairly accurate.
True False
138. Stereotyping is a natural process that helps us to economize mental effort.
True False
139. A person's social identity is a complex combination of his or her memberships in many groups.
True False

140. One reason we stereotype is to enhance our self-concept.
True False
141. Homogenization and differentiation are two activities in the process of social identity and self-enhancement.
True False
142. The combination of social identity and self-enhancement occurs through categorization and attribution activities.
True False
143. Stereotyping is partly responsible for prejudice and discrimination.
True False
144. One problem with stereotyping is that few traits assigned to a particular social category accurately describe every person identified with that group.
True False
145. The easiest way to minimize stereotyping is by preventing the activation of stereotypes in our heads.
True False
146. For the most part the stereotyping process is hardwired in our brain cells.
True False
147. Stereotyping helps up in several valuable ways.
True False
148. Systemic discrimination is often unintentional.
True False
149. We can eliminate the activation of stereotyping by choosing to ignore stereotypic information.
True False
150. Attribution theory mainly explains the selective attention process.
True False
151. People who believe that their successful completion of a project is due to their skill and hard work are making an internal attribution.
True False
152. People tend to make an internal attribution about someone's behaviour if that person has rarely acted like this either in the past or in other situations.
True False
153. You are more likely to make an internal attribution about someone's poor performance if you have also observed the person performing that task poorly in the past and have observed other employees performing the task well.
True False
154. When making an internal or external attribution about a person's behaviour, we tend to look at whether the person has acted this way in the past and other situations, and whether other people act similarly in this situation.
True False
155. Fundamental attribution error refers to the tendency to attribute the behaviour of other people to internal factors more than external factors.
True False
156. Fundamental attribution error would cause a supervisor to believe that an employee's lateness is due to factors beyond the employee's control rather than to a lack of motivation to attend work.
True False

157. Self-serving bias is the tendency to take credit for our successes and blame others or the situation for our mistakes.
True False
158. Self-fulfilling prophecy occurs whenever supervisors accurately predict the future performance of recently hired employees.
True False
159. Self-fulfilling prophecy may result in either better or worse performance than if the employee is not exposed to the self-fulfilling prophecy effect.
True False
160. The first step in a self-fulfilling prophecy occurs when the observer acts differently towards people with whom he or she has high expectations than towards those with whom he or she has low expectations.
True False
161. Self-fulfilling prophecy tends to have a stronger effect on employees who are new to the job than on employees who have worked in that job for a few years.
True False
162. One of the most effective ways to minimize negative self-fulfilling prophecy is to make managers aware of the power of positive expectations.
True False
163. The halo effect occurs when one characteristic of a person shapes our general impression of that person which, in turn, biases our perceptions about the other characteristics of that person.
True False
164. According to the halo effect, a supervisor's initial expectations of you influence your behaviour so that you are more likely to act consistently with those expectations.
True False
165. The primacy effect occurs because we have a strong need to quickly make sense of other people.
True False
166. Primacy and recency effects are two attribution errors.
True False
167. The primacy effect causes interviewers to ignore information presented at the beginning of the interview and to pay more attention to information presented later in the interview.
True False
168. The recency effect occurs when a person's annual performance evaluation is heavily influenced by performance results over the last month.
True False
169. Diversity awareness programs mainly educate employees about the value of diversity and the problems with stereotyping.
True False
170. Diversity awareness programs are designed specifically to correct deep-rooted prejudice and intolerance in the workplace.
True False
171. The Johari Window is a training program that teaches employees how to change their personality.
True False
172. The main objective of the Johari Window process is to maintain the same amount of information about yourself in each of the four quadrants.
True False

173. The four areas of the Johari Window are open, closed, internal and external.
True False
174. According to the Johari Window, the hidden area is reduced through disclosure.
True False
175. The more we interact with someone, the more we rely on stereotypes to understand that individual.
True False
176. The contact hypothesis states that the more individuals interact with one another, the less they rely on stereotypes to perceive each other.
True False
177. Interacting with people from other backgrounds is more likely to minimize perceptual biases when these people have equal status with you throughout the interaction.
True False
178. Global mindset refers to an individual's ability to perceive, know about, and process information across cultures.
True False
179. Global mindset occurs as people develop more of a local than global frame of reference about their business and its environment within the context of internationalism.
True False
180. Adopting a global mindset can be a detriment for companies wishing to forge better relationships at the local level.
True False
181. The capacity to empathize with other cultures is an important characteristic of global mindset.
True False
182. Developing a global mindset begins with self-awareness.
True False
183. One way companies can develop a global mindset is by allowing employees to compare their mental models with co-workers from other regions of the world.
True False
184. A global mindset includes having an awareness of, openness to, and respect for one's views and practices throughout the world.
True False
185. Some of the knowledge required to develop a global mindset can be acquired through diversity training, instead of work experience.
True False
186. Deep absorption of knowledge required to develop a global mindset results from immersion in the foreign cultures.
True False
187. Sending teams of employees on social responsibility missions in developing countries is a way to accelerate global mindset development.
True False

188. When the Royal Ontario Bank (ROB) acquired a major investment firm, senior executives noticed hostilities forming between the financial analysts in the investment company and the bank's marketing people who provide marketing expertise for the investment firm's mutual funds and other investment vehicles. The marketing staff say that the finance types wouldn't know a customer if they stepped on one. They partly attribute this to the poor marketing expertise in the investment firm before the bank bought it. The finance types, many of whom have graduate degrees from top universities, privately complain that the marketing types don't have enough brainpower to turn on a light switch. Use what you know about social identity and the processes of categorization, homogenization, and differentiation to explain why these hostilities might exist.
189. A diversity awareness consultant submits a proposal to a company that wants to reduce stereotyping and prejudice. In the proposal, the consultant claims that his training program teaches employees to avoid the stereotyping process altogether when perceiving the world around them. "Our training will prevent the activation of stereotypes and other forms of categorical thinking," claims the consultant's proposal. Discuss the accuracy of this consultant's claim and explain what training programs can do regarding stereotyping.
190. Comment on the accuracy of the following statement: 'We would work more effectively in organizational settings if we could avoid the process of stereotyping.'
191. Female employees at a large brokerage firm are upset because their supervisors do not accept their explanations for lateness or absenteeism. They claim the supervisors—almost all of whom are male—are insensitive to family and other obligations and issues facing women. As a result, these supervisors tend to attribute lateness and absenteeism among female staff to their lack of motivation. If these supervisors are engaging in fundamental attribution error, what corrective action should the organization take to minimize this perceptual problem?

A supervisor receives regular information about a sales employee's performance (e.g. sales volume, incomplete paperwork, etc.) and must complete a performance appraisal of the person's work. The supervisor has a complete description of the employee's job but has never worked in the field as a sales representative. Moreover, the supervisor is relatively new to this job and therefore has little experience observing or appraising the performance of salespeople.

192. What attribution error is likely to occur under these conditions and what effect would it have on the performance appraisal results?

193. To what extent is halo effect a problem here?

194. What corrective action should the organization take to minimize this attribution error?

195. Several junior investment analysts recently hired by a major firm have been placed under the guidance of senior investment analyst Roger Yu. One of the new recruits, Daphne Silberg, is the daughter of a well-known mutual fund executive who retired from the industry a few years ago. Yu has a lot of respect for Silberg's father and has quickly developed the belief that Silberg could be as successful as her father. Based on your knowledge of self-fulfilling prophecy, explain how Yu's expectations of Silberg might unknowingly turn into a reality.

196. Comment on the accuracy of the following statement: 'Self-fulfilling prophecy can be an effective management practice.'

197. NuGas Corp. has just sent a dozen (mostly white male) managers from Germany to its exploration site in a remote area of Indonesia. Few of these managers have worked with Indonesian employees, so the company has asked you to design an on-site one-day experiential training program to help these managers to minimize perceptual problems that might otherwise occur. The program must be experiential (i.e. participants interact with each other rather than attend an awareness lecture) and the activities must help the managers to discover biases that may be hidden or unknown to them. Describe the key features of this training program and discuss its conceptual foundations.

03 Key

1. _____ refers to an individual's self-beliefs and self-evaluations.

- (p. 64)
- A.** Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-adulation
 - E. Self-efficacy

Chapter - Chapter 03 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

2. People function better when their _____ has many elements that are compatible with each other and relatively clear.

- (p. 64-65)
- A.** Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-esteem
 - E. Self-efficacy

Chapter - Chapter 03 #2
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

3. According to the authors, the motivation to promote and protect a self-view of being competent, attractive, lucky, ethical, valued, and so forth is called

- (p. 65)
- A.** Self-enhancement
 - B. Self-glorification
 - C. Narcissism
 - D. Self-esteem
 - E. Self-efficacy

Chapter - Chapter 03 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

4. Which of the following is NOT one of the organizational behaviour implications of self-verification mentioned in your text?

- (p. 66)
- A. Employees are more likely to remember information that is consistent with their self-concept.
 - B. Employees are motivated to interact with others who affirm their self-concept.
 - C. The more confident employees are in their self-concept, the less they will accept positive or negative feedback.
 - D.** Supervisors should avoid giving feedback that is inconsistent with their employees' self-concepts.
 - E. All the above are correct.

Chapter - Chapter 03 #4
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

5. Which of these statements about self-enhancement is FALSE?

- (p. 66)
- A. People tend to rate themselves above average.
 - B. People tend to recall positive feedback while forgetting negative feedback.
 - C. We tend to attribute our successes to personal motivation or ability.
 - D. We blame the situation for our mistakes.
 - E.** We empathize with others when they experience failure.

Chapter - Chapter 03 #5
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

6. In what way does self-verification differ from self-enhancement?
(p. 66) **A.** It differs because we prefer feedback that is consistent with our self concept even when that feedback is unflattering.
B. Self-verification is used only to enhance our self-concept.
C. Self-verification is a process which suppresses counterproductive behaviour.
D. Self verification helps us find ways to justify our actions.
E. It does not allow for self-improvement

Chapter - Chapter 03 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

7. Which of the following is a fundamental component of self-concept and represents a global self-evaluation?
(p. 66) A. Self-efficacy
B. Self-enhancement
C. Self-verification
D. Self-involvement
E. Self-esteem

Chapter - Chapter 03 #7
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

8. Compared with those who have a low self-esteem, employees with a high self-esteem:
(p. 66) A. tend to be better conversationalists
B. have difficulty controlling their temper
C. have more of an external locus of control
D. are less influenced by others.
E. tend to be better conversationalists and have more of an external locus of control

Chapter - Chapter 03 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

9. Employees who feel that they are very much in charge of their own destiny have:
(p. 67) A. a self-monitoring personality
B. an agreeableness personality
C. an internal locus of control personality
D. an emotionally unstable personality
E. All of the answers are correct.

Chapter - Chapter 03 #9
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

10. A person's belief that he or she has the ability, motivation, correct role perceptions, and favourable situation to complete a task successfully is called:
(p. 67) A. self-control.
B. locus of control.
C. self-efficacy.
D. self-concept.
E. self-identity.

Chapter - Chapter 03 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

11. In most work situations, employees perform better when they have:
(p. 67)
- A.** a more internal locus of control
 - B. a strong external locus of control
 - C. no locus of control
 - D. a weak internal locus of control
 - E. None of the answers apply.

Chapter - Chapter 03 #11
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

12. A perception of one's competence to perform across a variety of situations indicates:
(p. 67)
- A. an external locus of control.
 - B. a high level of introversion.
 - C. an advanced personality deficiency.
 - D.** a high level of self-efficacy.
 - E. an internal locus of control.

Chapter - Chapter 03 #12
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

13. According to social identity theory, people tend to:
(p. 68)
- A. perceive themselves as members of several groups.
 - B. perceive that their own actions are due to the situation, whereas the behaviours of other people are mainly due to their motivation and ability.
 - C. believe that people in their own groups share common traits and people in comparison groups share a different set of traits.
 - D. All of the answers are correct.
 - E.** perceive themselves as members of several groups and believe that people in their own groups share common traits and people in comparison groups share a different set of traits.

Chapter - Chapter 03 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

14. Michael is a professor who is quick to mention this when he first meets other people. He also tends to perceive himself and other professors in a more favourable way than non-professorial staff. Which concept best explains Michael perceptual process?
(p. 68)
- A. Attribution theory
 - B.** Social identity theory
 - C. Self-delusion
 - D. Self-promotion
 - E. Extroversion

Chapter - Chapter 03 #14
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

15. The social identity theory attempts to explain
(p. 68)
- A. how we compare ourselves with people who do not belong in our groups.
 - B. why we homogenize others by believing people within a group share common traits.
 - C. how we defining ourselves in terms of the groups in which we can be identified.
 - D.** All of the answers are correct.
 - E. how we compare ourselves with people who do not belong in our groups and defining ourselves in terms of the groups in which we can be identified.

Chapter - Chapter 03 #15
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

16. (p. 68) When Green Corp. recently acquired Orange Corp., employees in each company began to privately complain about the behaviour and performance of employees at the other organization. For example, Orange employees would claim that Green employees lacked customer service skills, whereas Green employees claimed that they were more responsive to customer needs. Employees would also label each other by their former colour ('She's a Greenie'). This incident mainly describes which of the following concepts?

- A.** Social identity theory
- B. Self-enhancement
- C. Corporate identification theory
- D. Disagreeableness trait
- E. None of the above

Chapter - Chapter 03 #16
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

17. (p. 68) Social identity theory says that:

- A.** we define ourselves in terms of our membership in certain groups and our differences with people who belong to other groups.
- B. we tend to believe our own actions are caused by motivation or ability rather than the situation.
- C. our expectations about another person cause that person to act in a way that is consistent with those expectations.
- D. we quickly form an opinion of people based on the first information we receive about them.
- E. our emotions screen out large blocks of information that threaten our beliefs and values.

Chapter - Chapter 03 #17
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

18. (p. 69) According to the perceptual process model, what happens immediately after environmental stimuli are received by our senses?

- A. We organize the information into categories.
- B. We form an attitude towards the source of the information.
- C. We engage in behaviours in response to the environmental stimuli.
- D.** We filter the information through the selective attention process.
- E. We form attributions and other interpretations of the information.

Chapter - Chapter 03 #18
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

19. (p. 69) Selective attention and environmental stimuli are two components of:

- A. attribution theory.
- B.** the perceptual process.
- C. the Johari Window.
- D. the 'Big Five' personality dimensions.
- E. the self-fulfilling prophecy model.

Chapter - Chapter 03 #19
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

20. (p. 69) The process of receiving information about and making sense of the world around us is called:

- A.** perception.
- B. projection.
- C. social learning.
- D. social identity.
- E. personal identity.

Chapter - Chapter 03 #20
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

21. _____ is the process of filtering information received by our senses.

(p. 69)

- A. Personal identity
- B. Social learning
- C. Projection
- D. Stereotyping
- E. Selective attention**

Chapter - Chapter 03 #21
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

22. Our likelihood of noticing a person or object depends on its:

(p. 69)

- A. novelty.
- B. intensity.
- C. motion.
- D. size.
- E. All of the answers are correct.**

Chapter - Chapter 03 #22
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

23. Which of the following is NOT one of the characteristics of the person or object that influences selective attention?

(p. 69)

- A. Intensity
- B. Novelty
- C. Motion
- D. Size
- E. Color**

Chapter - Chapter 03 #23
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

24. Which of the following is an example of selective attention?

(p. 69)

- A. You notice that two employees are arguing in the company's quiet library.**
- B. You conclude that the person near the cash register is a sales clerk.
- C. You assume that an employee is lazy because she works in a department with lazy people.
- D. All of the answers are correct.
- E. None of the answers apply.

Chapter - Chapter 03 #24
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

25. How do values and attitudes affect the selective attention process?

(p. 70)

- A. Values and attitudes don't affect how people deal with information at all.
- B. People tend to only absorb information that is unrelated to their values and attitudes.
- C. People pay attention to information that is consistent with their values and attitudes.**
- D. People pay attention to information that conflicts with their values and attitudes.
- E. People pay attention to information only when it describes things for which they have no values or attitudes.

Chapter - Chapter 03 #25
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

26. Screening out information that is contrary to our values and assumptions is called:

(p. 70)

- A.** confirmation bias
- B. selective attention
- C. screening bias
- D. value-affirmation
- E. None of the above is correct

Chapter - Chapter 03 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

27. _____ is a mostly unconscious process of organizing people and objects into preconceived groups stored in memory.

(p. 71)

- A. Selective attention
- B. Halo effect
- C. Attribution
- D.** Categorical thinking
- E. Projection

Chapter - Chapter 03 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

28. Which of the following is NOT directly an example of categorical thinking?

(p. 71)

- A. You see someone standing near a group of similar-looking people and assume that person is associated with the group.
- B. You notice three weeks of weaker sales and conclude that sales will continue to weaken.
- C.** You pay more attention to the most recent information received.
- D. You learn that another student in your project team comes from a country which is stereotypically viewed as hard-working, so you believe that this student is also hard-working.
- E. A basketball player has scored more than usual over the past three games, so you conclude that the player is on a winning streak.

Chapter - Chapter 03 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

29. Categorical thinking and related perceptual organization activities:

(p. 71)

- A.** occur very quickly and mostly unconsciously.
- B. are usually avoidable when you are aware of them.
- C. tend to occur after you have a moment to think carefully about the information received.
- D. are mostly unconscious and occur slowly over several days.
- E. do not occur in most people.

Chapter - Chapter 03 #29
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

30. Mental models are _____ that guide perceptions and behaviour.

(p. 71)

- A. stereotypes
- B. forms of punishment
- C. self-fulfilling prophecies
- D.** internal representations of the external world
- E. action learning practices

Chapter - Chapter 03 #30
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

31. Mental models are mainly related to:
(p. 72) **A.** Perceptual organization and interpretation.
B. Learning orientation.
C. Attribution.
D. Self-fulfilling prophecy.
E. Selective attention.

Chapter - Chapter 03 #31
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

32. Mental models cause us to:
(p. 72) A. perceive events as though people are acting on a theatrical stage.
B. select and organize stimuli in ways that are consistent with our broad world views.
C. believe the behaviour of others is caused more by their ability or motivation than the situation.
D. perceive ourselves as members of several groups that are different from people in other groups.
E. change our personality whenever we develop new mental models.

Chapter - Chapter 03 #32
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

33. Companies can try to break out of their existing mental models by:
(p. 72) A. promoting people within the organization.
B. giving every employee the Myers-Briggs Type Indicator test.
C. engaging in external attribution.
D. engaging in selective attention.
E. hiring people with diverse backgrounds and from other industries.

Chapter - Chapter 03 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

34. One way employees can break out of their existing mental models is by:
(p. 72) A. changing jobs on a regular basis.
B. being mindful of their tendencies.
C. engaging in more sense making.
D. working with people from diverse backgrounds.
E. reduce categorical thinking.

Chapter - Chapter 03 #34
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

35. The process of assigning traits to people based on their membership in a social category refers to:
(p. 72) A. recency effect.
B. halo effect.
C. projection bias.
D. empathy.
E. stereotyping.

Chapter - Chapter 03 #35
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

36. Stereotyping is based on which of the following?
(p. 72) **A.** Social identity theory
B. Self-fulfilling prophecy
C. Selective attention
D. Attribution
E. None of the answers apply.

Chapter - Chapter 03 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

37. Social identity theory helps us to explain:
(p. 73) A. the attribution process.
B. stereotyping.
C. recency effect.
D. the 'Big Five' personality dimensions.
E. locus of control.

Chapter - Chapter 03 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

38. George believes that women have difficulty coping with the stress of executive decisions. Sally is promoted into a senior management position and George soon complains that Sally won't be able to cope with this job. George is exhibiting which of the following perceptual errors?
(p. 72) A. Attribution error
B. Stereotyping
C. Projection bias
D. Halo effect
E. Recency effect

Chapter - Chapter 03 #38
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

39. Which of the following statements about stereotyping is FALSE?
(p. 72-73) **A.** People can improve the perceptual process by preventing the activation of stereotypes.
B. Stereotyping causes us to ignore or misinterpret behaviours that are inconsistent with the stereotype we assign to a person.
C. Stereotypes do not accurately describe everyone assigned to that stereotype.
D. Stereotypes generally have some inaccuracies.
E. Stereotyping can potentially become the foundation for prejudice.

Chapter - Chapter 03 #39
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

40. The process of stereotyping includes:
(p. 72-73) A. identifying with people who belong to the groups that you don't belong to.
B. believing that other people have the same beliefs and behaviours that you have.
C. determining whether a person's behaviour is due either to his or her motivation or factors beyond his or her control.
D. assigning the cluster of traits from a social category to a person identified with that social category.
E. All of the answers are correct.

Chapter - Chapter 03 #40
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

41. The concept of prejudice is most closely related to:
(p. 74) A. behaviour modification.
B. stereotyping.
C. Johari Window.
D. attribution process.
E. social learning theory.

Chapter - Chapter 03 #41
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

42. The greatest concern about stereotyping is that it can lead to:

(p. 73-74)

- A.** prejudice.
- B. unbiased opinions.
- C. just behaviour.
- D. limited mental modelling.
- E. none of the above.

Chapter - Chapter 03 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

43. Which of the following statements about prejudice and discrimination is FALSE?

(p. 74)

- A. There are still examples of prejudice in Canadian organizations.
- B. Prejudice may lead to employment discrimination.
- C. Prejudice arises from deeply held stereotypes.
- D. Prejudice refers to unfounded negative emotions that we hold towards people belonging to a particular group.
- E.** Removing prejudice has the effect of removing all discrimination in the workplace.

Chapter - Chapter 03 #43
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

44. Prejudice and discrimination are most closely tied to which of these concepts?

(p. 74)

- A. Halo effect
- B. Locus of control
- C. Attribution theory
- D. Self-fulfilling prophecy
- E.** Stereotyping

Chapter - Chapter 03 #44
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

45. Which process involves deciding whether an observed behaviour or event is largely caused by internal or external factors?

(p. 74)

- A.** Attribution
- B. Social identity
- C. Selective attention
- D. Personality
- E. Self-fulfilling prophecy

Chapter - Chapter 03 #45
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

46. Which of the following perceptual activities involves making inferences about the causes of a person's actions?

(p. 74)

- A.** Attribution
- B. Stereotyping
- C. Projection
- D. Selective attention
- E. Self-fulfilling prophecy

Chapter - Chapter 03 #46
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

47. Several errors were reported by customers who submitted their film for processing. Jasmine, who (p. 74-75) owns these stores, discovered that the errors seemed to occur when a particular new employee operated the film-processing machine. The new employee claimed that the machine wasn't working properly, so Jasmine investigated further. She learned that these processing errors did not occur while other people operated the machine. Also, when the new employee worked one day at another store, the same film-processing errors occurred. What perception will Jasmine likely develop from this information?

- A.** Jasmine will likely make an internal attribution about the new employee's performance.
- B. Jasmine will likely make a self-fulfilling prophecy error.
- C. Jasmine will likely engage in action learning.
- D. Jasmine is less likely to engage in self-serving bias.
- E. Jasmine will likely make an external attribution about the new employee's performance.

Chapter - Chapter 03 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

48. Jim has just arrived late for work. This is the third time over the past five days that he has arrived (p. 74-75) more than 30 minutes late. However, you conclude that Jim's lateness is due to factors beyond his control because most other employees who also take Jim's route to work have also been late to work on these days. According to attribution theory, what attribution have you made of Jim's lateness and based on what attribution rule?

- A. Internal attribution due to high conscientiousness.
- B. External attribution due to high consistency.
- C. Internal attribution due to high distinctiveness.
- D. External attribution due to high conscientiousness.
- E.** External attribution due to high consensus.

Chapter - Chapter 03 #48
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

49. In attribution theory, the question "Does the person act this way in other settings?" relates directly (p. 74) to:

- A. self-confidence.
- B.** distinctiveness
- C. consistency
- D. external attribution
- E. consensus

Chapter - Chapter 03 #49
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

50. Which of these questions is directly considered when making attributions? (p. 74)

- A. Has the employee ever shown his or her true emotions in the workplace?
- B. How often does the employee interact with people from different backgrounds?
- C.** How often did the employee act this way in the past?
- D. All of the answers are correct.
- E. None of the answers apply.

Chapter - Chapter 03 #50
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

51. Consistency, consensus and distinctiveness are: (p. 74-75)

- A. three elements of behaviour modification.
- B. three elements of the selective attention process.
- C.** the three rules determining whether to make an internal or external attribution.
- D. three of the four quadrants in the Johari Window.
- E. the main causes of self-fulfilling prophecy.

Chapter - Chapter 03 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

52. Which of the following is an element determining whether to make an internal or external attribution?
(p. 74-75)
- A. Similarity
 - B. Consensus**
 - C. Conscientiousness
 - D. Consciousness
 - E. None of the above

Chapter - Chapter 03 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

53. Suppose that Jamie, your supervisor, makes a fundamental attribution error when evaluating your job performance. Which of the following is most likely to occur?
(p. 75-76)
- A Jamie would tend to give you a lower appraisal rating because she thinks your good performance is due mainly to her effective leadership over you.
 - B. Jamie will tend to rate you high or low on all performance dimensions based mainly on her overall impression of you.
 - C. Jamie would tend to give you a higher appraisal rating because she thinks your performance is due to ability and motivation rather than external conditions (such as helpful colleagues).**
 - D. Jamie will likely rate you based on her initial impression of your potential ability.
 - E. Performance evaluation decisions are unaffected by attribution errors.

Chapter - Chapter 03 #53
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

54. According to the fundamental attribution error:
(p. 75-76)
- A. people seldom make attributions about their own behaviour.
 - B. the likelihood of making an error attributing the behaviour of another person increases with your familiarity of that other person.
 - C. we tend to believe that other people have the same beliefs and behaviours that we have.
 - D. we tend to believe the behaviour of other people is caused more by their motivation and ability than by factors beyond their control.**
 - E. we tend to believe that colleagues perform their jobs better than we perform our job.

Chapter - Chapter 03 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

55. How might self-serving bias be observed in a corporate annual report?
(p. 76)
- A. The report would say more about the company's problems and less about its successes.
 - B. The report would emphasise the role of competition, inflationary pressures and other external causes of problems in the organization's performance.**
 - C. The report would exclude any bad news about the organization's performance.
 - D. The report would acknowledge that competition, the economy and other external factors should be credited for some of the company's recent success.
 - E. The report would acknowledge some of management's mistakes, but suggest that management in other companies have been making the same mistakes.

Chapter - Chapter 03 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

56. _____ is the tendency to attribute our favourable outcomes to internal factors and our failures to external factors.
- A. Fundamental attribution error
 - B. Halo effect
 - C. Self-serving bias**
 - D. Stereotyping
 - E. Self-fulfilling prophecy

Chapter - Chapter 03 #56
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

57. Self-serving bias is associated with which perceptual process?
- A. Attribution theory**
 - B. Halo effect
 - C. Social identity theory
 - D. Stereotyping
 - E. Self-fulfilling prophecy

Chapter - Chapter 03 #57
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

58. The tendency to attribute the behaviour of other people to internal factors rather than external factors refers to:
- A. recency bias.
 - B. projection bias.
 - C. fundamental attribution error.**
 - D. primacy effect.
 - E. self-serving bias.

Chapter - Chapter 03 #58
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

59. If John takes credit for work that he completes on time, but blames his co-workers for his delays, he is exhibiting:
- A. fundamental attribution error.
 - B. primacy effect.
 - C. self-fulfilling prophecy.
 - D. self-serving bias.**
 - E. projection bias.

Chapter - Chapter 03 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

60. Which of these is NOT a step in the self-fulfilling prophecy process?
- A. Supervisor forms expectations about employee.
 - B. Supervisor forms an impression based on the most recent information about the employee.**
 - C. Expectations affect supervisor's behaviour toward employee.
 - D. Supervisor's behaviour affects employee's abilities and self-confidence.
 - E. Employee's behaviour becomes consistent with supervisor's expectations.

Chapter - Chapter 03 #60
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

61. Which of the following is the first step in self-fulfilling prophecy?
(p. 76)
- A. Employee behaves in a way consistent with the supervisor's expectations.
 - B. Supervisor treats the employee in a manner consistent with the supervisor's expectations.
 - C.** Supervisor forms an incorrect impression of the employee.
 - D. Supervisor attributes employee's good performance to external causes.
 - E. Employee demonstrates his or her true abilities to the supervisor.

Chapter - Chapter 03 #61
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

62. Which of the following explains what happens when supervisors develop a high-expectancy self-fulfilling prophecy of a new employee's job performance?
(p. 76-77)
- A. They don't act any differently than supervisors with low expectancies.
 - B. They make it more difficult for the high-expectancy employee to perform well.
 - C. They let the high-expectancy employee achieve a natural performance level without interference.
 - D. They are more likely to engage in primacy and recency effect biases.
 - E.** None of the answers apply.

Chapter - Chapter 03 #62
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

63. When supervisors create a positive self-fulfilling prophecy, they tend to change employee behaviour
(p. 76-77) by:
- A. showing more emotional support to the employee through non-verbal cues.
 - B. providing more frequent and valuable feedback and reinforcement.
 - C. assigning more challenging goals to the employee.
 - D.** All of the answers are correct.
 - E. providing more frequent and valuable feedback and reinforcement and assigning more challenging goals to the employee.

Chapter - Chapter 03 #63
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

64. What is the last step in the self-fulfilling prophecy cycle?
(p. 76)
- A. The employee's behaviour becomes a source of disappointment for the supervisor.
 - B. The employee's behaviour becomes inconsistent with the supervisor's expectations.
 - C. The supervisor's unrealistic expectations cannot be achieved by the employee.
 - D. The employee's behaviour becomes consistent with the supervisor's expectations.
 - E.** The supervisor's unrealistic expectations results in performance failure by the employee.

Chapter - Chapter 03 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

65. All of the following are perceptual errors in organizational settings EXCEPT:
(p. 76-79)
- A. primacy.
 - B. recency.
 - C. halo.
 - D. false consensus effect.
 - E.** self-delusion.

Chapter - Chapter 03 #65
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

66. A supervisor's negative self-fulfilling prophecy of an employee is more likely to influence that employee's behaviour and performance when:
(p. 77)
- A.** the employee has a history of low achievement.
 - B. the employee has been working in that job for at least one year.
 - C. the employee's co-workers have confidence in the employee's potential.
 - D. All of the answers are correct.
 - E. the employee has a history of low achievement and the employee has been working in that job for at least one year.

Chapter - Chapter 03 #66
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

67. Someone who is new to the job and has a low sense of achievement is:
(p. 77)
- A. less likely to engage in stereotyping.
 - B. more likely to engage in fundamental attribution error.
 - C. more likely to have a strong learning orientation.
 - D.** more vulnerable to the supervisor's self-fulfilling prophecies of that employee.
 - E. more likely to engage in behaviour modification.

Chapter - Chapter 03 #67
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

68. Engaging in self-fulfilling prophecy can improve organizational effectiveness:
(p. 77)
- A. never; self-fulfilling prophecy is a perceptual bias that always makes organizations less effective.
 - B. whenever and wherever it exists in organizational settings.
 - C.** when supervisors demonstrate their hope and optimism in each employee's potential.
 - D. when supervisors also use stereotyping to determine the employee's potential performance.
 - E. only when supervisors have a self-serving bias.

Chapter - Chapter 03 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

69. The philosophy of positive organizational behaviour states that:
(p. 77)
- A. employees are more effective when they experience extinction more than other contingencies of reinforcement.
 - B. employees are, by nature, good rather than bad in terms of their ethics and care for others in the world.
 - C.** focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being.
 - D. organizational behaviour knowledge offers more positive than negative information about how to survive in organizations.
 - E. employees process more quickly positive rather than negative information.

Chapter - Chapter 03 #69
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

70. Organizations can encourage positive self-fulfilling prophecy by:
(p. 77)
- A. training supervisors to ignore new employees who will clearly fail to perform the job well.
 - B. training supervisors and team leaders to increase employee self-confidence.
 - C. developing a culture of support and learning.
 - D. All of the answers are correct.
 - E.** training supervisors and team leaders to increase employee self-confidence and developing a culture of support and learning.

Chapter - Chapter 03 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

71. The statement "First impressions are lasting impressions" is represented by:
(p. 77)
- A.** primacy effect.
 - B. self-fulfilling prophecy.
 - C. projection bias.
 - D. recency effect.
 - E. extroversion.

Chapter - Chapter 03 #71
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

72. If you form a general negative impression of a person based on one prominent characteristic, and it colours your perception of other characteristics of that person, it is called:
(p. 77)
- A. Projection bias
 - B.** The halo effect
 - C. Selective attention
 - D. Self-serving bias
 - E. Stereotyping

Chapter - Chapter 03 #72
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

73. Which of these popular sayings best reflects the primacy effect?
(p. 78)
- A. Birds of a feather flock together.
 - B.** First impressions are lasting impressions.
 - C. It takes one to know one.
 - D. If at first you don't succeed, try, try again.
 - E. You can't tell a book by its cover.

Chapter - Chapter 03 #73
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

74. _____ occurs when our general impression of a person, usually based on one prominent characteristic, colors our perception of other characteristics of that person.
(p. 77-78)
- A. Projection bias
 - B.** Halo effect
 - C. Selective attention
 - D. Self-serving bias
 - E. Stereotyping

Chapter - Chapter 03 #74
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

75. What perceptual error occurs when a supervisor incorrectly rates an employee at a similar level across all performance dimensions based on an overall impression of that employee?
(p. 77-78)
- A. Attribution error
 - B. Stereotyping
 - C. Projection bias
 - D.** Halo effect
 - E. Recency effect

Chapter - Chapter 03 #75
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

76. Halo effect occurs when:
(p. 77-78) A. we give more emotional support through non-verbal cues to the target person.
B. we provide more frequent and valuable feedback to the target person.
C. we assign more challenging goals to the target person.
D. we evaluate specific features of the target person based on a general impression of that person.
E. All of the answers are correct.

Chapter - Chapter 03 #76
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

77. Halo effect is more likely to occur when:
(p. 77-78) A. we know the target person and have a good opportunity to measure his or her job performance.
B. we have low expectations of the target person.
C. we have a high level of learning orientation.
D. we are very good at delaying the formation of first impressions.
E. we lack concrete information about the target person and we are not motivated to search for it.

Chapter - Chapter 03 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

78. The recency effect is more common when:
(p. 78) **A.** making an evaluation involving complex information.
B. the decision maker has considerable experience in that situation.
C. the decision maker believes most employees are above average.
D. evaluating someone who is easily identified with a visible demographic group.
E. the decision maker has a strong learning orientation.

Chapter - Chapter 03 #78
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

79. Sue habitually talks badly about her supervisors. Whenever colleagues warn that she should refrain from expressing such negative opinions, Sue replies that 'everyone believes the same thing about the supervisor'. Which perceptual error does Sue seem to be experiencing?
(p. 78) A. Fundamental attribution error
B. False-consensus effect
C. Self-fulfilling prophecy
D. Halo effect
E. None of the answers apply.

Chapter - Chapter 03 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

80. A perceptual error in which we tend to believe that other people hold the same beliefs and attitudes that we do refers to:
(p. 78) A. self-serving bias.
B. recency effect.
C. false-consensus effect.
D. self-fulfilling prophecy.
E. personal identity.

Chapter - Chapter 03 #80
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

81. Diversity awareness training:
(p. 79) A. communicates the benefits of diversity in the workplace.
B. gives employees more accurate information about people from different backgrounds.
C. helps employees to become more aware of their stereotyping biases.
D. All of the answers are correct.
E. communicates the benefits of diversity in the workplace and gives employees more accurate information about people from different backgrounds.

Chapter - Chapter 03 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

82. Which of these statements about diversity awareness training is FALSE?
(p. 79) **A.** Diversity awareness training is mainly intended to correct deep-rooted prejudice or intolerance in the workplace.
B Diversity awareness training helps employees to learn, and eventually overcome, the more subtle forms of bias that emerge from distorted stereotypes.
C. Diversity awareness training may include role-plays and exercises.
D. Diversity motivates people to block inaccurate perceptions arising from ingrained stereotypes.
E. Diversity awareness training is important as the workforce becomes more diverse.

Chapter - Chapter 03 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

83. In the Johari Window, the _____ area includes information about you that is known both to you and others.
(p. 79) A. mid-level
B. hidden
C. unknown
D. blind
E. open

Chapter - Chapter 03 #83
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

84. In the Johari Window, the open area gets smaller when we:
(p. 79-80) A. provide disclosure.
B. receive feedback from others.
C. decrease the hidden area.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 03 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

85. Which of the following is NOT explicitly identified in the Johari Window?
(p. 79) A. Feedback
B. Selective attention
C. Unknown area
D. Hidden area
E. Disclosure

Chapter - Chapter 03 #85
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

86. The objective of the Johari Window is to:
(p. 80)
A. improve our awareness of ourselves.
B. help others to understand the reasons behind our actions.
C. improve our perceptual process.
D. All of the answers are correct.
E. improve our awareness of ourselves and improve our perceptual process.

Chapter - Chapter 03 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

87. In the Johari Window, feedback from others helps us to:
(p. 80)
A. increase our open area by reducing our blind area.
B. increase our unknown area by reducing our hidden area.
C. decrease our open area by increasing our amount of disclosure.
D. increase our open area by reducing our closed area.
E. increase our open area by reducing our hidden area.

Chapter - Chapter 03 #87
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

88. In the Johari Window, disclosure of information to colleagues results in:
(p. 80)
A. increasing our open area by reducing our blind area.
B. increasing our unknown area by reducing our hidden area.
C. decreasing our open area by increasing our amount of feedback.
D. increasing our open area by reducing our closed area.
E. increasing our open area by reducing our hidden area.

Chapter - Chapter 03 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

89. Meaningful interaction potentially improves:
(p. 80)
A. self-justification.
B. The unknown area in the Johari window.
C. self-satisfaction.
D. self-awareness.
E. self-fulfillment.

Chapter - Chapter 03 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

90. The contact hypothesis states that:
(p. 80)
A. our tendency to stereotype people increases with our frequency of contact with them.
B. we are more likely to make an internal attribution of someone's behaviour when we have more contact with that person.
C. social identity theory only applies to people who have personal contact with the groups to whom they identify.
D. we are less likely to stereotype someone as we have more interaction with him/her.
E. self-fulfilling prophecy occurs only when the target individual does not personally meet the person making the prophecy.

Chapter - Chapter 03 #90
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

91. Which of these statements about the contact hypothesis is TRUE?
(p. 80)
- A. Increased contact with someone tends to change our stereotype of the group to which that person belongs.
 - B.** Increased contact with someone tends to reduce our tendency to use stereotypes to perceive that person.
 - C. By reducing our contact with people, we develop more accurate perceptions of them.
 - D. All of the answers are correct.
 - E. Increased contact with someone tends to change our stereotype of the group to which that person belongs and tends to reduce our tendency to use stereotypes to perceive that person.

Chapter - Chapter 03 #91
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

92. Which of the following helps managers to increase their empathy with subordinates?
(p. 81)
- A. Managers should work together in executive offices away from their employees.
 - B. Managers should use formal written media (e.g. memos, reports) rather than face-to-face interaction when communicating new directives to employees.
 - C.** Managers who occasionally work in their subordinates' jobs along with their employees.
 - D. Managers should take a training program where they learn about primacy and recency effects.
 - E. All of the answers are correct.

Chapter - Chapter 03 #92
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

93. In organizational settings, empathy:
(p. 80-81)
- A. has both a cognitive and emotional component.
 - B. improves sensitivity to the external causes of another person's behaviour and results.
 - C. can reduce the likelihood of fundamental attribution error.
 - D. All of the answers are correct.
 - E.** has both a cognitive and emotional component and improves sensitivity to the external causes of another person's behaviour and results.

Chapter - Chapter 03 #93
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

94. _____ refers to an individual's ability to perceive, know about, and process information across cultures.
(p. 82)
- A. Empathy
 - B. Cultural awareness
 - C. Global mindset
 - D. Intelligence.
 - E.** Diversity sensitivity

Chapter - Chapter 03 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

95. A better knowledge of _____ is essential in order to develop a global mindset.
(p. 83)
- A. economics
 - B. accounting
 - C. politics
 - D.** people and cultures
 - E. psychology

Chapter - Chapter 03 #95
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

96. The first step in developing a global mindset begins with:

(p. 83)

- A. empathy.
- B. self-awareness.
- C. intellectualism.
- D.** sociability.
- E. none of the above.

Chapter - Chapter 03 #96
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

97. Self-concept refers to an individual's self-beliefs and self-evaluations.

(p. 64)

TRUE

Chapter - Chapter 03 #97
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

98. Mature adults tend to have a lower complexity that remains relatively stable.

(p. 64)

FALSE

Chapter - Chapter 03 #98
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

99. The three structural dimensions of self-concept are: complexity, consistency and clarity.

(p. 64)

TRUE

Chapter - Chapter 03 #99
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

100. Clarity of self-concept refers to the degree or realism one attaches to his or her self-image.

(p. 64)

FALSE

Chapter - Chapter 03 #100
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

101. The consistency of a person's multiple selves increases with age.

(p. 65)

TRUE

Chapter - Chapter 03 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

102. Self-concept clarity increases as they get older.

(p. 65)

TRUE

Chapter - Chapter 03 #102
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

103. Self-enhancement can result in bad decisions.

(p. 66)

TRUE

Chapter - Chapter 03 #103
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

104. Self-enhancement causes managers to overestimate the probability of success in investment decisions.

(p. 66)

TRUE

Chapter - Chapter 03 #104
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

105. Self-verification stabilizes our self-concept.

(p. 66)

TRUE

Chapter - Chapter 03 #105
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

106. Self-evaluation is mostly defined in terms of the following three concepts: self-esteem, self-efficacy, and locus of control.

(p. 66)

TRUE

Chapter - Chapter 03 #106
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

107. Self-esteem is the extent to which people like, respect and are satisfied with others.

(p. 66)

FALSE

Chapter - Chapter 03 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

108. People with higher self-esteem than others believe they are superior.

(p. 66)

FALSE

Chapter - Chapter 03 #108
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

109. People with high self-esteem are less influenced by others.

(p. 66)

TRUE

Chapter - Chapter 03 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

110. People perform better in most employment situations when they have a strong external locus of control.

(p. 67)

FALSE

Chapter - Chapter 03 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

111. Individuals with higher internal locus of control tend to evaluate others less favourably.

(p. 67)

FALSE

Chapter - Chapter 03 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

112. People with higher internal locus of control are more successful in their careers, and earn more money.

(p. 67)

TRUE

Chapter - Chapter 03 #112
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

113. An internal locus of control characterizes people who think only of themselves rather than people around them.

(p. 67)

FALSE

Chapter - Chapter 03 #113
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

114. Self-efficacy is similar to self-effacing behaviour.
(p. 67) **FALSE**
- Chapter - Chapter 03 #114
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
115. There is a positive relationship between self-efficacy and self-evaluation.
(p. 67) **TRUE**
- Chapter - Chapter 03 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
116. Self-efficacy is a perception and a general trait related to self-concept.
(p. 67) **TRUE**
- Chapter - Chapter 03 #116
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1
117. Social identity theory explains self-concept only in terms of personal identity.
(p. 68) **FALSE**
- Chapter - Chapter 03 #117
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
118. Self-concept consists of two distinct categories: personal identity and social identity.
(p. 68) **TRUE**
- Chapter - Chapter 03 #118
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
119. Social identity is also called external self-concept.
(p. 68) **TRUE**
- Chapter - Chapter 03 #119
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
120. Social identity is easily defined using demographic characteristics.
(p. 68) **FALSE**
- Chapter - Chapter 03 #120
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
121. Social identity theory partially explains why people in low-status jobs tend to define themselves in terms of non-job groups.
(p. 68) **TRUE**
- Chapter - Chapter 03 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
122. People whose self-concepts are heavily defined by social rather than personal identities are more easily influenced by peer pressure.
(p. 68) **TRUE**
- Chapter - Chapter 03 #122
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
123. The perceptual process begins by attributing behaviour to internal or external causes.
(p. 69) **FALSE**
- Chapter - Chapter 03 #123
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

124. Selective attention occurs after incoming information is organized and interpreted.

(p. 69) **FALSE**

Chapter - Chapter 03 #124
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

125. We are more likely to notice objects with features that are repetitive, intense and in motion.

(p. 69) **TRUE**

Chapter - Chapter 03 #125
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

126. Our emotions influence what we recognize or screen out.

(p. 69) **TRUE**

Chapter - Chapter 03 #126
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

127. Confirmation bias causes us to screen out information that is contrary to our values and assumptions.

(p. 70) **TRUE**

Chapter - Chapter 03 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

128. People have a tendency to screen out information that is contrary to their assumptions.

(p. 70) **TRUE**

Chapter - Chapter 03 #128
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

129. A person's expectations make them more sensitive to incoming information, but also less sensitive to unexpected information.

(p. 70-71) **TRUE**

Chapter - Chapter 03 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

130. Grouping people and objects into recognizable patterns is part of the selective attention process.

(p. 71) **FALSE**

Chapter - Chapter 03 #130
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

131. Categorical thinking is mostly a conscious process of deciding what information in the environment to notice.

(p. 71) **FALSE**

Chapter - Chapter 03 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

132. Seeing a trend in a sequence of sales figures involves the process of categorical thinking.

(p. 71) **TRUE**

Chapter - Chapter 03 #132
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

133. Mental models play an important role in sense-making, but they also make it difficult to see the world in different ways.
(p. 72) **TRUE**
- Chapter - Chapter 03 #133
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
134. Employees can break out of their existing mental models by working with colleagues from diverse backgrounds that bring different mental models to the workplace.
(p. 72) **TRUE**
- Chapter - Chapter 03 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
135. Stereotyping is an extension of the social identity process.
(p. 72-73) **TRUE**
- Chapter - Chapter 03 #135
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*
136. The three steps in stereotyping, in order, are: (a) identify negative information, (b) behave in ways consistent with previous expectations and (c) watch the employee form a positive or negative opinion of you.
(p. 72) **FALSE**
- Chapter - Chapter 03 #136
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*
137. Some Stereotypes can be fairly accurate.
(p. 72) **TRUE**
- Chapter - Chapter 03 #137
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
138. Stereotyping is a natural process that helps us to economize mental effort.
(p. 72) **FALSE**
- Chapter - Chapter 03 #138
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
139. A person's social identity is a complex combination of his or her memberships in many groups.
(p. 73) **TRUE**
- Chapter - Chapter 03 #139
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*
140. One reason we stereotype is to enhance our self-concept.
(p. 73) **FALSE**
- Chapter - Chapter 03 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
141. Homogenization and differentiation are two activities in the process of social identity and self-enhancement.
(p. 73) **TRUE**
- Chapter - Chapter 03 #141
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*

142. The combination of social identity and self-enhancement occurs through categorization and attribution activities.
(p. 73) **FALSE**
- Chapter - Chapter 03 #142
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
143. Stereotyping is partly responsible for prejudice and discrimination.
(p. 74) **TRUE**
- Chapter - Chapter 03 #143
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
144. One problem with stereotyping is that few traits assigned to a particular social category accurately describe every person identified with that group.
(p. 73) **TRUE**
- Chapter - Chapter 03 #144
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*
145. The easiest way to minimize stereotyping is by preventing the activation of stereotypes in our heads.
(p. 74) **FALSE**
- Chapter - Chapter 03 #145
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
146. For the most part the stereotyping process is hardwired in our brain cells.
(p. 74) **TRUE**
- Chapter - Chapter 03 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
147. Stereotyping helps up in several valuable ways.
(p. 74) **TRUE**
- Chapter - Chapter 03 #147
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
148. Systemic discrimination is often unintentional.
(p. 74) **TRUE**
- Chapter - Chapter 03 #148
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
149. We can eliminate the activation of stereotyping by choosing to ignore stereotypic information.
(p. 74) **FALSE**
- Chapter - Chapter 03 #149
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
150. Attribution theory mainly explains the selective attention process.
(p. 74-75) **FALSE**
- Chapter - Chapter 03 #150
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*

151. People who believe that their successful completion of a project is due to their skill and hard work are making an internal attribution.
(p. 74)
TRUE
- Chapter - Chapter 03 #151
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*
152. People tend to make an internal attribution about someone's behaviour if that person has rarely acted like this either in the past or in other situations.
(p. 74-75)
FALSE
- Chapter - Chapter 03 #152
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*
153. You are more likely to make an internal attribution about someone's poor performance if you have also observed the person performing that task poorly in the past and have observed other employees performing the task well.
(p. 74-75)
TRUE
- Chapter - Chapter 03 #153
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3*
154. When making an internal or external attribution about a person's behaviour, we tend to look at whether the person has acted this way in the past and other situations, and whether other people act similarly in this situation.
(p. 74-75)
TRUE
- Chapter - Chapter 03 #154
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
155. Fundamental attribution error refers to the tendency to attribute the behaviour of other people to internal factors more than external factors.
(p. 75)
TRUE
- Chapter - Chapter 03 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
156. Fundamental attribution error would cause a supervisor to believe that an employee's lateness is due to factors beyond the employee's control rather than to a lack of motivation to attend work.
(p. 75)
FALSE
- Chapter - Chapter 03 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*
157. Self-serving bias is the tendency to take credit for our successes and blame others or the situation for our mistakes.
(p. 76)
TRUE
- Chapter - Chapter 03 #157
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*
158. Self-fulfilling prophecy occurs whenever supervisors accurately predict the future performance of recently hired employees.
(p. 76-77)
FALSE
- Chapter - Chapter 03 #158
Difficulty: Medium
Gradable: automatic
Learning Objective: 3*

159. Self-fulfilling prophecy may result in either better or worse performance than if the employee is not exposed to the self-fulfilling prophecy effect.

(p. 77)

TRUE

Chapter - Chapter 03 #159
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

160. The first step in a self-fulfilling prophecy occurs when the observer acts differently towards people with whom he or she has high expectations than towards those with whom he or she has low expectations.

(p. 76-77)

FALSE

Chapter - Chapter 03 #160
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

161. Self-fulfilling prophecy tends to have a stronger effect on employees who are new to the job than on employees who have worked in that job for a few years.

(p. 77)

TRUE

Chapter - Chapter 03 #161
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

162. One of the most effective ways to minimize negative self-fulfilling prophecy is to make managers aware of the power of positive expectations.

(p. 77)

FALSE

Chapter - Chapter 03 #162
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

163. The halo effect occurs when one characteristic of a person shapes our general impression of that person which, in turn, biases our perceptions about the other characteristics of that person.

(p. 77)

TRUE

Chapter - Chapter 03 #163
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

164. According to the halo effect, a supervisor's initial expectations of you influence your behaviour so that you are more likely to act consistently with those expectations.

(p. 77)

FALSE

Chapter - Chapter 03 #164
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

165. The primacy effect occurs because we have a strong need to quickly make sense of other people.

(p. 78)

TRUE

Chapter - Chapter 03 #165
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

166. Primacy and recency effects are two attribution errors.

(p. 78)

FALSE

Chapter - Chapter 03 #166
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

167. The primacy effect causes interviewers to ignore information presented at the beginning of the interview and to pay more attention to information presented later in the interview.

(p. 78)

FALSE

Chapter - Chapter 03 #167
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

168. The recency effect occurs when a person's annual performance evaluation is heavily influenced by performance results over the last month.
(p. 78) **TRUE**
- Chapter - Chapter 03 #168
Difficulty: Easy
Gradable: automatic
Learning Objective: 3*
169. Diversity awareness programs mainly educate employees about the value of diversity and the problems with stereotyping.
(p. 79) **TRUE**
- Chapter - Chapter 03 #169
Difficulty: Easy
Gradable: automatic
Learning Objective: 4*
170. Diversity awareness programs are designed specifically to correct deep-rooted prejudice and intolerance in the workplace.
(p. 79) **FALSE**
- Chapter - Chapter 03 #170
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
171. The Johari Window is a training program that teaches employees how to change their personality.
(p. 79) **FALSE**
- Chapter - Chapter 03 #171
Difficulty: Easy
Gradable: automatic
Learning Objective: 4*
172. The main objective of the Johari Window process is to maintain the same amount of information about yourself in each of the four quadrants.
(p. 79) **FALSE**
- Chapter - Chapter 03 #172
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
173. The four areas of the Johari Window are open, closed, internal and external.
(p. 79-80) **FALSE**
- Chapter - Chapter 03 #173
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
174. According to the Johari Window, the hidden area is reduced through disclosure.
(p. 80) **TRUE**
- Chapter - Chapter 03 #174
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
175. The more we interact with someone, the more we rely on stereotypes to understand that individual.
(p. 80) **FALSE**
- Chapter - Chapter 03 #175
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
176. The contact hypothesis states that the more individuals interact with one another, the less they rely on stereotypes to perceive each other.
(p. 80) **TRUE**
- Chapter - Chapter 03 #176
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*

177. Interacting with people from other backgrounds is more likely to minimize perceptual biases when these people have equal status with you throughout the interaction.
TRUE
- Chapter - Chapter 03 #177
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*
178. Global mindset refers to an individual's ability to perceive, know about, and process information across cultures.
TRUE
- Chapter - Chapter 03 #178
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
179. Global mindset occurs as people develop more of a local than global frame of reference about their business and its environment within the context of internationalism.
FALSE
- Chapter - Chapter 03 #179
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
180. Adopting a global mindset can be a detriment for companies wishing to forge better relationships at the local level.
FALSE
- Chapter - Chapter 03 #180
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
181. The capacity to empathize with other cultures is an important characteristic of global mindset.
TRUE
- Chapter - Chapter 03 #181
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
182. Developing a global mindset begins with self-awareness.
TRUE
- Chapter - Chapter 03 #182
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
183. One way companies can develop a global mindset is by allowing employees to compare their mental models with co-workers from other regions of the world.
TRUE
- Chapter - Chapter 03 #183
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
184. A global mindset includes having an awareness of, openness to, and respect for one's views and practices throughout the world.
FALSE
- Chapter - Chapter 03 #184
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*
185. Some of the knowledge required to develop a global mindset can be acquired through diversity training, instead of work experience.
TRUE
- Chapter - Chapter 03 #185
Difficulty: Medium
Gradable: automatic
Learning Objective: 5*

186. Deep absorption of knowledge required to develop a global mindset results from immersion in the foreign cultures.

(p. 83)

TRUE

Chapter - Chapter 03 #186

Difficulty: Medium

Gradable: automatic

Learning Objective: 5

187. Sending teams of employees on social responsibility missions in developing countries is a way to accelerate global mindset development.

(p. 83)

TRUE

Chapter - Chapter 03 #187

Difficulty: Medium

Gradable: automatic

Learning Objective: 5

188. When the Royal Ontario Bank (ROB) acquired a major investment firm, senior executives noticed hostilities forming between the financial analysts in the investment company and the bank's marketing people who provide marketing expertise for the investment firm's mutual funds and other investment vehicles. The marketing staff say that the finance types wouldn't know a customer if they stepped on one. They partly attribute this to the poor marketing expertise in the investment firm before the bank bought it. The finance types, many of whom have graduate degrees from top universities, privately complain that the marketing types don't have enough brainpower to turn on a light switch. Use what you know about social identity and the processes of categorization, homogenization, and differentiation to explain why these hostilities might exist.

(p. 73)

Social identity theory states that people perceive themselves and others in terms of their unique characteristics and membership in various social groups. Social identity explains why the hostilities occur in terms of three processes.

First, social identity is a comparative process, meaning that we define ourselves in terms of our differences with people who belong to other groups. In this situation, the finance and marketing people clearly do not define themselves in the same group. This common group membership is possible because they all belong to the same organization. However, both clearly separate themselves, possibly even believing that they really aren't the same firm (a common problem in mergers and acquisitions). The finance people seem to identify themselves more by their professional membership. This might also be true for the marketing people, although they refer more to differences between organizations.

Second, social identity is a homogenization process. We think that people within our group share certain traits, and people in comparison groups share a different set of traits. In this situation, the marketing people see all the finance people as the same and the finance people see all the marketing people as the same. This homogenization makes it perceptually difficult to recognize the unique features—including some positive features—of each person in the other group.

Third, through the differentiation process people develop more positive views of traits in their own groups and less positive views of traits in other groups. That problem clearly occurs here. The perceptual process tends to encourage the development of negative images of people in other groups.

Chapter - Chapter 03 #188

Difficulty: Medium

Gradable: manual

Learning Objective: 3

189. A diversity awareness consultant submits a proposal to a company that wants to reduce stereotyping and prejudice. In the proposal, the consultant claims that his training program teaches employees to avoid the stereotyping process altogether when perceiving the world around them. "Our training will prevent the activation of stereotypes and other forms of categorical thinking," claims the consultant's proposal. Discuss the accuracy of this consultant's claim and explain what training programs can do regarding stereotyping.

(p. 72-74)

The textbook explains how people CANNOT avoid stereotyping. It is a natural process (called categorical thinking) that helps us to organize information for long-term memory. Without categorical thinking, it would be difficult to retain as much information about the world around us. Thus, we cannot prevent the activation of stereotyping.

What training CAN do is minimize the application of stereotypic information in our decisions and actions. When perceiving someone, we can try to avoid relying on the stereotypic information that pops into our head. This involves being aware of stereotyping and consciously downplaying information that seems to be based on our stereotypes. This process—minimizing the application of stereotypic information—can be trained.

In answering this question, students might also mention meaningful interaction (based on the contact hypothesis) as a training intervention. Specifically, people who interact more often with someone from stereotyped groups are less likely to rely on stereotypes to perceive that other person.

Chapter - Chapter 03 #189
Difficulty: Medium
Gradable: manual
Learning Objective: 3

190. Comment on the accuracy of the following statement: 'We would work more effectively in organizational settings if we could avoid the process of stereotyping.'

(p. 72-74)

This statement is FALSE to the extent that stereotyping is a normal part of perceptual organizational and interpretation. We want to make sense of our work environment, so we rely on observable information about a person to fill in the less observable information that takes longer to discover. Without stereotyping, we could not make sense of our world as quickly and, consequently, would experience more stress (due to environmental uncertainties) and would take longer to accomplish our tasks.

The problem with stereotyping is that stereotypes are often inaccurate and we have difficulty replacing incorrect stereotypes with more accurate ones. In some situations, stereotyping results in employment discrimination and poor decision making.

The textbook identifies two reasons why stereotypes are often inaccurate. One general problem is that most stereotyped traits do not accurately describe every person in that social category. For example, it may be true that some professors are absent-minded, but there are many who are not. The other general problem with stereotypes is that we tend to screen out or misinterpret information that is inconsistent with the stereotype. In other words, we subconsciously try to keep our perceptions of reality simple by maintaining existing stereotypes.

Chapter - Chapter 03 #190
Difficulty: Medium
Gradable: manual
Learning Objective: 3

191. Female employees at a large brokerage firm are upset because their supervisors do not accept their explanations for lateness or absenteeism. They claim the supervisors-almost all of whom are male-are insensitive to family and other obligations and issues facing women. As a result, these supervisors tend to attribute lateness and absenteeism among female staff to their lack of motivation. If these supervisors are engaging in fundamental attribution error, what corrective action should the organization take to minimize this perceptual problem?

(p. 72-74)

The first step to minimizing the fundamental attribution error is to make supervisors aware of this perceptual bias so that they become more sensitive to their perceptual processes in the future. Next, the organization should identify ways for the supervisors to empathize more fully with the situation of female employees. This might involve special sessions in which female employees and supervisors share common experiential activities and thereby learn about each other's perspectives on various issues. Finally, the organization might consider promoting more female staff into supervisory positions. This would likely develop the strongest level of empathy with female employees and therefore provide the lowest level of fundamental attribution error.

*Chapter - Chapter 03 #191
Difficulty: Medium
Gradable: manual
Learning Objective: 3*

A supervisor receives regular information about a sales employee's performance (e.g. sales volume, incomplete paperwork, etc.) and must complete a performance appraisal of the person's work. The supervisor has a complete description of the employee's job but has never worked in the field as a sales representative. Moreover, the supervisor is relatively new to this job and therefore has little experience observing or appraising the performance of salespeople.

Chapter - Chapter 03

192. What attribution error is likely to occur under these conditions and what effect would it have on the performance appraisal results?

(p. 74-76)

Fundamental attribution error is very likely to occur here because the supervisor lacks the knowledge of and empathy for the employee's position. This would cause the supervisor to be relatively insensitive to external forces on the employee's performance. Since the employee works away from the office as a field sales representative, the supervisor is unlikely to receive reliable information about these external factors. Instead, the supervisor will engage in fundamental attribution error whereby the employee's behaviour and performance are attributed more to his or her own characteristics (ability and motivation).

Fundamental attribution error can have a significant effect on the performance appraisal results. In the case of good performance, the supervisor would give the employee perhaps more credit than is due because the supporting external conditions are not apparent. Where performance is poor, the employee would be assigned more blame than is due and, consequently, the appraisal results would be lower than where the supervisor's perceptions are not biased by fundamental attribution error.

*Chapter - Chapter 03 #192
Difficulty: Medium
Gradable: manual
Learning Objective: 3*

193. To what extent is halo effect a problem here?
(p. 77)

There is a strong likelihood that halo effect would occur here if the supervisor must evaluate the employee on performance dimensions that are not readily observed (such as customer service skills and time management). In this situation, the supervisor would tend to rely on observable characteristics (sales volume, interpersonal skills when talking with the supervisor) to form a general impression. This general impression would then be used to shape the supervisor's evaluation of the employee on the unobservable performance dimensions.

Chapter - Chapter 03 #193
Difficulty: Medium
Gradable: manual
Learning Objective: 3

194. What corrective action should the organization take to minimize this attribution error?
(p. 79-81)

The first step to minimizing the fundamental attribution error is to make supervisors aware of this perceptual bias so that they become more sensitive to their perceptual processes in the future. Next, the organization should identify ways for the supervisors to communicate and interact more frequently with sales employees. This might involve special sessions in which sales employees and supervisors share common experiential activities and thereby learn about each other's perspectives on various issues. Third, the supervisors could spend some time with sales staff while they work in the field. This would facilitate communication as well as giving supervisors first-hand experience in the dynamics of field work. It would make them more sensitive to external influences in the field. Finally, the organization might consider promoting supervisors mainly from sales positions. This would likely develop the strongest level of empathy with sales employees and therefore provide the lowest level of fundamental attribution error.

Chapter - Chapter 03 #194
Difficulty: Medium
Gradable: manual
Learning Objective: 4

195. Several junior investment analysts recently hired by a major firm have been placed under the guidance of senior investment analyst Roger Yu. One of the new recruits, Daphne Silberg, is the daughter of a well-known mutual fund executive who retired from the industry a few years ago. Yu has a lot of respect for Silberg's father and has quickly developed the belief that Silberg could be as successful as her father. Based on your knowledge of self-fulfilling prophecy, explain how Yu's expectations of Silberg might unknowingly turn into a reality.
(p. 76-77)

Self-fulfilling prophecy occurs when our expectations about another person cause that person to act in a way that is consistent with those expectations. In this incident, Yu believes that Daphne Silberg will be successful. This expectation influences Yu's behaviour towards Silberg and, without realizing it, may cause Silberg to perform the job better than if Yu didn't have this strong positive expectation. Consequently, Yu's perception, even if originally incorrect, is confirmed.

Students should identify a few specific actions that Yu might unknowingly engage in to improve Silberg's performance. Specifically, high-expectancy employees (those expected to do well) receive more emotional support through non-verbal cues (e.g. more smiling and eye contact), more frequent and valuable feedback and reinforcement, more challenging goals, better training, and more opportunities to demonstrate their performance. Based on these actions, Silberg receives more training and feedback, which will probably help her to learn more skills and knowledge than a low-expectancy employee. Silberg will also probably develop a stronger self-confidence—that is, she will have a higher belief in her ability to perform the work. This, in turn, increases her motivation because high self-confidence improve the E-to-P expectancy in expectancy theory.

Chapter - Chapter 03 #195
Difficulty: Medium
Gradable: manual
Learning Objective: 3

196. Comment on the accuracy of the following statement: 'Self-fulfilling prophecy can be an effective management practice.'
(p. 76-77)

The answer to this question is ambivalent. Students should be able to recognize the potentially positive side of self-fulfilling prophecy, but also explain the problems with putting positive prophecies into practice when not naturally occurring.

The textbook explains that while most self-fulfilling prophecy incidents are negative, some prophecies improve the employee's performance beyond levels achieved without the prophecy. Specifically, if a supervisor believes an employee will be a superstar, that employee receives positive work conditions, feedback, and training, which improves the employee's chances of actually becoming a better performer.

In theory, it makes sense that supervisors can deliberately create positive self-fulfilling prophecies. Indeed, scholars in this topic operated training programs to help supervisors develop contagious enthusiasm, which would result in positive self-fulfilling prophecies. Unfortunately, the evidence suggests that these programs usually fail. Supervisors have difficulty creating positive prophecies of people who they don't think are very good.

However, without necessarily developing contagious enthusiasm, supervisors can develop positive conditions that at least minimize the chance of negative prophecies forming early. First, the company needs to develop a learning orientation so mistakes are considered a natural part of learning rather than a sign of failure. Second, supervisors can learn how to develop an employee's self-confidence by showing how the employee has the skills and resources to perform the job well enough.

*Chapter - Chapter 03 #196
Difficulty: Medium
Gradable: manual
Learning Objective: 3*

197. NuGas Corp. has just sent a dozen (mostly white male) managers from Germany to its exploration site in a remote area of Indonesia. Few of these managers have worked with Indonesian employees, so the company has asked you to design an on-site one-day experiential training program to help these managers to minimize perceptual problems that might otherwise occur. The program must be experiential (i.e. participants interact with each other rather than attend an awareness lecture) and the activities must help the managers to discover biases that may be hidden or unknown to them. Describe the key features of this training program and discuss its conceptual foundations.
(p. 79-80)

This question relates to the Johari Window process. The answer may take several forms, but it must relate to the two processes of feedback and disclosure. With respect to feedback, the Indonesian employees and German managers might participate in a role-play or simulation, then the Indonesians evaluate the Germans on their behaviours towards the Indonesian participants. Alternatively, the Indonesian participants might describe their past experiences with Germans and how this affected them.

With respect to disclosure, participants could engage in an exercise that reveals something about their past, perhaps a past experience with someone from the other culture.

An important point to note is that Indonesian culture might not be as compatible with the Johari Window process. In particular, Indonesian people might be more reluctant than Germans to reveal their feelings or to criticize and evaluate in public. The process might be adapted to fit these cultural values, such as by having more anonymous feedback, or by engaging in exercises that focus participants on other people rather than themselves (e.g. watch a video and then have participants comment on the behaviours of people in that video).

*Chapter - Chapter 03 #197
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

03 Summary

<u>Category</u>	<u># of Questions</u>
Chapter - Chapter 03	198
Difficulty: Difficult	16
Difficulty: Easy	53
Difficulty: Medium	128
Gradable: automatic	187
Gradable: manual	10
Learning Objective: 1	43
Learning Objective: 2	29
Learning Objective: 3	88
Learning Objective: 4	24
Learning Objective: 5	13