

Student: \_\_\_\_\_

1. Which of the following statements about emotions is FALSE?
  - A. We continuously experience an emotion for days or weeks at a time.
  - B. We experience emotions psychologically.
  - C. We experience emotions physiologically.
  - D. Emotions create a state of readiness.
  - E. Emotions are directed toward someone or something.
2. Emotions are defined as:
  - A. feelings that are not directed towards anything in particular.
  - B. our judgments about what is right or wrong.
  - C. our intentions to act towards the attitude object.
  - D. the cluster of beliefs, assessed feelings and behavioural intentions towards an attitude object.
  - E. None of the answers apply.
3. \_\_\_\_\_ are brief physiological, behavioural, and psychological experiences directed toward someone or something that put people in a state of readiness.
  - A. Attitudes
  - B. Perceptions
  - C. Behavioural intentions
  - D. Emotions
  - E. Most forms of organizational commitment
4. Anger, fear, joy and sadness represent:
  - A. beliefs that influence our attitudes towards something or someone.
  - B. the first four stages of emotional labour.
  - C. types of emotions.
  - D. four dimensions of job satisfaction.
  - E. beliefs that influence our attitudes towards something or someone and types of emotions.
5. Emotions have what effect on us?
  - A. They make us aware of events that possibly affect our important goals.
  - B. They put us into a state of readiness.
  - C. They provide a communication to us about the presence of relevant events in the external environment.
  - D. They make us aware of events that possibly affect our important goals and they provide a . communication to ourselves about the presence of relevant events in the external environment.
  - E. All of the above answers are correct.
6. Which of the following is NOT usually identified as a category of emotions?
  - A. Recognition
  - B. Excited
  - C. Fearful
  - D. Relaxed
  - E. Gloomy
7. Which of the following is an emotion?
  - A. Surprise
  - B. Perception
  - C. Values
  - D. Job dissatisfaction
  - E. Organizational commitment

8. Joy, fear, and anger are types of:
  - A. attitudes.
  - B. perceptions.
  - C. behavioural intentions.
  - D. emotions.
  - E. moods.
  
9. The difference between emotions and attitudes is comparable to the difference between:
  - A. eating something versus drinking something.
  - B. experiencing something versus judging something.
  - C. perceiving something versus behaving toward something.
  - D. knowing about something versus doing something.
  - E. there is no difference between emotions and attitudes; they are the same thing.
  
10. Which of these statements about emotions is FALSE?
  - A. Emotions are influenced by our personality traits.
  - B. Emotions are directed towards specific people or objects, whereas moods are not directed towards anything in particular.
  - C. Emotions include a person's beliefs, feelings and behavioural intentions.
  - D. Emotions influence a person's assessed feelings about the attitude object.
  - E. Some people have positive emotional states due to their personality.
  
11. Beliefs, feelings, and behavioural intentions are components of:
  - A. attitudes.
  - B. the EVLN model.
  - C. organizational commitment.
  - D. emotions.
  - E. the psychological contract.
  
12. In the model of emotions, attitudes, and behaviour, feelings are directly influenced by:
  - A. behavioural intentions.
  - B. emotions.
  - C. beliefs.
  - D. All of the answers are correct.
  - E. Emotions and beliefs.
  
13. Which of these statements represents the feeling dimension of attitudes?
  - A. I don't like how my boss treats his employees.
  - B. I want to transfer out of this department to get away from this manager.
  - C. My supervisor barks at his employees in public.
  - D. I intend to tell the human resource manager that my supervisor should be demoted.
  - E. All of the answers are correct.
  
14. Which of the following best represents the most common linkage between attitudes and behaviour?
  - A. Intentions->feelings->beliefs->behaviour.
  - B. Behaviour->job satisfaction->cognitive dissonance->organizational commitment.
  - C. Beliefs->feelings->intentions->behaviour.
  - D. Cognitive dissonance->behavioural intentions->job satisfaction->behaviour.
  - E. Behaviour->feelings->intentions->beliefs.

15. Which of the following statements about work attitudes and behaviour is FALSE?
- A. Our beliefs about someone represent the best predictor in the attitude model of our behaviour toward that person.
  - B. In some circumstances, our behaviours towards an attitude object cause us to change our attitudes towards that object.
  - C. People with the same behavioural intentions toward an attitude object might engage in different behaviours toward that object.
  - D. Two employees with the same feelings towards an attitude object might form different intentions towards that object.
  - E. Work attitudes can predict employee behaviour to some extent.
16. Emotions affect behaviour:
- A. through a person's beliefs.
  - B. through a person's feelings.
  - C. directly.
  - D. through a person's beliefs and through a person's feelings.
  - E. All of the above answers are correct.
17. Both Jane and Joey believe that their boss makes them stay late to complete work and are assigned challenging workloads. Even though they have the same beliefs about their boss, Jane complains to higher management about her boss' behaviour whereas Joey does not complain. According to the model of emotions, attitudes, and behaviour, Jane and Joey probably engaged in different behaviour toward their boss because:
- A. they might have different feelings about their boss's characteristics.
  - B. their unique experiences in the past have reinforced different behaviour intentions.
  - C. they experience different emotions regarding staying late for work and observing their boss's poor interpersonal skills.
  - D. All of the answers are correct.
  - E. The model of emotions, attitudes, and behaviour cannot explain why people with the same beliefs engage in different behaviours.
18. After working weeks on a difficult proposal for a client, Jack learns that the client has accepted the proposal and will award the contract to Jack's firm. Upon hearing this from his boss, Jack yelps 'Yahoo!' and thrusts his fist in the air. This behaviour is most likely an example of:
- A. perceptions directly influencing beliefs.
  - B. behavioural intentions directly influencing behaviour.
  - C. emotions directly influencing feelings.
  - D. beliefs directly influencing feelings.
  - E. emotions directly influencing behaviour.
19. The uncomfortable tension felt when our behaviour and attitudes are inconsistent with each other is called:
- A. cognitive distance.
  - B. emotional intelligence.
  - C. cognitive justification.
  - D. cognitive dissonance.
  - E. neglect.
20. Which of these jobs would normally require emotional labour?
- A. Bank teller
  - B. Bill collector
  - C. Funeral director
  - D. Disney World employee dressed up as Mickey Mouse
  - E. All of the answers are correct

21. Which of these statements about emotional labour is FALSE?
- A. Most jobs involving customer service require some degree of emotional labour.
  - B. Research indicates that emotional display rules and standards are very similar around the world.
  - C. Emotional labour increases with the extent to which employees must abide by emotional display rules.
  - D. In spite of the presence of emotional display rules, it is difficult to hide our true emotions.
  - E. Display rules are norms requiring employees to display certain emotions and withholding others.
22. Emotional labour is defined as any situation in which:
- A. you get upset with customers at times when you are supposed to remain calm.
  - B. you begin to feel burned out from facing too many customers in one day.
  - C. you don't realize that your emotions are causing you to act differently toward someone than you had intended.
  - D. All of the answers are correct.
  - E. none of the answers represent the emotional labour definition.
23. Emotional labour refers to:
- A. the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions.
  - B. the tendency to change our attitudes so they become more consistent with our behaviours.
  - C. a person's evaluation of the job and work context.
  - D. a person's emotional attachment to identification with, and involvement in a particular organization.
  - E. None of the answers defines emotional labour.
24. Emotional dissonance is:
- A. the emotion people experience when they are dissatisfied with their paycheque.
  - B. a significant cause of stress and job burnout.
  - C. present whenever emotional labour is not required in the job.
  - D. the main source of ethical conduct in organizational settings.
  - E. The emotion people experience when they are dissatisfied with their paycheque and the main source of ethical conduct in organizational settings.
25. Emotional dissonance occurs when:
- A. there are no known emotional display rules for a particular situation.
  - B. we experience conflict between the required emotions and our true emotions.
  - C. we work with someone who has high emotional intelligence.
  - D. job satisfaction is at the same level as organizational commitment.
  - E. Either there are no known emotional display rules for a particular situation or we work with someone who has high emotional intelligence.
26. \_\_\_\_\_ involves modifying behaviour to be consistent with required emotions but continuing to hold different internal feelings.
- A. Deep acting
  - B. Pretending
  - C. Surface acting
  - D. Method acting
  - E. Being a drama queen
27. The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others is called:
- A. emotional intelligence.
  - B. emotional labour.
  - C. cognitive dissonance.
  - D. self-awareness.
  - E. job satisfaction.

28. Emotional intelligence is best described as:
- A. a personality trait.
  - B. a set of abilities.
  - C. a form of organizational commitment.
  - D. an action-tendency indicating that the person is highly motivated.
  - E. a form of empathy.
29. Management of others' emotions is:
- A. a negative, highly activated emotion.
  - B. one of three types of organizational commitment.
  - C. an outcome of emotional dissonance.
  - D. the highest level of emotional intelligence.
  - E. the opposite of employability the psychological contract.
30. Awareness of one's emotions and the emotions of others are elements of:
- A. affective commitment.
  - B. emotional labour.
  - C. emotional intelligence.
  - D. continuance commitment.
  - E. the circumplex model of emotions.
31. The highest level of emotional intelligence is:
- A. self-awareness.
  - B. affective.
  - C. organizational comprehension.
  - D. behavioural intentions.
  - E. None of the answers apply.
32. Managing our emotions and the emotions of others represents:
- A. the main feature of psychological contracts.
  - B. the highest level of emotional intelligence.
  - C. one of the four parts of the circumplex model of emotions.
  - D. one of the main causes of continuance commitment.
  - E. one of the four categories in the exit-voice-loyalty-neglect (EVLN) model.
33. Self-awareness is the \_\_\_\_\_ level of \_\_\_\_\_.
- A. lowest; emotional intelligence.
  - B. highest; emotional labour.
  - C. highest; emotional intelligence.
  - D. highest; continuance commitment.
  - E. lowest; affective commitment.
34. Emotional intelligence includes the ability to:
- A. avoid acting impulsively.
  - B. understand and be sensitive to the feelings of others.
  - C. manage the emotions of others.
  - D. do all of the above.
  - E. do 'A' and 'C' only.
35. Claude is usually able to calm employees when they are upset and to get others enthusiastic about an otherwise mundane activity. This ability probably means that Claude has:
- A. the highest level of emotional intelligence.
  - B. the highest level of negative affectivity.
  - C. a high degree of continuance commitment.
  - D. all of the above.
  - E. both 'A' and 'C'.

36. The competency most strongly associated with awareness of others' emotions is:
- sympathy.
  - sociopathy.
  - empathy.
  - self-management.
  - telepathy.
37. Inspiring others, managing conflict, and developing others' capabilities are:
- required in all psychological contracts.
  - abilities representing the highest level of emotional intelligence.
  - elements of the circumplex model of emotions.
  - three of the main causes of continuance commitment.
  - three categories in the exit-voice-loyalty-neglect (EVLN) model.
38. Which of these statements about emotional intelligence is FALSE?
- Emotional intelligence can be learned to some extent.
  - Preliminary evidence suggests that medical professionals have slightly below average emotional intelligence.
  - Older employees tend to have lower levels of emotional intelligence than do younger employees.
  - Emotional intelligence is related to the concept of maturity.
  - People with high emotional intelligence tend to perform better in jobs requiring emotional labour.
39. Which of the following statements about job satisfaction is TRUE?
- Job satisfaction refers to the emotional experiences that people have at work.
  - Surveys over the past decade have reported that the large majority of Canadians are dissatisfied with their jobs.
  - Employees can be satisfied with some aspects of the job while dissatisfied with other aspects of the job.
  - Job satisfaction is usually defined as the employee's emotional attachment to, identification with, and involvement in a particular organization.
  - Job satisfaction is a personal value, not an attitude.
40. A person's evaluation of his or her job and work context is called:
- job satisfaction.
  - emotional intelligence.
  - affective commitment.
  - cognitive dissonance.
  - emotions.
41. By asking a single direct question (such as "How satisfied are you with your job?"), job satisfaction surveys tend to:
- underestimate the true level of job satisfaction among employees.
  - measure organizational commitment rather than job satisfaction.
  - overestimate the true level of job satisfaction among employees.
  - confuse people who are completing the survey.
  - provide a better estimate of job satisfaction than if the survey asked several questions.
42. The exit-voice-loyalty-neglect (EVLN) model:
- outlines the four consequences of emotional intelligence.
  - identifies the four ways to manage employee emotions.
  - explains why the psychological contract differs between employees and their employers.
  - is a template for organizing and understanding the consequences of job dissatisfaction.
  - explains the main differences between affective commitment and continuance commitment.

43. Sue is unhappy about her work situation and her supervisor, so she has started to pay less attention to the quality of her work. She also arrives late for work and generally puts less effort into her work. This information suggests that Sue's main reaction to job dissatisfaction is:
- exit.
  - voice.
  - commitment.
  - loyalty.
  - neglect.
44. Shawna is dissatisfied with her co-workers for not assisting her when she recently needed additional resources for a project, and is frustrated that her boss has not supported her work or recognized her job performance. In spite of these problems, Shawna does not complain and does not intend to move elsewhere. Instead, she maintains her level of work effort and hopes the company will eventually correct these problems. According to the EVLN model, Shawna is mainly engaging in:
- exit.
  - voice.
  - employability.
  - loyalty.
  - neglect.
45. According to the EVLN model, people who are dissatisfied with their jobs might:
- quit.
  - complain about the dissatisfying aspects of their jobs.
  - increase their absenteeism from work.
  - keep quiet and hope the sources of job dissatisfaction are eventually corrected.
  - All of the answers are correct
46. Compared to people with low job satisfaction, employees with high job satisfaction usually have which of the following?
- Lower employee turnover.
  - Better job performance.
  - Lower absenteeism.
  - All of the answers are correct.
  - None of the answers apply.
47. Which of the following statements about job satisfaction and job performance is TRUE?
- Employees who are dissatisfied with their jobs never have high job performance.
  - Job satisfaction has almost no effect on job performance.
  - Employees who are satisfied with their jobs tend to have somewhat higher job performance.
  - Happy workers are less productive workers.
  - High-performing employees have higher job satisfaction only after they have received a financial reward for performing their jobs well.
48. Organizational behaviour experts have concluded that:
- as job performance increases, job satisfaction decreases.
  - job performance is the best predictor of job satisfaction.
  - job satisfaction is the best predictor of job performance.
  - there is a moderate positive relationship between job performance and job satisfaction.
  - job performance is the best predictor of job satisfaction and job satisfaction is the best predictor of job performance.
49. Happy workers (those with higher job satisfaction) tend to be more productive workers:
- in every job.
  - only when those workers have high emotional intelligence.
  - mainly in jobs where employees rewards are linked to their work output.
  - only in jobs requiring continuous direct supervision.
  - never job satisfaction has no effect on job performance.

50. Which of these statements about job satisfaction and customer satisfaction is TRUE?
- A. Employees with higher job satisfaction tend to give poorer customer service.
  - B. Satisfied employees have a more positive mood, which communicates friendliness to customers.
  - C. Satisfied employees are less likely to quit, so customers receive more consistent and familiar service.
  - D. Satisfied employees are more likely to engage in "neglect," so customers receive poorer service from these employees.
  - E. Satisfied employees have a more positive mood, which communicates friendliness to customers and are less likely to quit, so customers receive more consistent and familiar service.
51. The positive effect of job satisfaction on customer satisfaction is most clearly explained by:
- A. organizational commitment.
  - B. emotional intelligence.
  - C. affective commitment.
  - D. employee-customer-profit chain model.
  - E. None of the above
52. According to the employee-customer-profit-chain model:
- A. employees believe it is in their best interest to remain with the organization.
  - B. employees who are satisfied with their jobs are less likely to quit.
  - C. higher customer satisfaction results in repeat business and higher profits for the organization.
  - D. all of the above.
  - E. both 'B' and 'C'
53. When employees have higher job satisfaction they tend to:
- A. provide friendlier service to customers.
  - B. get angry at customers more often than when they were dissatisfied with their jobs.
  - C. provide the same quality of customer service as when they were dissatisfied with their jobs.
  - D. provide more consistent service to customers because of their longer employment in the job.
  - E. stay on the job longer, so they have better knowledge and skills to serve clients.
54. Employees who stay with an organization mainly because they believe it will cost them financially to leave, likely have:
- A. high continuance commitment.
  - B. high emotional intelligence.
  - C. high affective commitment.
  - D. All of the answers are correct.
  - E. None of the answers apply; these employees have low organizational commitment.
55. Continuance commitment is explicitly discussed in the topic of emotional intelligence as:
- A. the main process through which people become emotional attached to the organization.
  - B. the main process through which you manage the emotions of others.
  - C. the means through which people become sensitized to the perceptions and needs of others.
  - D. the way in which employees are trained to develop higher emotional intelligence.
  - E. Continuance commitment is not explicitly discussed in the topic of emotional intelligence.
56. The concept of affective organizational commitment includes:
- A. an emotional attachment to the organization.
  - B. an identification with the organization.
  - C. an involvement with the organization.
  - D. All of the answers are correct.
  - E. None of the answers apply.
57. Employees with an emotional attachment to, identification with, and involvement in a particular organization are said to have:
- A. a high level of pay satisfaction.
  - B. extreme emotional dissonance.
  - C. a low level of emotional activation.
  - D. a high level of continuance commitment.
  - E. None of the answers apply.

58. Employees with strong organizational commitment are more likely to:
- A. engage in organizational citizenship behaviours.
  - B. steal from their employer.
  - C. show up late for work.
  - D. quit their jobs.
  - E. All of the answers are correct.
59. Which of the following tends to occur when organizations use financial incentives to prevent dissatisfied employees from quitting?
- A. Employees increase their level of affective commitment.
  - B. Employees increase their level of continuance commitment.
  - C. Employees increase their level of job satisfaction.
  - D. Employees decrease their level of emotional intelligence.
  - E. Employees decrease their level of continuance commitment.
60. Which of the following tends to result in increased continuance commitment?
- A. Corporate leaders demonstrate increasing trust in employees.
  - B. The company helps employees learn more about the organization through departmental visits and special seminars on company products.
  - C. Employees receive low interest loans and other incentives from their employer that make it costly for them to quit.
  - D. The company's values are similar to the employee's personal values.
  - E. All of the answers are correct.
61. Organizational loyalty tends to increase when employees:
- A. are involved in organizational decisions.
  - B. are kept informed about significant organizational activities.
  - C. receive fair pay and working conditions from their employer.
  - D. hold personal values that are congruent with the organization's values.
  - E. All of the answers are correct.
62. Which of the following tends to increase due to higher employee involvement?
- A. Affective commitment
  - B. Cognitive dissonance
  - C. Continuance commitment
  - D. All of the answers are correct
  - E. None of the answers apply
63. Keeping employees informed about and involved in the organization tends to:
- A. increase affective commitment.
  - B. reduce job satisfaction.
  - C. produce cognitive dissonance.
  - D. reduce emotional intelligence.
  - E. have no effect on work attitudes.
64. Recent evidence indicates that:
- A. few Canadians experience work-related stress.
  - B. Japanese employees report less anxiety and stress today than two decades ago.
  - C. work-related stress is almost non-existent in India and the United Kingdom.
  - D. All of these statements are correct.
  - E. None of these statements are correct.
65. The adaptive response to a situation that is perceived as challenging or threatening to the person's well-being is called:
- A. self-leadership.
  - B. job burnout.
  - C. eustress.
  - D. workaholism.
  - E. stress.

66. Stress is best described as:
- A. the physiological disorders we experience from adverse environmental conditions.
  - B. an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.
  - C. a series of events that cause emotional exhaustion and cynicism towards customers.
  - D. environmental conditions that place a physical or emotional demand on the person.
  - E. a behaviour pattern of people with low risk of heart disease.
67. Which of the following statements about stress is FALSE?
- A. Employees are the most productive when they experience no stress.
  - B. Stress is caused by stressors.
  - C. Canadian women in management jobs experience more stress than men in similar jobs.
  - D. The general adaptation syndrome describes the stress experience.
  - E. Continued exposure to very high stress levels may lead to permanent physiological and psychological damage.
68. Eustress refers to:
- A. the degree of physiological, psychological and behavioural deviation from healthy functioning.
  - B. stress experienced by anyone who is less than 25 years old.
  - C. the process of emotional exhaustion, cynicism and reduced efficacy resulting from prolonged exposure to stress.
  - D. any stressful situation that causes the employee to experience involuntary fits of laughter.
  - E. the healthy, positive, constructive outcome of stressful events and the stress response.
69. The stress experience in moderation is known as:
- A. distress.
  - B. burnout.
  - C. the general adaptation syndrome.
  - D. eustress.
  - E. Type A behaviour pattern.
70. The general adaptation syndrome model includes all of the following EXCEPT:
- A. a three-stage process.
  - B. resistance.
  - C. cynicism.
  - D. alarm reaction.
  - E. exhaustion.
71. According to the general adaptation syndrome, the first stage of stress adaptation is:
- A. exhaustion.
  - B. resistance.
  - C. relapse.
  - D. role ambiguity.
  - E. None of these statements are correct.
72. Which of the following describes the stress experience?
- A. General adaptation syndrome
  - B. Job burnout
  - C. Stressors
  - D. Strain-based conflict
  - E. Type A behaviour pattern
73. The general adaptation syndrome is:
- A. the most common strategy that employees use to cope with work-related stressors.
  - B. an innovative corporate practice that removes unnecessary stressors from the work site.
  - C. a stress disorder that was once rare but is becoming increasingly common among executives.
  - D. a model of the stress experience.
  - E. a form of social support where several employees experience the same form of stress and help each other through the experience.

74. People who frequently experience the general adaptation syndrome:
- A. have increased risk of physiological and psychological damage.
  - B. become immune to the effects of this syndrome.
  - C. learn to adapt to the consequences of stress.
  - D. eventually develop an overwhelming need to work.
  - E. have a long-term risk of increased physiological and psychological damage AND become immune to the effects of this syndrome.
75. The three stages of the general adaptation syndrome, in order, are:
- A. exhaustion, recovery, burnout.
  - B. exhaustion, resistance, alarm reaction.
  - C. emotional exhaustion, cynicism, reduced efficacy.
  - D. cynicism, resistance, reduced efficacy.
  - E. alarm reaction, resistance, exhaustion.
76. Which of the following is a source of stress in the workplace?
- A. Sexual harassment
  - B. Psychological harassment
  - C. Low task control
  - D. Work overload
  - E. All of these statements are sources of workplace stress
77. Job burnout includes:
- A. emotional exhaustion.
  - B. cynicism.
  - C. feelings of reduced efficacy.
  - D. all of these conditions.
  - E. only cynicism and emotional exhaustion, NOT feelings of reduced efficacy.
78. Emotional exhaustion and increased cynicism are:
- A. two stages of job burnout.
  - B. two physiological consequences of stress.
  - C. two elements of the general adaptation syndrome.
  - D. characteristics that identify people with a Type B behaviour pattern.
  - E. the two most common sources of stress.
79. Emotional exhaustion, cynicism, and reduced efficacy are characteristics of:
- A. eustress.
  - B. job burnout.
  - C. hypertension.
  - D. low motivation.
  - E. workaholism.
80. People who lack energy, feel tired, and think their emotional resources are depleted:
- A. are in the final stages of workaholism.
  - B. have a Type B behaviour pattern.
  - C. are experiencing the final stage of job burnout.
  - D. will probably engage in workplace aggression unless they soon manage the stress.
  - E. are experiencing the first stage of job burnout.
81. The first stage of job burnout is:
- A. feelings of reduced efficacy.
  - B. role ambiguity.
  - C. alarm reaction.
  - D. increased cynicism.
  - E. None of these statements describes the first stage of job burnout.

82. Kelly is a nurse who has been saying that she doesn't seem to make a difference in her job. At work, Kelly seems to lack empathy with patients. She strictly follows rules and coldly labels patients by their ailments ('the broken leg in Room 3D'). When she gets home, Kelly lacks the energy to do anything. Kelly likely is experiencing:
- A. low iron in her blood.
  - B. workaholism.
  - C. job burnout.
  - D. the results of a relaxation and meditation program.
  - E. a very high level of job satisfaction.
83. The combined effects of increases in technology and globalization in the workplace will likely:
- A. increase stress caused by work/non-work stressors.
  - B. reduce stress caused by work/non-work stressors.
  - C. increase stress caused by interpersonal stressors.
  - D. reduce stress caused by interpersonal stressors.
  - E. have no effect on workplace stress.
84. Sexual harassment, work overload and low task control:
- A. types of work related stressors.
  - B. common outcomes of ineffective work-life balance.
  - C. elements of the general adaptation syndrome.
  - D. types of physical environment stressors.
  - E. None of these statements are correct.
85. Repeated and hostile or unwanted conduct, verbal comments, actions or gestures that affect an employee's dignity or psychological or physical integrity is called:
- A. job burnout.
  - B. workplace violence.
  - C. a role-related stressor.
  - D. sexual harassment.
  - E. psychological harassment.
86. Which of these statements about psychological harassment is TRUE?
- A. Some European countries have passed laws against workplace bullying.
  - B. The Quebec government passed the first workplace anti-harassment legislation in North America.
  - C. Organizations should have a grievance, mediation or other conflict resolution process for victims of harassment.
  - D. All of these statements are correct.
  - E. None of these statements are correct.
87. Psychological harassment includes all of the following EXCEPT:
- A. hostile or unwanted conduct.
  - B. verbal comments that affect an employee's dignity
  - C. actions or gestures that threaten an employee's psychological or physical integrity.
  - D. workplace incivility.
  - E. role conflict.
88. Quid pro quo and hostile work environment are two forms of:
- A. sexual harassment.
  - B. resilience.
  - C. general adaptation syndrome.
  - D. role conflict.
  - E. role ambiguity.

89. Studies on work overload in Canada indicate that:
- A. work overload has increased in Canada over the past decade.
  - B. Canadians identified work overload as the second highest stressor, after insufficient salary.
  - C. the percentage of Canadians working more than 50 hours per week has increased over the past decade.
  - D. All of these statements are correct.
  - E. both 'B' and 'C'.
90. In Japan, Karoshi refers to:
- A. death from overwork.
  - B. one of the three stages in the general adaptation syndrome.
  - C. a role-related stressor.
  - D. a unique relaxation technique applied throughout Asia.
  - E. a variation of Karaoke played in offices to relieve stress.
91. People whose work is paced by a machine experience:
- A. a task control stressor.
  - B. a role-related stressor.
  - C. more resilience.
  - D. a physical environment stressor.
  - E. None of these statements are correct.
92. Employees experience task control stressors when they work in a job that:
- A. has a clear description of tasks.
  - B. is paced by a machine.
  - C. has low responsibility.
  - D. has all of these conditions.
  - E. are not paced by a machine.
93. The extent to which task control is a stressor increases when employees also have:
- A. low responsibility.
  - B. flexible work schedules.
  - C. high responsibility.
  - D. no duties involving monitoring equipment.
  - E. supportive coworkers.
94. Low task control occurs when:
- A. the work schedule is controlled by someone else.
  - B. the employee's work is paced by a machine.
  - C. the job involves monitoring equipment.
  - D. All of these conditions exist.
  - E. None of these conditions exist.
95. People who experience stress at work are more likely to:
- A. experience more stressful relations with family and friends due to the effects of the work-related stress.
  - B. engage in dysfunctional parenting behaviours at home.
  - C. have this stress spill over to their personal lives, resulting in stress at home.
  - D. have all of these conditions.
  - E. have none of these conditions.
96. People who are optimistic and confident are:
- A. less likely to experience stress.
  - B. more likely to experience job burnout.
  - C. less likely to experience eustress.
  - D. more likely to experience stress.
  - E. are more likely to experience job burnout AND eustress.

97. What effect does high emotional stability have on work-related stress?
- A. Employees with high resilience pull through a stressful experience more quickly.
  - B. Employees with low resilience are less likely to experience psychological harassment.
  - C. Employees with high resilience are less likely to work in jobs that have any stressors.
  - D. All of these statements are correct.
  - E. None of these statements are correct.
98. Which of the following types of people are less likely to experience stress than other people who face the same stressors?
- A. People who are optimistic
  - B. People with higher self-confidence
  - C. People with a healthy lifestyle
  - D. People with high emotional intelligence
  - E. All of these statements are correct
99. Two employees in the same job face the same stressors each day, yet one shows signs of distress while the other does not. This difference occurs because:
- A. the low-stress employee might perceive the stressors as less of a threat.
  - B. the high-stress employee might be less physically and mentally fit and therefore has a lower threshold of resistance to stress.
  - C. the high-stress employee might be using ineffective strategies to cope with the consequences of stress.
  - D. All of these statements explain the different reactions by these two people.
  - E. None of these statements explain the different reactions by these two people.
100. People who cope successfully in the face of significant change, adversity, or risk have:
- A. a Type A behaviour pattern.
  - B. a higher risk of job burnout.
  - C. the general adaptation syndrome.
  - D. a high level of job burnout.
  - E. a high emotional stability.
101. People tend to have high \_\_\_\_\_ when their personality includes optimism, confidence, and a positive emotional state.
- A. emotional exhaustion
  - B. emotional stability
  - C. job boredom
  - D. strain-based conflict
  - E. workaholism (work addicts)
102. Workaholism includes the three dimensions of:
- A. efficacy, cynicism, and emotional exhaustion.
  - B. high work involvement, compulsion to work, and low enjoyment of work.
  - C. alarm reaction, resistance, exhaustion.
  - D. time, strain, and role.
  - E. cynicism, drive to succeed, and resistance.
103. Compared to non-workaholics, classic workaholics tend to experience:
- A. higher job satisfaction.
  - B. lower enjoyment of work.
  - C. improved personal health.
  - D. more work/life balance.
  - E. both 'A' and 'C'.
104. Some of the strategies for removing work-related stressors are:
- A. firing employees who complain that they are stressed.
  - B. ignoring the stressors that cause unnecessary tension and burnout.
  - C. providing programs that make employees more stressed.
  - D. changing all work-life initiatives into work intensive initiatives.
  - E. None of the above.

105. Research suggests that employees who try to ignore or deny the existence of a stressor:
- A. are better able to avoid the stress experience.
  - B. experience more stress in the long run.
  - C. are less likely to work in jobs that have any stressors.
  - D. have higher resilience.
  - E. are better able to avoid the stress experience AND have higher resilience.
106. Which of these is considered a work/life balance initiative to minimize stress?
- A. Flexible work time
  - B. Job sharing
  - C. Teleworking
  - D. Childcare facilities
  - E. All of these statements describes a family-friendly or work/life initiative to minimize stress
107. Providing childcare facilities and offering employees flexible work hours have what effect on work-related stress?
- A. They help employees to cope with the consequences of stress.
  - B. They help employees to temporarily remove themselves from the stressor.
  - C. They remove stressors from the workplace.
  - D. They help employees to cope AND help employees to temporarily remove themselves from the stressor.
  - E. They have no known effect on work-related stress.
108. Which of the following reduces stress by withdrawing from the stressor?
- A. Coffee breaks
  - B. Sabbaticals
  - C. Vacations
  - D. All of the above.
  - E. None of these statements describes ways to reduce stress by withdrawing from the stressor.
109. To ward off stress, a film director likes to have a good laugh. When under pressure, the director will crack jokes and ensure everyone has a good laugh during the hard work. These actions mainly reduce stress:
- A. by removing the stressor.
  - B. by providing social support.
  - C. by changing stress perceptions.
  - D. by controlling the consequences of stress.
  - E. in none of the ways stated here.
110. Self-reinforcement can potentially minimize stress by:
- A. removing people from stressors.
  - B. helping employees to temporarily remove themselves from the stressor.
  - C. helping employees to control the consequences of stress.
  - D. helping employees to develop more favourable perceptions of the stressors.
  - E. Self-leadership has no known effect on work-related stress.
111. Employee wellness programs help employees to reduce stress by:
- A. teaching them how to adopt more effective coping mechanisms.
  - B. helping employees to understand that stress cannot be reduced in most cases.
  - C. removing the stressors that cause the high stress.
  - D. doing everything described in the other statements.
  - E. doing none of the things described in the other statements.
112. Social support has what effect on work-related stress?
- A. It increases the individual's self-esteem regarding the stressor.
  - B. It provides the individual with information or other resources used to remove the stressor.
  - C. It makes the individual feel that he or she is not facing the stressor alone.
  - D. They do everything described in the other statements.
  - E. There is no evidence that social support has any beneficial effect on work-related stress.

113. Which of these stress management activities helps employees to improve their perceived ability to cope with the stressor and possibly remove the stressor?
- A. Teleworking
  - B. Social support
  - C. Meditation
  - D. Siestas
  - E. Fitness programs
114. Emotions represent the cluster of beliefs, assessed feelings, and behavioural intentions towards something or someone.  
True False
115. Emotions are brief events or "episodes".  
True False
116. Moods represent our reaction to specific people or events, whereas emotions are not directed toward anything in particular.  
True False
117. People are consciously aware of most emotions they experience.  
True False
118. Emotions generate a core affect that something is good or bad, helpful or harmful, to be approached or avoided.  
True False
119. Strong emotions trigger our conscious awareness of a threat or opportunity in the external environment.  
True False
120. Moods tend to be longer-term emotional states.  
True False
121. Emotions serve to put us in a state of readiness.  
True False
122. Attitudes are fleeting physiological experiences we have in response to an attitude object.  
True False
123. Attitudes develop from our emotional experiences as well as from the perceptual process.  
True False
124. Attitudes consist of the following three components: emotions, beliefs, and behaviours.  
True False
125. Beliefs represent our perceptions about the attitude object.  
True False
126. Attitudes represent a cluster of beliefs, motivation and feelings about an attitude object.  
True False
127. In the model of emotions, attitudes, and behaviour, feelings lead to beliefs, which in turn lead to behaviours.  
True False
128. People with the same feelings may form different behavioural intentions based on their unique past experience.  
True False

129. Research concludes that when our emotions and logical analysis of a situation conflict with each other, we should follow our emotions.  
True False
130. Cognitive dissonance is more likely to occur when the dissonant behaviour is known to everyone, was done voluntarily and can't be undone.  
True False
131. One way people reduce cognitive dissonance is by changing their beliefs and feelings.  
True False
132. A person's emotions are influenced by his or her personality, not just from workplace experiences.  
True False
133. Emotional labour refers to any physical work that makes employees feel angry that they must perform this kind of work.  
True False
134. Display rules are norms that require employees to show certain emotions and to withhold others.  
True False
135. Emotional dissonance occurs when we use our emotional intelligence on others but other people do not use their emotional intelligence on us.  
True False
136. Emotional dissonance refers to the conflict experienced between the emotions we are required to display and our true emotions in that situation.  
True False
137. According to a major study, most Canadians agree with the statement that overtly expressing personal emotions at work is unprofessional.  
True False
138. Conflict between required and true emotions is called emotional intelligence.  
True False
139. Emotional dissonance is most common where emotional display rules are highly regulated and employees must display emotions quite different from their true emotions.  
True False
140. Jobs require more emotional labour when employees must display a variety of emotions, rather than just one or two.  
True False
141. The norms and expectations governing emotional display rules are similar around the world.  
True False
142. Emotional labour can be difficult for most of us, because it is difficult to conceal true emotions.  
True False
143. Employees experience less stress from emotional labour when they practice surface acting rather than deep acting.  
True False
144. Employees minimize the stress from emotional labour by actually changing their emotions to match the job requirements (deep acting), rather than displaying emotions contrary to their true emotions (surface acting).  
True False

145. Emotional intelligence refers to the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others.  
True False
146. Experts have concluded that cognitive intelligence and emotional intelligence are the same things.  
True False
147. Emotional intelligence is a set of abilities.  
True False
148. Three dimensions of emotional intelligence are cognitive dissonance, continuance commitment, and emotional labour.  
True False
149. Emotional intelligence can be learned to some extent.  
True False
150. Management of others' emotions represents the highest level of emotional intelligence.  
True False
151. The four dimensions of emotional intelligence form a hierarchy.  
True False
152. Emotional intelligence tends to increase with age.  
True False
153. Job satisfaction represents a person's evaluation of his or her job and work context.  
True False
154. Job satisfaction in Canada is below the typical American score.  
True False
155. Job satisfaction among Canadian employees is usually above the global average.  
True False
156. Employees in Nordic countries report higher levels of job satisfaction than employees in Canada.  
True False
157. Employees are more likely to quit their jobs and be absent from work if they are dissatisfied with their jobs.  
True False
158. The exit-voice-loyalty-neglect model states that some employees respond to their job dissatisfaction by patiently waiting for the problem to work itself out or get resolved by others.  
True False
159. According to the exit-voice-loyalty-neglect model, some dissatisfied employees engage in "voice" by constructively recommending solutions to the source of their dissatisfaction.  
True False
160. Personality and previous experiences influence an employee's decision to engage in exit, voice, loyalty, or neglect when they are dissatisfied with their job.  
True False
161. Researchers have consistently found that there is a strong positive relationship between job satisfaction and job performance.  
True False
162. The relationship between job satisfaction and job performance would likely be stronger if more organizations provided valued rewards for good performance.  
True False

163. The employee-customer-profit chain model states that companies with higher profits tend to subsequently lay off employees, which reduces the future number of customers.  
True False
164. Research indicates that employees with higher job satisfaction tend to provide better customer service.  
True False
165. Employees with higher job satisfaction tend to convey more friendliness and positive feelings to customers.  
True False
166. Job satisfaction is an ethical issue that influences the organization's reputation in the community.  
True False
167. Organizational commitment refers to an employee's contractual obligation to provide a minimum amount of time and effort to the organization in return for a fair day's pay from the organization.  
True False
168. The two types of organizational commitment are affective and afflictive.  
True False
169. Continuance commitment is a calculative decision to remain with the organization, rather than an emotional attachment to the firm.  
True False
170. Employees with high levels of affective commitment tend to engage in more organizational citizenship behaviours.  
True False
171. Continuance commitment motivates employees to increase their work effort beyond expectations.  
True False
172. Lower performance ratings usually reduce continuance commitment.  
True False
173. Employees with very high loyalty tend to have high conformity.  
True False
174. Trust, employee involvement, and organizational comprehension tend to increase organizational commitment.  
True False
175. Employees experience more continuance commitment when the organization provides opportunities for employee involvement.  
True False
176. Trust is a reciprocal activity; to receive trust from employees, corporate leaders must demonstrate their trust in those employees.  
True False
177. Employees tend to have higher organizational commitment when their personal values differ from the company's values.  
True False
178. Affective commitment is higher in organizations with moral integrity values.  
True False
179. Employees with very high loyalty tend to have high conformity, which results in lower creativity.  
True False

180. Affective commitment is higher in organizations that fulfil their obligations to employees.  
True False
181. Work-related stress is an affliction in Canada and the United States that is a relatively minor workplace concern in other countries.  
True False
182. Even experts have trouble defining stress.  
True False
183. Stress is a psychological and physiological adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.  
True False
184. Stress refers mainly to environmental conditions that cause people to experience fear.  
True False
185. Everyone needs some level of stress to survive.  
True False
186. Eustress refers to the short-term causes of stress, whereas distress refers to long-term causes.  
True False
187. People began using the word stress to describe the human response to harsh environmental conditions more than 500 years ago.  
True False
188. The general adaptation syndrome describes the consequences of stress.  
True False
189. The individual's energy level and ability to cope with stress decrease at the beginning of the general adaptation syndrome.  
True False
190. Resistance is the final stage of the stress experience (i.e. the general adaptation syndrome).  
True False
191. Employees can build up a resistance to stress by frequently experiencing the exhaustion stage of the general adaptation syndrome.  
True False
192. There are three stages in the job burnout process.  
True False
193. In the final stage of job burnout, affected employees quit their jobs.  
True False
194. Job burnout occurs most of the time because people work too hard.  
True False
195. Job burnout refers to situations where employees experience stress because they are deprived of contact with clients, colleagues and other people.  
True False
196. The job burnout process occurs in the following sequence: (1) reduced efficacy, (2) emotional exhaustion and (3) higher blood pressure.  
True False
197. Quebec was the first province in Canada to pass a workplace anti-harassment law.  
True False

198. Bullying, and other actions that affect an employee's dignity are forms of psychological harassment.  
True False
199. In certain cases, even subtle or persistent incivility can constitute psychological harassment.  
True False
200. Sexual harassment is a stressor.  
True False
201. Sexual harassment includes both unwanted sexual relations as well as a hostile work environment.  
True False
202. Subtle yet persistent forms of workplace incivility do not constitute psychological harassment.  
True False
203. Workplace incivility is a form of psychological harassment.  
True False
204. In Japan, karoshi mainly leads to death because of exhaustion and overwork.  
True False
205. Death from overwork (karoshi) is caused by a poor lifestyle resulting from long work hours which in turn causes weight gain that damages the cardiovascular system.  
True False
206. Employees are more likely to experience stress when they lack control over their work activities.  
True False
207. One way to reduce work-related stress is to have your work paced by a machine.  
True False
208. Inflexible work schedules may cause stress for employees.  
True False
209. Two people exposed to the same stressors can have different stress experiences.  
True False
210. One important way to remove workplace stressors is to give employees more control over their work environment.  
True False
211. Individuals who have a healthy lifestyle are better able to cope with high stress levels.  
True False
212. Someone who works in a so-called 'high-stress job' might experience the same level of stress as someone who works in a low-stress job.  
True False
213. Two employees in the same job might experience different stress levels because they perceive the situation differently.  
True False
214. Individuals with high emotional stability cope more successfully in the face of significant change, adversity, or risk.  
True False
215. Having a positive self-concept protects us from stress.  
True False
216. People who are extroverts tend to experience lower stress than do introverts.  
True False

217. The classic workaholic is highly involved in work, feels compelled or driven to work because of inner pressures, and has high enjoyment at work.  
True False
218. Workaholics are more prone to suffer from poor health due to their work addiction.  
True False
219. Person-job matching can help to remove role-related stressors.  
True False
220. Companies can reduce employee stress by transferring them to jobs for which they are better suited to perform.  
True False
221. Personal leave, telework, and flexible work time represent the three most common role-related stressors.  
True False
222. Job sharing and telework are usually considered ways to reduce stress through work/life balance.  
True False
223. Some firms offer personal leaves to give employees a temporary withdrawal from the stressors of work.  
True False
224. Personal goal setting, self-reinforcement practices reduce stress by changing stress perceptions.  
True False
225. Corporate fitness and wellness programs improve employee health, but have almost no effect on the consequences of work-related stress.  
True False
226. Social support helps employees to manage stress by increasing their self-esteem.  
True False
227. Social support is only helpful in reducing the stress experienced in non-work situations.  
True False
228. Tai was overjoyed when she learned that she would be promoted to a position with higher responsibility and pay. However, even before hearing about the promotion, she believed that the regional manager who made the promotion decision was fair-minded. Use the emotions, attitudes, and behaviour model to explain how Tai's emotions and beliefs influence her positive feelings towards the regional manager.
229. Three employees believe that their pay is too low, yet one of them quits, the second complains to management about the low pay and the third does nothing. Explain why these employees engaged in different behaviours even though they held the same beliefs about their pay cheques.

230. Advanced Photonics Ltd (APL) is a large developer of laser technologies. Competitive pressures as well as the speed of new developments in the industry have made some employees tense and somewhat dissatisfied with their work at APL. To improve employee attitudes, the vice-president has established a 'fun week' where employee teams find and implement various ways to have fun on this job. APL has also brought in a comedy team for the week to entertain employees and coach them on having more fun. Use your knowledge of workplace emotions and attitudes to explain the implications of a fun week on employee attitudes.

231. Explain how an employee's attitudes might be affected by cognitive dissonance.

232. Comment on the accuracy of the following statement: 'Employees are more effective when they display their true emotions on the job.'

233. Several government department employees who regularly meet unemployed citizens say they experience considerable stress. The problem, they claim, is that they try to act pleasant and sympathetic to their clients, but it is difficult to hide their true emotions when clients act rude and angry during visits to their office (which distributes unemployment insurance cheques). Based on your knowledge of surface and deep acting, describe what these government department employees might do to minimize their stress in this situation.

234. For many years, a financial investment firm focused on cognitive intelligence to promote the best employees into management positions. These people proved to be very good at derivatives and other forms of financial analysis. Now, some executives believe that the investment firm should promote people into management based more on their emotional intelligence. Explain why emotional intelligence might be a good (or better) predictor of management ability than the employee's cognitive intelligence.
235. If you believed a co-worker had a high level of emotional intelligence, what evidence would you look for to confirm your belief?
236. A senior executive in your organization read an older organizational behaviour textbook, which concluded that there is little relationship between job satisfaction and job performance. The senior executive now believes that it is a waste of time and money to have 'happy workers'. Instead, the executive is recommending finding ways to improve productivity without any consideration for employee well-being (beyond legal requirements). The company president is concerned that the executive's information may convince other members of the management committee to take a similar harsh view. Provide three different arguments why companies should try to maintain a reasonable level of job satisfaction among employees in this organization.
237. You are a senior executive in a large pharmaceutical firm and have just hired a chemist who is recognized as a 'rising star' in the industry. Your organization has spent a lot of money recruiting this person and hopes that the chemist will stay with this firm for many years. However, as with many scientists, the new hire seems to have very little loyalty to or identification with any firm. Explain in detail (with action plan examples pertaining to this incident) four (4) strategies that would try to increase this employee's loyalty to this organization.

238. Universal Broadcasting Corp. is concerned about losing some of its best technical staff to competitors. Senior executives have decided that the best way to build a loyal work force is to introduce a deferred profit-sharing plan. Employees would receive half of each year's profit share at the end of the year, but the other half would be paid out over the next two years as trailers. Anyone who leaves, other than due to retirement or layoffs, would forfeit some or all of the deferred payments. Explain what effect this plan may have on organizational commitment and employee behaviours.
239. Give two reasons why employee involvement tends to increase organizational commitment.
240. Comment on the accuracy of the following statement: 'Stress is best described as a working condition that hurts employee job performance.'
241. Jake tells you that he is feeling very stressed. Based on your knowledge of the general adaptation syndrome, what information would you ask or look for to determine what stage of stress Jake is experiencing?
242. The Director of Nursing at Smalltown General Hospital claims that several nurses are experiencing job burnout. Describe the three components of this job burnout that should be evident from these nurses. Your description of each component should include an example related to nursing. Also, briefly identify two possible characteristics of nursing that might have contributed to this job burnout.

243. James is a hard worker on the construction site, but two colleagues have discouraged him from working too quickly on his part of the project. At first, they would taunt him about 'sucking up' to the project boss and for trying to make everyone else among the construction crew look lazy. But more recently, the two colleagues have acted more threateningly towards James. One day during lunch break, the two cornered James and wouldn't let him pass by until they had uttered a few obscenities at him. A couple of days later, the two colleagues stood near his car in the parking lot. They didn't prevent James from getting into his car and driving away, but the experience was uncomfortable and quite stressful. What type of stressor is James experiencing and what is the most effective stress management strategy in this situation?
244. Some jobs are considered more stressful than others. Describe what this really means and give two reasons why someone in a 'high-stress' job might experience less stress than another person in a 'low-stress' job.
245. Janine and Anitra work as bank customer service representatives. Janine often comes home at the end of the working day with a headache and feeling emotionally exhausted. She has difficulty sleeping immediately before and after some days at work. Anitra performs the same job duties as Janine and often works with the same clients. Yet Anitra rarely experiences these symptoms. Using your knowledge of stress, give three explanations why these two are reacting differently to their jobs.
246. From a survey of employees, a major health-products company discovered that many staff members felt overworked and had too little time to balance their personal lives with job demands. A significant percentage of employees said that they were thinking of quitting because of this stress. Moreover, the concerns were raised by unmarried employees without children, not just among married women with children. Describe two different types of initiatives that would likely ease the type of stress identified in this survey.

247. Head-office employees at Acme Widgets have had heavy workloads over the past year, due mainly to downsizing and increased demand for widgets. Acme's CEO wants to introduce a stress management program that would control the consequences of this stress. Describe three types of stress management programs that would help employees to cope more effectively with the physiological and/or psychological consequences of stress. Your answer should also briefly state the specific benefits that each type of program provides.

248. Several employees at the head office of Southern Mining Corp. want the company to provide a fitness centre. Senior executives know that physical fitness improves employee health, but have asked you to provide justification for the fitness centre in terms of stress management. Explain how the fitness centre potentially minimizes stress.

## 04 Key

1. Which of the following statements about emotions is FALSE?  
(p. 93)
- A.** We continuously experience an emotion for days or weeks at a time.
  - B. We experience emotions psychologically.
  - C. We experience emotions physiologically.
  - D. Emotions create a state of readiness.
  - E. Emotions are directed toward someone or something.

Chapter - Chapter 04 #1  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

2. Emotions are defined as:  
(p. 93)
- A. feelings that are not directed towards anything in particular.
  - B. our judgments about what is right or wrong.
  - C. our intentions to act towards the attitude object.
  - D. the cluster of beliefs, assessed feelings and behavioural intentions towards an attitude object.
  - E.** None of the answers apply.

Chapter - Chapter 04 #2  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 1

3. \_\_\_\_\_ are brief physiological, behavioural, and psychological experiences directed toward someone or something that put people in a state of readiness.  
(p. 93)
- A. Attitudes
  - B. Perceptions
  - C. Behavioural intentions
  - D.** Emotions
  - E. Most forms of organizational commitment

Chapter - Chapter 04 #3  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

4. Anger, fear, joy and sadness represent:  
(p. 93)
- A. beliefs that influence our attitudes towards something or someone.
  - B. the first four stages of emotional labour.
  - C.** types of emotions.
  - D. four dimensions of job satisfaction.
  - E. beliefs that influence our attitudes towards something or someone and types of emotions.

Chapter - Chapter 04 #4  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

5. Emotions have what effect on us?  
(p. 93-94)
- A. They make us aware of events that possibly affect our important goals.
  - B. They put us into a state of readiness.
  - C. They provide a communication to us about the presence of relevant events in the external environment.
  - D. They make us aware of events that possibly affect our important goals and they provide a communication to ourselves about the presence of relevant events in the external environment.
  - E.** All of the above answers are correct.

Chapter - Chapter 04 #5  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

6. Which of the following is NOT usually identified as a category of emotions?

- (p. 93)
- A.** Recognition
  - B. Excited
  - C. Fearful
  - D. Relaxed
  - E. Gloomy

Chapter - Chapter 04 #6  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

7. Which of the following is an emotion?

- (p. 93)
- A.** Surprise
  - B. Perception
  - C. Values
  - D. Job dissatisfaction
  - E. Organizational commitment

Chapter - Chapter 04 #7  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

8. Joy, fear, and anger are types of:

- (p. 93)
- A. attitudes.
  - B. perceptions.
  - C. behavioural intentions.
  - D.** emotions.
  - E. moods.

Chapter - Chapter 04 #8  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

9. The difference between emotions and attitudes is comparable to the difference between:

- (p. 93-94)
- A. eating something versus drinking something.
  - B.** experiencing something versus judging something.
  - C. perceiving something versus behaving toward something.
  - D. knowing about something versus doing something.
  - E. there is no difference between emotions and attitudes; they are the same thing.

Chapter - Chapter 04 #9  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 1

10. Which of these statements about emotions is FALSE?

- (p. 93-94)
- A. Emotions are influenced by our personality traits.
  - B. Emotions are directed towards specific people or objects, whereas moods are not directed towards anything in particular.
  - C.** Emotions include a person's beliefs, feelings and behavioural intentions.
  - D. Emotions influence a person's assessed feelings about the attitude object.
  - E. Some people have positive emotional states due to their personality.

Chapter - Chapter 04 #10  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

11. Beliefs, feelings, and behavioural intentions are components of:

- (p. 94)
- A.** attitudes.
  - B. the EVLN model.
  - C. organizational commitment.
  - D. emotions.
  - E. the psychological contract.

Chapter - Chapter 04 #11  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

12. In the model of emotions, attitudes, and behaviour, feelings are directly influenced by:
- (p. 95)
- A. behavioural intentions.
  - B. emotions.
  - C. beliefs.
  - D. All of the answers are correct.
  - E. Emotions and beliefs.**

Chapter - Chapter 04 #12  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 1

13. Which of these statements represents the feeling dimension of attitudes?
- (p. 95)
- A. I don't like how my boss treats his employees.**
  - B. I want to transfer out of this department to get away from this manager.
  - C. My supervisor barks at his employees in public.
  - D. I intend to tell the human resource manager that my supervisor should be demoted.
  - E. All of the answers are correct.

Chapter - Chapter 04 #13  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

14. Which of the following best represents the most common linkage between attitudes and behaviour?
- (p. 95)
- A. Intentions->feelings->beliefs->behaviour.
  - B. Behaviour->job satisfaction->cognitive dissonance->organizational commitment.
  - C. Beliefs->feelings->intentions->behaviour.**
  - D. Cognitive dissonance->behavioural intentions->job satisfaction->behaviour.
  - E. Behaviour->feelings->intentions->beliefs.

Chapter - Chapter 04 #14  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

15. Which of the following statements about work attitudes and behaviour is FALSE?
- (p. 95-96)
- A. Our beliefs about someone represent the best predictor in the attitude model of our behaviour toward that person.**
  - B. In some circumstances, our behaviours towards an attitude object cause us to change our attitudes towards that object.
  - C. People with the same behavioural intentions toward an attitude object might engage in different behaviours toward that object.
  - D. Two employees with the same feelings towards an attitude object might form different intentions towards that object.
  - E. Work attitudes can predict employee behaviour to some extent.

Chapter - Chapter 04 #15  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 1

16. Emotions affect behaviour:
- (p. 95)
- A. through a person's beliefs.
  - B. through a person's feelings.
  - C. directly.
  - D. through a person's beliefs and through a person's feelings.
  - E. All of the above answers are correct.**

Chapter - Chapter 04 #16  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

17. Both Jane and Joey believe that their boss makes them stay late to complete work and are assigned challenging workloads. Even though they have the same beliefs about their boss, Jane complains to higher management about her boss' behaviour whereas Joey does not complain. According to the model of emotions, attitudes, and behaviour, Jane and Joey probably engaged in different behaviour toward their boss because:
- A. they might have different feelings about their boss's characteristics.
  - B. their unique experiences in the past have reinforced different behaviour intentions.
  - C. they experience different emotions regarding staying late for work and observing their boss's poor interpersonal skills.
  - D.** All of the answers are correct.
  - E. The model of emotions, attitudes, and behaviour cannot explain why people with the same beliefs engage in different behaviours.

Chapter - Chapter 04 #17  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

18. After working weeks on a difficult proposal for a client, Jack learns that the client has accepted the proposal and will award the contract to Jack's firm. Upon hearing this from his boss, Jack yelps 'Yahoo!' and thrusts his fisted arm in the air. This behaviour is most likely an example of:
- A. perceptions directly influencing beliefs.
  - B. behavioural intentions directly influencing behaviour.
  - C. emotions directly influencing feelings.
  - D. beliefs directly influencing feelings.
  - E.** emotions directly influencing behaviour.

Chapter - Chapter 04 #18  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

19. The uncomfortable tension felt when our behaviour and attitudes are inconsistent with each other is called:
- A. cognitive distance.
  - B. emotional intelligence.
  - C. cognitive justification.
  - D.** cognitive dissonance.
  - E. neglect.

Chapter - Chapter 04 #19  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

20. Which of these jobs would normally require emotional labour?
- A. Bank teller
  - B. Bill collector
  - C. Funeral director
  - D. Disney World employee dressed up as Mickey Mouse
  - E.** All of the answers are correct

Chapter - Chapter 04 #20  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2

21. Which of these statements about emotional labour is FALSE?
- A. Most jobs involving customer service require some degree of emotional labour.
  - B.** Research indicates that emotional display rules and standards are very similar around the world.
  - C. Emotional labour increases with the extent to which employees must abide by emotional display rules.
  - D. In spite of the presence of emotional display rules, it is difficult to hide our true emotions.
  - E. Display rules are norms requiring employees to display certain emotions and withholding others.

Chapter - Chapter 04 #21  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

22. Emotional labour is defined as any situation in which:  
(p. 98-99) A. you get upset with customers at times when you are supposed to remain calm.  
B. you begin to feel burned out from facing too many customers in one day.  
C. you don't realize that your emotions are causing you to act differently toward someone than you had intended.  
D. All of the answers are correct.  
**E.** none of the answers represent the emotional labour definition.

Chapter - Chapter 04 #22  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 2

23. Emotional labour refers to:  
(p. 98) **A.** the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions.  
B. the tendency to change our attitudes so they become more consistent with our behaviours.  
C. a person's evaluation of the job and work context.  
D. a person's emotional attachment to identification with, and involvement in a particular organization.  
E. None of the answers defines emotional labour.

Chapter - Chapter 04 #23  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2

24. Emotional dissonance is:  
(p. 99) A. the emotion people experience when they are dissatisfied with their paycheque.  
**B.** a significant cause of stress and job burnout.  
C. present whenever emotional labour is not required in the job.  
D. the main source of ethical conduct in organizational settings.  
E. The emotion people experience when they are dissatisfied with their paycheque and the main source of ethical conduct in organizational settings.

Chapter - Chapter 04 #24  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2

25. Emotional dissonance occurs when:  
(p. 99) A. there are no known emotional display rules for a particular situation.  
**B.** we experience conflict between the required emotions and our true emotions.  
C. we work with someone who has high emotional intelligence.  
D. job satisfaction is at the same level as organizational commitment.  
E. Either there are no known emotional display rules for a particular situation or we work with someone who has high emotional intelligence.

Chapter - Chapter 04 #25  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

26. \_\_\_\_\_ involves modifying behaviour to be consistent with required emotions but continuing to hold different internal feelings.  
(p. 99) A. Deep acting  
B. Pretending  
**C.** Surface acting  
D. Method acting  
E. Being a drama queen

Chapter - Chapter 04 #26  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

27. The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others is called:  
(p. 100)
- A.** emotional intelligence.
  - B. emotional labour.
  - C. cognitive dissonance.
  - D. self-awareness.
  - E. job satisfaction.

Chapter - Chapter 04 #27  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

28. Emotional intelligence is best described as:  
(p. 100)
- A. a personality trait.
  - B.** a set of abilities.
  - C. a form of organizational commitment.
  - D. an action-tendency indicating that the person is highly motivated.
  - E. a form of empathy.

Chapter - Chapter 04 #28  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

29. Management of others' emotions is:  
(p. 101)
- A. a negative, highly activated emotion.
  - B. one of three types of organizational commitment.
  - C. an outcome of emotional dissonance.
  - D.** the highest level of emotional intelligence.
  - E. the opposite of employability the psychological contract.

Chapter - Chapter 04 #29  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

30. Awareness of one's emotions and the emotions of others are elements of:  
(p. 101)
- A. affective commitment.
  - B. emotional labour.
  - C.** emotional intelligence.
  - D. continuance commitment.
  - E. the circumplex model of emotions.

Chapter - Chapter 04 #30  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2

31. The highest level of emotional intelligence is:  
(p. 101)
- A. self-awareness.
  - B. affective.
  - C. organizational comprehension.
  - D. behavioural intentions.
  - E.** None of the answers apply.

Chapter - Chapter 04 #31  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

32. Managing our emotions and the emotions of others represents:  
(p. 101)
- A. the main feature of psychological contracts.
  - B.** the highest level of emotional intelligence.
  - C. one of the four parts of the circumplex model of emotions.
  - D. one of the main causes of continuance commitment.
  - E. one of the four categories in the exit-voice-loyalty-neglect (EVLN) model.

Chapter - Chapter 04 #32  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

33. Self-awareness is the \_\_\_\_\_ level of \_\_\_\_\_.  
(p. 100) **A.** lowest; emotional intelligence.  
B. highest; emotional labour.  
C. highest; emotional intelligence.  
D. highest; continuance commitment.  
E. lowest; affective commitment.

Chapter - Chapter 04 #33  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

34. Emotional intelligence includes the ability to:  
(p. 100-101) **A.** avoid acting impulsively.  
B. understand and be sensitive to the feelings of others.  
C. manage the emotions of others.  
D. do all of the above.  
E. do 'A' and 'C' only.

Chapter - Chapter 04 #34  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

35. Claude is usually able to calm employees when they are upset and to get others enthusiastic about an otherwise mundane activity. This ability probably means that Claude has:  
(p. 100-101) **A.** the highest level of emotional intelligence.  
B. the highest level of negative affectivity.  
C. a high degree of continuance commitment.  
D. all of the above.  
E. both 'A' and 'C'.

Chapter - Chapter 04 #35  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

36. The competency most strongly associated with awareness of others' emotions is:  
(p. 100) **A.** sympathy.  
B. sociopathy.  
**C.** empathy.  
D. self-management.  
E. telepathy.

Chapter - Chapter 04 #36  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

37. Inspiring others, managing conflict, and developing others' capabilities are:  
(p. 100-101) **A.** required in all psychological contracts.  
**B.** abilities representing the highest level of emotional intelligence.  
C. elements of the circumplex model of emotions.  
D. three of the main causes of continuance commitment.  
E. three categories in the exit-voice-loyalty-neglect (EVLN) model.

Chapter - Chapter 04 #37  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

38. Which of these statements about emotional intelligence is FALSE?  
(p. 100-101)
- A. Emotional intelligence can be learned to some extent.
  - B. Preliminary evidence suggests that medical professionals have slightly below average emotional intelligence.
  - C.** Older employees tend to have lower levels of emotional intelligence than do younger employees.
  - D. Emotional intelligence is related to the concept of maturity.
  - E. People with high emotional intelligence tend to perform better in jobs requiring emotional labour.

Chapter - Chapter 04 #38  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2

39. Which of the following statements about job satisfaction is TRUE?  
(p. 102)
- A. Job satisfaction refers to the emotional experiences that people have at work.
  - B. Surveys over the past decade have reported that the large majority of Canadians are dissatisfied with their jobs.
  - C.** Employees can be satisfied with some aspects of the job while dissatisfied with other aspects of the job.
  - D. Job satisfaction is usually defined as the employee's emotional attachment to, identification with, and involvement in a particular organization.
  - E. Job satisfaction is a personal value, not an attitude.

Chapter - Chapter 04 #39  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

40. A person's evaluation of his or her job and work context is called:  
(p. 102)
- A.** job satisfaction.
  - B. emotional intelligence.
  - C. affective commitment.
  - D. cognitive dissonance.
  - E. emotions.

Chapter - Chapter 04 #40  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

41. By asking a single direct question (such as "How satisfied are you with your job?"), job satisfaction surveys tend to:  
(p. 102)
- A. underestimate the true level of job satisfaction among employees.
  - B. measure organizational commitment rather than job satisfaction.
  - C.** overestimate the true level of job satisfaction among employees.
  - D. confuse people who are completing the survey.
  - E. provide a better estimate of job satisfaction than if the survey asked several questions.

Chapter - Chapter 04 #41  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

42. The exit-voice-loyalty-neglect (EVLN) model:  
(p. 103)
- A. outlines the four consequences of emotional intelligence.
  - B. identifies the four ways to manage employee emotions.
  - C. explains why the psychological contract differs between employees and their employers.
  - D.** is a template for organizing and understanding the consequences of job dissatisfaction.
  - E. explains the main differences between affective commitment and continuance commitment.

Chapter - Chapter 04 #42  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

43. Sue is unhappy about her work situation and her supervisor, so she has started to pay less attention to the quality of her work. She also arrives late for work and generally puts less effort into her work. This information suggests that Sue's main reaction to job dissatisfaction is:
- A. exit.
  - B. voice.
  - C. commitment.
  - D. loyalty.
  - E. neglect.**

Chapter - Chapter 04 #43  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

44. Shawna is dissatisfied with her co-workers for not assisting her when she recently needed additional resources for a project, and is frustrated that her boss has not supported her work or recognized her job performance. In spite of these problems, Shawna does not complain and does not intend to move elsewhere. Instead, she maintains her level of work effort and hopes the company will eventually correct these problems. According to the EVLN model, Shawna is mainly engaging in:
- A. exit.
  - B. voice.
  - C. employability.
  - D. loyalty.**
  - E. neglect.

Chapter - Chapter 04 #44  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

45. According to the EVLN model, people who are dissatisfied with their jobs might:
- A. quit.
  - B. complain about the dissatisfying aspects of their jobs.
  - C. increase their absenteeism from work.
  - D. keep quiet and hope the sources of job dissatisfaction are eventually corrected.
  - E. All of the answers are correct**

Chapter - Chapter 04 #45  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

46. Compared to people with low job satisfaction, employees with high job satisfaction usually have which of the following?
- A. Lower employee turnover.
  - B. Better job performance.
  - C. Lower absenteeism.
  - D. All of the answers are correct.**
  - E. None of the answers apply.

Chapter - Chapter 04 #46  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

47. Which of the following statements about job satisfaction and job performance is TRUE?
- A. Employees who are dissatisfied with their jobs never have high job performance.
  - B. Job satisfaction has almost no effect on job performance.
  - C. Employees who are satisfied with their jobs tend to have somewhat higher job performance.**
  - D. Happy workers are less productive workers.
  - E. High-performing employees have higher job satisfaction only after they have received a financial reward for performing their jobs well.

Chapter - Chapter 04 #47  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

48. Organizational behaviour experts have concluded that:  
(p. 103)
- A. as job performance increases, job satisfaction decreases.
  - B. job performance is the best predictor of job satisfaction.
  - C. job satisfaction is the best predictor of job performance.
  - D.** there is a moderate positive relationship between job performance and job satisfaction.
  - E. job performance is the best predictor of job satisfaction and job satisfaction is the best predictor of job performance.

Chapter - Chapter 04 #48  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

49. Happy workers (those with higher job satisfaction) tend to be more productive workers:  
(p. 103-104)
- A. in every job.
  - B. only when those workers have high emotional intelligence.
  - C.** mainly in jobs where employees rewards are linked to their work output.
  - D. only in jobs requiring continuous direct supervision.
  - E. never job satisfaction has no effect on job performance.

Chapter - Chapter 04 #49  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 3

50. Which of these statements about job satisfaction and customer satisfaction is TRUE?  
(p. 104-105)
- A. Employees with higher job satisfaction tend to give poorer customer service.
  - B. Satisfied employees have a more positive mood, which communicates friendliness to customers.
  - C. Satisfied employees are less likely to quit, so customers receive more consistent and familiar service.
  - D. Satisfied employees are more likely to engage in "neglect," so customers receive poorer service from these employees.
  - E.** Satisfied employees have a more positive mood, which communicates friendliness to customers and are less likely to quit, so customers receive more consistent and familiar service.

Chapter - Chapter 04 #50  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

51. The positive effect of job satisfaction on customer satisfaction is most clearly explained by:  
(p. 104-105)
- A. organizational commitment.
  - B. emotional intelligence.
  - C. affective commitment.
  - D.** employee-customer-profit chain model.
  - E. None of the above

Chapter - Chapter 04 #51  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

52. According to the employee-customer-profit-chain model:  
(p. 104-105)
- A. employees believe it is in their best interest to remain with the organization.
  - B. employees who are satisfied with their jobs are less likely to quit.
  - C. higher customer satisfaction results in repeat business and higher profits for the organization.
  - D. all of the above.
  - E.** both 'B' and 'C'

Chapter - Chapter 04 #52  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

53. When employees have higher job satisfaction they tend to:
- (p. 105)
- A. provide friendlier service to customers.
  - B. get angry at customers more often than when they were dissatisfied with their jobs.
  - C. provide the same quality of customer service as when they were dissatisfied with their jobs.
  - D. provide more consistent service to customers because of their longer employment in the job.
  - E.** stay on the job longer, so they have better knowledge and skills to serve clients.

Chapter - Chapter 04 #53  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

54. Employees who stay with an organization mainly because they believe it will cost them financially to leave, likely have:
- (p. 106)
- A.** high continuance commitment.
  - B. high emotional intelligence.
  - C. high affective commitment.
  - D. All of the answers are correct.
  - E. None of the answers apply; these employees have low organizational commitment.

Chapter - Chapter 04 #54  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

55. Continuance commitment is explicitly discussed in the topic of emotional intelligence as:
- (p. 106)
- A. the main process through which people become emotional attached to the organization.
  - B. the main process through which you manage the emotions of others.
  - C. the means through which people become sensitized to the perceptions and needs of others.
  - D. the way in which employees are trained to develop higher emotional intelligence.
  - E.** Continuance commitment is not explicitly discussed in the topic of emotional intelligence.

Chapter - Chapter 04 #55  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

56. The concept of affective organizational commitment includes:
- (p. 106)
- A. an emotional attachment to the organization.
  - B. an identification with the organization.
  - C. an involvement with the organization.
  - D.** All of the answers are correct.
  - E. None of the answers apply.

Chapter - Chapter 04 #56  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

57. Employees with an emotional attachment to, identification with, and involvement in a particular organization are said to have:
- (p. 106)
- A. a high level of pay satisfaction.
  - B. extreme emotional dissonance.
  - C. a low level of emotional activation.
  - D. a high level of continuance commitment.
  - E.** None of the answers apply.

Chapter - Chapter 04 #57  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

58. Employees with strong organizational commitment are more likely to:
- (p. 106) **A.** engage in organizational citizenship behaviours.  
B. steal from their employer.  
C. show up late for work.  
D. quit their jobs.  
E. All of the answers are correct.

Chapter - Chapter 04 #58  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

59. Which of the following tends to occur when organizations use financial incentives to prevent dissatisfied employees from quitting?
- (p. 106) A. Employees increase their level of affective commitment.  
**B.** Employees increase their level of continuance commitment.  
C. Employees increase their level of job satisfaction.  
D. Employees decrease their level of emotional intelligence.  
E. Employees decrease their level of continuance commitment.

Chapter - Chapter 04 #59  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

60. Which of the following tends to result in increased continuance commitment?
- (p. 106) A. Corporate leaders demonstrate increasing trust in employees.  
B. The company helps employees learn more about the organization through departmental visits and special seminars on company products.  
**C.** Employees receive low interest loans and other incentives from their employer that make it costly for them to quit.  
D. The company's values are similar to the employee's personal values.  
E. All of the answers are correct.

Chapter - Chapter 04 #60  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 3

61. Organizational loyalty tends to increase when employees:
- (p. 106-107) A. are involved in organizational decisions.  
B. are kept informed about significant organizational activities.  
C. receive fair pay and working conditions from their employer.  
D. hold personal values that are congruent with the organization's values.  
**E.** All of the answers are correct.

Chapter - Chapter 04 #61  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

62. Which of the following tends to increase due to higher employee involvement?
- (p. 107) **A.** Affective commitment  
B. Cognitive dissonance  
C. Continuance commitment  
D. All of the answers are correct  
E. None of the answers apply

Chapter - Chapter 04 #62  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

63. Keeping employees informed about and involved in the organization tends to:
- (p. 107) **A.** increase affective commitment.  
B. reduce job satisfaction.  
C. produce cognitive dissonance.  
D. reduce emotional intelligence.  
E. have no effect on work attitudes.

Chapter - Chapter 04 #63  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

64. Recent evidence indicates that:
- (p. 108) A. few Canadians experience work-related stress.  
B. Japanese employees report less anxiety and stress today than two decades ago.  
C. work-related stress is almost non-existent in India and the United Kingdom.  
D. All of these statements are correct.  
**E.** None of these statements are correct.

Chapter - Chapter 04 #64  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

65. The adaptive response to a situation that is perceived as challenging or threatening to the person's well-being is called:
- (p. 108) A. self-leadership.  
B. job burnout.  
C. eustress.  
D. workaholism.  
**E.** stress.

Chapter - Chapter 04 #65  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

66. Stress is best described as:
- (p. 108) A. the physiological disorders we experience from adverse environmental conditions.  
**B.** an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.  
C. a series of events that cause emotional exhaustion and cynicism towards customers.  
D. environmental conditions that place a physical or emotional demand on the person.  
E. a behaviour pattern of people with low risk of heart disease.

Chapter - Chapter 04 #66  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 4

67. Which of the following statements about stress is FALSE?
- (p. 108) **A.** Employees are the most productive when they experience no stress.  
B. Stress is caused by stressors.  
C. Canadian women in management jobs experience more stress than men in similar jobs.  
D. The general adaptation syndrome describes the stress experience.  
E. Continued exposure to very high stress levels may lead to permanent physiological and psychological damage.

Chapter - Chapter 04 #67  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

68. Eustress refers to:  
(p. 108) A. the degree of physiological, psychological and behavioural deviation from healthy functioning.  
B. stress experienced by anyone who is less than 25 years old.  
C. the process of emotional exhaustion, cynicism and reduced efficacy resulting from prolonged exposure to stress.  
D. any stressful situation that causes the employee to experience involuntary fits of laughter.  
**E.** the healthy, positive, constructive outcome of stressful events and the stress response.

Chapter - Chapter 04 #68  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

69. The stress experience in moderation is known as:  
(p. 108) A. distress.  
B. burnout.  
C. the general adaptation syndrome.  
**D.** eustress.  
E. Type A behaviour pattern.

Chapter - Chapter 04 #69  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

70. The general adaptation syndrome model includes all of the following EXCEPT:  
(p. 109) A. a three-stage process.  
B. resistance.  
**C.** cynicism.  
D. alarm reaction.  
E. exhaustion.

Chapter - Chapter 04 #70  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

71. According to the general adaptation syndrome, the first stage of stress adaptation is:  
(p. 109) A. exhaustion.  
B. resistance.  
C. relapse.  
D. role ambiguity.  
**E.** None of these statements are correct.

Chapter - Chapter 04 #71  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

72. Which of the following describes the stress experience?  
(p. 109) **A.** General adaptation syndrome  
B. Job burnout  
C. Stressors  
D. Strain-based conflict  
E. Type A behaviour pattern

Chapter - Chapter 04 #72  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

73. The general adaptation syndrome is:  
(p. 109)
- A. the most common strategy that employees use to cope with work-related stressors.
  - B. an innovative corporate practice that removes unnecessary stressors from the work site.
  - C. a stress disorder that was once rare but is becoming increasingly common among executives.
  - D.** a model of the stress experience.
  - E. a form of social support where several employees experience the same form of stress and help each other through the experience.

Chapter - Chapter 04 #73  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

74. People who frequently experience the general adaptation syndrome:  
(p. 109)
- A.** have increased risk of physiological and psychological damage.
  - B. become immune to the effects of this syndrome.
  - C. learn to adapt to the consequences of stress.
  - D. eventually develop an overwhelming need to work.
  - E. have a long-term risk of increased physiological and psychological damage AND become immune to the effects of this syndrome.

Chapter - Chapter 04 #74  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

75. The three stages of the general adaptation syndrome, in order, are:  
(p. 109)
- A. exhaustion, recovery, burnout.
  - B. exhaustion, resistance, alarm reaction.
  - C. emotional exhaustion, cynicism, reduced efficacy.
  - D. cynicism, resistance, reduced efficacy.
  - E.** alarm reaction, resistance, exhaustion.

Chapter - Chapter 04 #75  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

76. Which of the following is a source of stress in the workplace?  
(p. 110-111)
- A. Sexual harassment
  - B. Psychological harassment
  - C. Low task control
  - D. Work overload
  - E.** All of these statements are sources of workplace stress

Chapter - Chapter 04 #76  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

77. Job burnout includes:  
(p. 110)
- A. emotional exhaustion.
  - B. cynicism.
  - C. feelings of reduced efficacy.
  - D.** all of these conditions.
  - E. only cynicism and emotional exhaustion, NOT feelings of reduced efficacy.

Chapter - Chapter 04 #77  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

78. Emotional exhaustion and increased cynicism are:  
(p. 110) **A.** two stages of job burnout.  
B. two physiological consequences of stress.  
C. two elements of the general adaptation syndrome.  
D. characteristics that identify people with a Type B behaviour pattern.  
E. the two most common sources of stress.

Chapter - Chapter 04 #78  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

79. Emotional exhaustion, cynicism, and reduced efficacy are characteristics of:  
(p. 110) A. eustress.  
**B.** job burnout.  
C. hypertension.  
D. low motivation.  
E. workaholism.

Chapter - Chapter 04 #79  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

80. People who lack energy, feel tired, and think their emotional resources are depleted:  
(p. 109-110) A. are in the final stages of workaholism.  
B. have a Type B behaviour pattern.  
C. are experiencing the final stage of job burnout.  
D. will probably engage in workplace aggression unless they soon manage the stress.  
**E.** are experiencing the first stage of job burnout.

Chapter - Chapter 04 #80  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

81. The first stage of job burnout is:  
(p. 109-110) A. feelings of reduced efficacy.  
B. role ambiguity.  
C. alarm reaction.  
D. increased cynicism.  
**E.** None of these statements describes the first stage of job burnout.

Chapter - Chapter 04 #81  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 4

82. Kelly is a nurse who has been saying that she doesn't seem to make a difference in her job. At work, Kelly seems to lack empathy with patients. She strictly follows rules and coldly labels patients by their ailments ('the broken leg in Room 3D'). When she gets home, Kelly lacks the energy to do anything. Kelly likely is experiencing:  
(p. 110) A. low iron in her blood.  
B. workaholism.  
**C.** job burnout.  
D. the results of a relaxation and meditation program.  
E. a very high level of job satisfaction.

Chapter - Chapter 04 #82  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

83. The combined effects of increases in technology and globalization in the workplace will likely:
- (p. 110-111) A. increase stress caused by work/non-work stressors.
  - B. reduce stress caused by work/non-work stressors.
  - C.** increase stress caused by interpersonal stressors.
  - D. reduce stress caused by interpersonal stressors.
  - E. have no effect on workplace stress.

Chapter - Chapter 04 #83  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

84. Sexual harassment, work overload and low task control:
- (p. 110-111) **A.** types of work related stressors.
  - B. common outcomes of ineffective work-life balance.
  - C. elements of the general adaptation syndrome.
  - D. types of physical environment stressors.
  - E. None of these statements are correct.

Chapter - Chapter 04 #84  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

85. Repeated and hostile or unwanted conduct, verbal comments, actions or gestures that affect an employee's dignity or psychological or physical integrity is called:
- (p. 110) A. job burnout.
  - B. workplace violence.
  - C. a role-related stressor.
  - D. sexual harassment.
  - E.** psychological harassment.

Chapter - Chapter 04 #85  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

86. Which of these statements about psychological harassment is TRUE?
- (p. 110) A. Some European countries have passed laws against workplace bullying.
  - B. The Quebec government passed the first workplace anti-harassment legislation in North America.
  - C. Organizations should have a grievance, mediation or other conflict resolution process for victims of harassment.
  - D.** All of these statements are correct.
  - E. None of these statements are correct.

Chapter - Chapter 04 #86  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

87. Psychological harassment includes all of the following EXCEPT:
- (p. 110) A. hostile or unwanted conduct.
  - B. verbal comments that affect an employee's dignity
  - C. actions or gestures that threaten an employee's psychological or physical integrity.
  - D. workplace incivility.
  - E.** role conflict.

Chapter - Chapter 04 #87  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

88. Quid pro quo and hostile work environment are two forms of:  
(p. 110) **A.** sexual harassment.  
B. resilience.  
C. general adaptation syndrome.  
D. role conflict.  
E. role ambiguity.

Chapter - Chapter 04 #88  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

89. Studies on work overload in Canada indicate that:  
(p. 110) A. work overload has increased in Canada over the past decade.  
B. Canadians identified work overload as the second highest stressor, after insufficient salary.  
C. the percentage of Canadians working more than 50 hours per week has increased over the past decade.  
D. All of these statements are correct.  
**E.** both 'B' and 'C'.

Chapter - Chapter 04 #89  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

90. In Japan, Karoshi refers to:  
(p. 111) A. death from overwork.  
B. one of the three stages in the general adaptation syndrome.  
**C.** a role-related stressor.  
D. a unique relaxation technique applied throughout Asia.  
E. a variation of Karaoke played in offices to relieve stress.

Chapter - Chapter 04 #90  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

91. People whose work is paced by a machine experience:  
(p. 111) **A.** a task control stressor.  
B. a role-related stressor.  
C. more resilience.  
D. a physical environment stressor.  
E. None of these statements are correct.

Chapter - Chapter 04 #91  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

92. Employees experience task control stressors when they work in a job that:  
(p. 111) A. has a clear description of tasks.  
**B.** is paced by a machine.  
C. has low responsibility.  
D. has all of these conditions.  
E. are not paced by a machine.

Chapter - Chapter 04 #92  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

93. The extent to which task control is a stressor increases when employees also have:  
(p. 111) A. low responsibility.  
B. flexible work schedules.  
**C.** high responsibility.  
D. no duties involving monitoring equipment.  
E. supportive coworkers.

Chapter - Chapter 04 #93  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

94. Low task control occurs when:  
(p. 111) A. the work schedule is controlled by someone else.  
B. the employee's work is paced by a machine.  
C. the job involves monitoring equipment.  
**D.** All of these conditions exist.  
E. None of these conditions exist.

Chapter - Chapter 04 #94  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

95. People who experience stress at work are more likely to:  
(p. 111-112) A. experience more stressful relations with family and friends due to the effects of the work-related stress.  
B. engage in dysfunctional parenting behaviours at home.  
C. have this stress spill over to their personal lives, resulting in stress at home.  
**D.** have all of these conditions.  
E. have none of these conditions.

Chapter - Chapter 04 #95  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 4

96. People who are optimistic and confident are:  
(p. 112) **A.** less likely to experience stress.  
B. more likely to experience job burnout.  
C. less likely to experience eustress.  
D. more likely to experience stress.  
E. are more likely to experience job burnout AND eustress.

Chapter - Chapter 04 #96  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

97. What effect does high emotional stability have on work-related stress?  
(p. 112) **A.** Employees with high resilience pull through a stressful experience more quickly.  
B. Employees with low resilience are less likely to experience psychological harassment.  
C. Employees with high resilience are less likely to work in jobs that have any stressors.  
D. All of these statements are correct.  
E. None of these statements are correct.

Chapter - Chapter 04 #97  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

98. Which of the following types of people are less likely to experience stress than other people who face the same stressors?  
(p. 112) A. People who are optimistic  
B. People with higher self-confidence  
C. People with a healthy lifestyle  
D. People with high emotional intelligence  
**E.** All of these statements are correct

Chapter - Chapter 04 #98  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

99. Two employees in the same job face the same stressors each day, yet one shows signs of distress while the other does not. This difference occurs because:
- A. the low-stress employee might perceive the stressors as less of a threat.
  - B. the high-stress employee might be less physically and mentally fit and therefore has a lower threshold of resistance to stress.
  - C. the high-stress employee might be using ineffective strategies to cope with the consequences of stress.
  - D.** All of these statements explain the different reactions by these two people.
  - E. None of these statements explain the different reactions by these two people.

Chapter - Chapter 04 #99  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

100. People who cope successfully in the face of significant change, adversity, or risk have:
- A. a Type A behaviour pattern.
  - B. a higher risk of job burnout.
  - C. the general adaptation syndrome.
  - D. a high level of job burnout.
  - E.** a high emotional stability.

Chapter - Chapter 04 #100  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

101. People tend to have high \_\_\_\_\_ when their personality includes optimism, confidence, and a positive emotional state.
- A. emotional exhaustion
  - B.** emotional stability
  - C. job boredom
  - D. strain-based conflict
  - E. workaholism (work addicts)

Chapter - Chapter 04 #101  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

102. Workaholism includes the three dimensions of:
- A. efficacy, cynicism, and emotional exhaustion.
  - B.** high work involvement, compulsion to work, and low enjoyment of work.
  - C. alarm reaction, resistance, exhaustion.
  - D. time, strain, and role.
  - E. cynicism, drive to succeed, and resistance.

Chapter - Chapter 04 #102  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

103. Compared to non-workaholics, classic workaholics tend to experience:
- A. higher job satisfaction.
  - B.** lower enjoyment of work.
  - C. improved personal health.
  - D. more work/life balance.
  - E. both 'A' and 'C'.

Chapter - Chapter 04 #103  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

104. Some of the strategies for removing work-related stressors are:  
(p. 112) A. firing employees who complain that they are stressed.  
B. ignoring the stressors that cause unnecessary tension and burnout.  
C. providing programs that make employees more stressed.  
D. changing all work-life initiatives into work intensive initiatives.  
**E.** None of the above.

Chapter - Chapter 04 #104  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

105. Research suggests that employees who try to ignore or deny the existence of a stressor:  
(p. 112) A. are better able to avoid the stress experience.  
**B.** experience more stress in the long run.  
C. are less likely to work in jobs that have any stressors.  
D. have higher resilience.  
E. are better able to avoid the stress experience AND have higher resilience.

Chapter - Chapter 04 #105  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

106. Which of these is considered a work/life balance initiative to minimize stress?  
(p. 112) A. Flexible work time  
B. Job sharing  
C. Teleworking  
D. Childcare facilities  
**E.** All of these statements describes a family-friendly or work/life initiative to minimize stress

Chapter - Chapter 04 #106  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 5

107. Providing childcare facilities and offering employees flexible work hours have what effect on work-related stress?  
(p. 112) A. They help employees to cope with the consequences of stress.  
B. They help employees to temporarily remove themselves from the stressor.  
**C.** They remove stressors from the workplace.  
D. They help employees to cope AND help employees to temporarily remove themselves from the stressor.  
E. They have no known effect on work-related stress.

Chapter - Chapter 04 #107  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

108. Which of the following reduces stress by withdrawing from the stressor?  
(p. 113) A. Coffee breaks  
B. Sabbaticals  
C. Vacations  
**D.** All of the above.  
E. None of these statements describes ways to reduce stress by withdrawing from the stressor.

Chapter - Chapter 04 #108  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 5

109. To ward off stress, a film director likes to have a good laugh. When under pressure, the director will crack jokes and ensure everyone has a good laugh during the hard work. These actions mainly reduce stress:
- A. by removing the stressor.
  - B. by providing social support.
  - C.** by changing stress perceptions.
  - D. by controlling the consequences of stress.
  - E. in none of the ways stated here.

Chapter - Chapter 04 #109  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

110. Self-reinforcement can potentially minimize stress by:
- A. removing people from stressors.
  - B. helping employees to temporarily remove themselves from the stressor.
  - C. helping employees to control the consequences of stress.
  - D.** helping employees to develop more favourable perceptions of the stressors.
  - E. Self-leadership has no known effect on work-related stress.

Chapter - Chapter 04 #110  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

111. Employee wellness programs help employees to reduce stress by:
- A.** teaching them how to adopt more effective coping mechanisms.
  - B. helping employees to understand that stress cannot be reduced in most cases.
  - C. removing the stressors that cause the high stress.
  - D. doing everything described in the other statements.
  - E. doing none of the things described in the other statements.

Chapter - Chapter 04 #111  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

112. Social support has what effect on work-related stress?
- A. It increases the individual's self-esteem regarding the stressor.
  - B. It provides the individual with information or other resources used to remove the stressor.
  - C. It makes the individual feel that he or she is not facing the stressor alone.
  - D.** They do everything described in the other statements.
  - E. There is no evidence that social support has any beneficial effect on work-related stress.

Chapter - Chapter 04 #112  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

113. Which of these stress management activities helps employees to improve their perceived ability to cope with the stressor and possibly remove the stressor?
- A. Teleworking
  - B.** Social support
  - C. Meditation
  - D. Siestas
  - E. Fitness programs

Chapter - Chapter 04 #113  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

114. Emotions represent the cluster of beliefs, assessed feelings, and behavioural intentions towards something or someone.
- FALSE**

Chapter - Chapter 04 #114  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

115. Emotions are brief events or "episodes".

(p. 93)

**TRUE**

Chapter - Chapter 04 #115  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

116. Moods represent our reaction to specific people or events, whereas emotions are not directed toward anything in particular.

(p. 93)

**FALSE**

Chapter - Chapter 04 #116  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

117. People are consciously aware of most emotions they experience.

(p. 93)

**FALSE**

Chapter - Chapter 04 #117  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

118. Emotions generate a core affect that something is good or bad, helpful or harmful, to be approached or avoided.

(p. 93)

**TRUE**

Chapter - Chapter 04 #118  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

119. Strong emotions trigger our conscious awareness of a threat or opportunity in the external environment.

(p. 93)

**TRUE**

Chapter - Chapter 04 #119  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

120. Moods tend to be longer-term emotional states.

(p. 93)

**TRUE**

Chapter - Chapter 04 #120  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

121. Emotions serve to put us in a state of readiness.

(p. 93)

**TRUE**

Chapter - Chapter 04 #121  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

122. Attitudes are fleeting physiological experiences we have in response to an attitude object.

(p. 94)

**FALSE**

Chapter - Chapter 04 #122  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

123. Attitudes develop from our emotional experiences as well as from the perceptual process.

(p. 94)

**TRUE**

Chapter - Chapter 04 #123  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

124. Attitudes consist of the following three components: emotions, beliefs, and behaviours.

(p. 94)

**FALSE**

Chapter - Chapter 04 #124  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

125. Beliefs represent our perceptions about the attitude object.

(p. 95)

**TRUE**

Chapter - Chapter 04 #125  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

126. Attitudes represent a cluster of beliefs, motivation and feelings about an attitude object.

(p. 94)

**FALSE**

Chapter - Chapter 04 #126  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

127. In the model of emotions, attitudes, and behaviour, feelings lead to beliefs, which in turn lead to behaviours.

(p. 95)

**FALSE**

Chapter - Chapter 04 #127  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

128. People with the same feelings may form different behavioural intentions based on their unique past experience.

(p. 95)

**TRUE**

Chapter - Chapter 04 #128  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 1

129. Research concludes that when our emotions and logical analysis of a situation conflict with each other, we should follow our emotions.

(p. 96)

**FALSE**

Chapter - Chapter 04 #129  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

130. Cognitive dissonance is more likely to occur when the dissonant behaviour is known to everyone, was done voluntarily and can't be undone.

(p. 97)

**TRUE**

Chapter - Chapter 04 #130  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

131. One way people reduce cognitive dissonance is by changing their beliefs and feelings.

(p. 97)

**TRUE**

Chapter - Chapter 04 #131  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 1

132. A person's emotions are influenced by his or her personality, not just from workplace experiences.

(p. 98)

**TRUE**

Chapter - Chapter 04 #132  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2

133. Emotional labour refers to any physical work that makes employees feel angry that they must perform this kind of work.

(p. 98)

**FALSE**

Chapter - Chapter 04 #133  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2

134. Display rules are norms that require employees to show certain emotions and to withhold others.  
(p. 98) **TRUE**
- Chapter - Chapter 04 #134  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
135. Emotional dissonance occurs when we use our emotional intelligence on others but other people do not use their emotional intelligence on us.  
(p. 99) **FALSE**
- Chapter - Chapter 04 #135  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 2*
136. Emotional dissonance refers to the conflict experienced between the emotions we are required to display and our true emotions in that situation.  
(p. 99) **TRUE**
- Chapter - Chapter 04 #136  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
137. According to a major study, most Canadians agree with the statement that overtly expressing personal emotions at work is unprofessional.  
(p. 99) **FALSE**
- Chapter - Chapter 04 #137  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 2*
138. Conflict between required and true emotions is called emotional intelligence.  
(p. 99) **FALSE**
- Chapter - Chapter 04 #138  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
139. Emotional dissonance is most common where emotional display rules are highly regulated and employees must display emotions quite different from their true emotions.  
(p. 99) **TRUE**
- Chapter - Chapter 04 #139  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2*
140. Jobs require more emotional labour when employees must display a variety of emotions, rather than just one or two.  
(p. 98-99) **TRUE**
- Chapter - Chapter 04 #140  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
141. The norms and expectations governing emotional display rules are similar around the world.  
(p. 99) **FALSE**
- Chapter - Chapter 04 #141  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2*
142. Emotional labour can be difficult for most of us, because it is difficult to conceal true emotions.  
(p. 99) **TRUE**
- Chapter - Chapter 04 #142  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2*

143. Employees experience less stress from emotional labour when they practice surface acting rather than deep acting.  
(p. 99) **FALSE**
- Chapter - Chapter 04 #143  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
144. Employees minimize the stress from emotional labour by actually changing their emotions to match the job requirements (deep acting), rather than displaying emotions contrary to their true emotions (surface acting).  
(p. 99) **TRUE**
- Chapter - Chapter 04 #144  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
145. Emotional intelligence refers to the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others.  
(p. 100) **TRUE**
- Chapter - Chapter 04 #145  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2*
146. Experts have concluded that cognitive intelligence and emotional intelligence are the same things.  
(p. 99) **FALSE**
- Chapter - Chapter 04 #146  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
147. Emotional intelligence is a set of abilities.  
(p. 100) **TRUE**
- Chapter - Chapter 04 #147  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
148. Three dimensions of emotional intelligence are cognitive dissonance, continuance commitment, and emotional labour.  
(p. 100) **FALSE**
- Chapter - Chapter 04 #148  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
149. Emotional intelligence can be learned to some extent.  
(p. 101) **TRUE**
- Chapter - Chapter 04 #149  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2*
150. Management of others' emotions represents the highest level of emotional intelligence.  
(p. 101) **TRUE**
- Chapter - Chapter 04 #150  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*
151. The four dimensions of emotional intelligence form a hierarchy.  
(p. 101) **TRUE**
- Chapter - Chapter 04 #151  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 2*

152. Emotional intelligence tends to increase with age.

(p. 101) **TRUE**

Chapter - Chapter 04 #152  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 2

153. Job satisfaction represents a person's evaluation of his or her job and work context.

(p. 102) **TRUE**

Chapter - Chapter 04 #153  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

154. Job satisfaction in Canada is below the typical American score.

(p. 102) **TRUE**

Chapter - Chapter 04 #154  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

155. Job satisfaction among Canadian employees is usually above the global average.

(p. 102) **TRUE**

Chapter - Chapter 04 #155  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

156. Employees in Nordic countries report higher levels of job satisfaction than employees in Canada.

(p. 102) **TRUE**

Chapter - Chapter 04 #156  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

157. Employees are more likely to quit their jobs and be absent from work if they are dissatisfied with their jobs.

(p. 103) **TRUE**

Chapter - Chapter 04 #157  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

158. The exit-voice-loyalty-neglect model states that some employees respond to their job dissatisfaction by patiently waiting for the problem to work itself out or get resolved by others.

(p. 103) **TRUE**

Chapter - Chapter 04 #158  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

159. According to the exit-voice-loyalty-neglect model, some dissatisfied employees engage in "voice" by constructively recommending solutions to the source of their dissatisfaction.

(p. 103) **TRUE**

Chapter - Chapter 04 #159  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

160. Personality and previous experiences influence an employee's decision to engage in exit, voice, loyalty, or neglect when they are dissatisfied with their job.

(p. 103) **TRUE**

Chapter - Chapter 04 #160  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

161. Researchers have consistently found that there is a strong positive relationship between job satisfaction and job performance.

(p. 103)

**FALSE**

Chapter - Chapter 04 #161  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 3

162. The relationship between job satisfaction and job performance would likely be stronger if more organizations provided valued rewards for good performance.

(p. 104)

**TRUE**

Chapter - Chapter 04 #162  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 3

163. The employee-customer-profit chain model states that companies with higher profits tend to subsequently lay off employees, which reduces the future number of customers.

(p. 104)

**FALSE**

Chapter - Chapter 04 #163  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

164. Research indicates that employees with higher job satisfaction tend to provide better customer service.

(p. 104-105)

**TRUE**

Chapter - Chapter 04 #164  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

165. Employees with higher job satisfaction tend to convey more friendliness and positive feelings to customers.

(p. 105)

**TRUE**

Chapter - Chapter 04 #165  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3

166. Job satisfaction is an ethical issue that influences the organization's reputation in the community.

(p. 105)

**TRUE**

Chapter - Chapter 04 #166  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

167. Organizational commitment refers to an employee's contractual obligation to provide a minimum amount of time and effort to the organization in return for a fair day's pay from the organization.

(p. 106)

**FALSE**

Chapter - Chapter 04 #167  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

168. The two types of organizational commitment are affective and afflictive.

(p. 106)

**FALSE**

Chapter - Chapter 04 #168  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

169. Continuance commitment is a calculative decision to remain with the organization, rather than an emotional attachment to the firm.

(p. 106)

**TRUE**

Chapter - Chapter 04 #169  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3

170. Employees with high levels of affective commitment tend to engage in more organizational citizenship behaviours.  
(p. 106) **TRUE**
- Chapter - Chapter 04 #170  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3*
171. Continuance commitment motivates employees to increase their work effort beyond expectations.  
(p. 106) **FALSE**
- Chapter - Chapter 04 #171  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3*
172. Lower performance ratings usually reduce continuance commitment.  
(p. 106) **FALSE**
- Chapter - Chapter 04 #172  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3*
173. Employees with very high loyalty tend to have high conformity.  
(p. 106) **TRUE**
- Chapter - Chapter 04 #173  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3*
174. Trust, employee involvement, and organizational comprehension tend to increase organizational commitment.  
(p. 107) **TRUE**
- Chapter - Chapter 04 #174  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3*
175. Employees experience more continuance commitment when the organization provides opportunities for employee involvement.  
(p. 107) **FALSE**
- Chapter - Chapter 04 #175  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3*
176. Trust is a reciprocal activity; to receive trust from employees, corporate leaders must demonstrate their trust in those employees.  
(p. 107) **TRUE**
- Chapter - Chapter 04 #176  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3*
177. Employees tend to have higher organizational commitment when their personal values differ from the company's values.  
(p. 106-107) **FALSE**
- Chapter - Chapter 04 #177  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3*
178. Affective commitment is higher in organizations with moral integrity values.  
(p. 106) **TRUE**
- Chapter - Chapter 04 #178  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 3*

179. Employees with very high loyalty tend to have high conformity, which results in lower creativity.  
(p. 106) **TRUE**
- Chapter - Chapter 04 #179  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3*
180. Affective commitment is higher in organizations that fulfil their obligations to employees.  
(p. 106) **TRUE**
- Chapter - Chapter 04 #180  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 3*
181. Work-related stress is an affliction in Canada and the United States that is a relatively minor workplace concern in other countries.  
(p. 108) **FALSE**
- Chapter - Chapter 04 #181  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4*
182. Even experts have trouble defining stress.  
(p. 108) **TRUE**
- Chapter - Chapter 04 #182  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4*
183. Stress is a psychological and physiological adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.  
(p. 108) **TRUE**
- Chapter - Chapter 04 #183  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4*
184. Stress refers mainly to environmental conditions that cause people to experience fear.  
(p. 108) **FALSE**
- Chapter - Chapter 04 #184  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4*
185. Everyone needs some level of stress to survive.  
(p. 108) **TRUE**
- Chapter - Chapter 04 #185  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4*
186. Eustress refers to the short-term causes of stress, whereas distress refers to long-term causes.  
(p. 108) **FALSE**
- Chapter - Chapter 04 #186  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4*
187. People began using the word stress to describe the human response to harsh environmental conditions more than 500 years ago.  
(p. 108) **TRUE**
- Chapter - Chapter 04 #187  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4*
188. The general adaptation syndrome describes the consequences of stress.  
(p. 109) **FALSE**
- Chapter - Chapter 04 #188  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4*

189. The individual's energy level and ability to cope with stress decrease at the beginning of the general adaptation syndrome.  
(p. 109) **TRUE**
- Chapter - Chapter 04 #189  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
190. Resistance is the final stage of the stress experience (i.e. the general adaptation syndrome).  
(p. 109) **FALSE**
- Chapter - Chapter 04 #190  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
191. Employees can build up a resistance to stress by frequently experiencing the exhaustion stage of the general adaptation syndrome.  
(p. 109) **FALSE**
- Chapter - Chapter 04 #191  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
192. There are three stages in the job burnout process.  
(p. 109) **TRUE**
- Chapter - Chapter 04 #192  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4
193. In the final stage of job burnout, affected employees quit their jobs.  
(p. 109) **FALSE**
- Chapter - Chapter 04 #193  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
194. Job burnout occurs most of the time because people work too hard.  
(p. 109) **FALSE**
- Chapter - Chapter 04 #194  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 4
195. Job burnout refers to situations where employees experience stress because they are deprived of contact with clients, colleagues and other people.  
(p. 109) **FALSE**
- Chapter - Chapter 04 #195  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
196. The job burnout process occurs in the following sequence: (1) reduced efficacy, (2) emotional exhaustion and (3) higher blood pressure.  
(p. 109-110) **FALSE**
- Chapter - Chapter 04 #196  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 4
197. Quebec was the first province in Canada to pass a workplace anti-harassment law.  
(p. 110) **TRUE**
- Chapter - Chapter 04 #197  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

198. Bullying, and other actions that affect an employee's dignity are forms of psychological harassment.  
(p. 110) **TRUE**
- Chapter - Chapter 04 #198  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
199. In certain cases, even subtle or persistent incivility can constitute psychological harassment.  
(p. 110) **TRUE**
- Chapter - Chapter 04 #199  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 4
200. Sexual harassment is a stressor.  
(p. 110) **TRUE**
- Chapter - Chapter 04 #200  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
201. Sexual harassment includes both unwanted sexual relations as well as a hostile work environment.  
(p. 110) **TRUE**
- Chapter - Chapter 04 #201  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4
202. Subtle yet persistent forms of workplace incivility do not constitute psychological harassment.  
(p. 110) **FALSE**
- Chapter - Chapter 04 #202  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
203. Workplace incivility is a form of psychological harassment.  
(p. 110) **TRUE**
- Chapter - Chapter 04 #203  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
204. In Japan, karoshi mainly leads to death because of exhaustion and overwork.  
(p. 111) **TRUE**
- Chapter - Chapter 04 #204  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
205. Death from overwork (karoshi) is caused by a poor lifestyle resulting from long work hours which in turn causes weight gain that damages the cardiovascular system.  
(p. 111) **FALSE**
- Chapter - Chapter 04 #205  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
206. Employees are more likely to experience stress when they lack control over their work activities.  
(p. 111) **TRUE**
- Chapter - Chapter 04 #206  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4
207. One way to reduce work-related stress is to have your work paced by a machine.  
(p. 111) **FALSE**
- Chapter - Chapter 04 #207  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

208. Inflexible work schedules may cause stress for employees.

(p. 111) **TRUE**

Chapter - Chapter 04 #208  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

209. Two people exposed to the same stressors can have different stress experiences.

(p. 111-112) **TRUE**

Chapter - Chapter 04 #209  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

210. One important way to remove workplace stressors is to give employees more control over their work environment.

(p. 111) **TRUE**

Chapter - Chapter 04 #210  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

211. Individuals who have a healthy lifestyle are better able to cope with high stress levels.

(p. 111) **TRUE**

Chapter - Chapter 04 #211  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4

212. Someone who works in a so-called 'high-stress job' might experience the same level of stress as someone who works in a low-stress job.

(p. 112) **TRUE**

Chapter - Chapter 04 #212  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

213. Two employees in the same job might experience different stress levels because they perceive the situation differently.

(p. 112) **TRUE**

Chapter - Chapter 04 #213  
Difficulty: Difficult  
Gradable: automatic  
Learning Objective: 4

214. Individuals with high emotional stability cope more successfully in the face of significant change, adversity, or risk.

(p. 112) **TRUE**

Chapter - Chapter 04 #214  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

215. Having a positive self-concept protects us from stress.

(p. 112) **TRUE**

Chapter - Chapter 04 #215  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

216. People who are extroverts tend to experience lower stress than do introverts.

(p. 112) **TRUE**

Chapter - Chapter 04 #216  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4

217. The classic workaholic is highly involved in work, feels compelled or driven to work because of inner pressures, and has high enjoyment at work.  
(p. 112) **FALSE**
- Chapter - Chapter 04 #217  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 4
218. Workaholics are more prone to suffer from poor health due to their work addiction.  
(p. 112) **TRUE**
- Chapter - Chapter 04 #218  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 4
219. Person-job matching can help to remove role-related stressors.  
(p. 112) **TRUE**
- Chapter - Chapter 04 #219  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 5
220. Companies can reduce employee stress by transferring them to jobs for which they are better suited to perform.  
(p. 112) **TRUE**
- Chapter - Chapter 04 #220  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5
221. Personal leave, telework, and flexible work time represent the three most common role-related stressors.  
(p. 112) **FALSE**
- Chapter - Chapter 04 #221  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5
222. Job sharing and telework are usually considered ways to reduce stress through work/life balance.  
(p. 112) **TRUE**
- Chapter - Chapter 04 #222  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5
223. Some firms offer personal leaves to give employees a temporary withdrawal from the stressors of work.  
(p. 113) **TRUE**
- Chapter - Chapter 04 #223  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 5
224. Personal goal setting, self-reinforcement practices reduce stress by changing stress perceptions.  
(p. 113) **TRUE**
- Chapter - Chapter 04 #224  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5
225. Corporate fitness and wellness programs improve employee health, but have almost no effect on the consequences of work-related stress.  
(p. 113) **FALSE**
- Chapter - Chapter 04 #225  
Difficulty: Medium  
Gradable: automatic  
Learning Objective: 5

226. Social support helps employees to manage stress by increasing their self-esteem.  
(p. 112-113) **TRUE**

Chapter - Chapter 04 #226  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 5

227. Social support is only helpful in reducing the stress experienced in non-work situations.  
(p. 112-113) **FALSE**

Chapter - Chapter 04 #227  
Difficulty: Easy  
Gradable: automatic  
Learning Objective: 5

228. Tai was overjoyed when she learned that she would be promoted to a position with higher responsibility and pay. However, even before hearing about the promotion, she believed that the regional manager who made the promotion decision was fair-minded. Use the emotions, attitudes, and behaviour model to explain how Tai's emotions and beliefs influence her positive feelings towards the regional manager.  
(p. 93-95)

To answer this question, students should perhaps draw the emotions, attitude, and behaviour model to show how emotions and beliefs relate to feelings. Generally, students must separately describe how beliefs and emotions influence feelings in the model.

With respect to emotions, Tai felt joy towards her announced promotion and clearly attributed this emotion to her regional manager. According to the model, Tai developed a positive assessment of her regional manager (a positive feeling) from the joyous emotion that she experienced. She probably also developed this positive feeling from other emotions experienced when she saw other actions representing fair-mindedness.

According to the attitude model, Tai probably also developed positive feelings towards the regional manager through her beliefs. For example, she may have observed actions by the manager that she believed were fair-minded, and thereby developed a belief that the manager is fair-minded. Her positive feelings towards fair-mindedness are then carried over to her feelings towards the regional manager.

Chapter - Chapter 04 #228  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 1

229. Three employees believe that their pay is too low, yet one of them quits, the second complains to management about the low pay and the third does nothing. Explain why these employees engaged in different behaviours even though they held the same beliefs about their pay cheques.  
(p. 93-95)

(Note: This question is rated as 'Difficult' because some of the points in this answer are not explicitly described in the textbook. However, more advanced students should be able to infer the answer through logic and available information on this topic.)

To answer this question, we must consider the emotions, attitudes, and behaviour model as well as the contingencies that redirect individuals at each link in the model. First, while three people may hold the same beliefs about the attitude object, their feelings towards the characteristic of that belief may differ. In our incident, the two employees who complained and quit probably have a very strong positive feelings towards a high pay cheque (or, conversely, a negative feeling towards a low pay cheque) whereas the third person might have more neutral or less intense feelings about pay. The result is that the three people may develop different degrees of dissatisfaction with the pay they receive.

Even if all three people developed the same feelings towards pay, they may develop different intentions. Behavioural intentions are formed from past experiences. The person who complained may have found this to be a better strategy than simply quitting, whereas the person who quit may have had an unsatisfactory past experience with trying to change anything in the company. The employee who did nothing may have found it more palatable to simply withdraw from the situation (neglect in the EVLN model) or change the comparison other if the perceived low pay level is based on an equity comparison process.

Finally, people with the same beliefs, feelings and intentions may act differently due to unique situational factors. For example, all three people may have intended to quit their jobs, but only one (the employee who actually did quit) was given a satisfactory job offer elsewhere. The person who complained and the person who did nothing may have searched for employment elsewhere but found no suitable job offers.

*Chapter - Chapter 04 #229  
Difficulty: Difficult  
Gradable: manual  
Learning Objective: 1*

230. *(p. 93-95)* Advanced Photonics Ltd (APL) is a large developer of laser technologies. Competitive pressures as well as the speed of new developments in the industry have made some employees tense and somewhat dissatisfied with their work at APL. To improve employee attitudes, the vice-president has established a 'fun week' where employee teams find and implement various ways to have fun on this job. APL has also brought in a comedy team for the week to entertain employees and coach them on having more fun. Use your knowledge of workplace emotions and attitudes to explain the implications of a fun week on employee attitudes.

To answer this question, students should refer to the emotions, attitudes, and behaviour model presented in the textbook. They should also distinguish between employee attitudes towards their work and the concept of 'emotions' which the fun week is trying to develop. Students should also explain that the fun week might not create positive emotions if employees interpret the events the wrong way.

The emotions (both positive and negative) developed from the fun week would have a direct effect on employee feelings towards the organization. For example, if many employees laugh a lot at the comedy team and the antics of other employee teams, then these emotions will create positive feelings towards the workplace. However, feelings are also influenced by beliefs. If employees believe that they are overworked, for instance, then feelings towards the organization might still be negative.

Some students might also explain that emotions have a direct effect on behaviour. However, it isn't clear what type of spontaneous behaviour would result from the fun week.

*Chapter - Chapter 04 #230  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 1*

231. *(p. 97-98)* Explain how an employee's attitudes might be affected by cognitive dissonance.

Cognitive dissonance is the uncomfortable tension that people feel when they have engaged in a behaviour that is inconsistent with their beliefs, feelings and intentions.

Attitudes affect cognitive dissonance in the sense that this dissonance is formed from the conflict between attitudes and past behaviours. Attitudes also play a central role in reducing cognitive dissonance. Specifically, when the behaviour cannot be changed or denied, then we tend to adjust our attitudes to fit the previous behaviour pattern. For example, if we did something to support the organization, we might develop more favourable beliefs, feelings and intentions towards the company.

*Chapter - Chapter 04 #231  
Difficulty: Easy  
Gradable: manual  
Learning Objective: 1*

232. Comment on the accuracy of the following statement: 'Employees are more effective when they display their true emotions on the job.'  
(p. 98-99)

This question requires discussion of at least two perspectives on emotional labour. First, most jobs require emotional labour—they require employees to follow prescribed display rules in interpersonal interactions, even when they do not feel the emotions conveyed by these display rules. From this perspective, the statement is false. Employees should hide their true emotions and instead convey those prescribed by the role because this fulfils customer service needs.

From the other perspective, employees suffer from stress, job burnout and emotional numbness when they continually display emotions that they do not truly feel. From this perspective, the statement is true. Employees should be able to display their true emotions or, at least, not be required to display emotions that conflict with their true emotions.

A good answer to this question would describe these two perspectives and would possibly identify situations where the two are reconciled. For instance, students might suggest that employees should be put into jobs where emotional display rules are compatible with their emotions in those jobs. This is a form of person-job matching and may refer to a person's personality that affects his/her positive or negative emotions. Another way to reconcile these two points is for employees to engage in "deep acting." Specifically, employees provide better service and experience less stress when they deliberately change their true emotions to match the required emotions for the situation (as opposed to surface acting, which involves simply pretending to experience certain desired emotions when the employee actually feels otherwise.)

*Chapter - Chapter 04 #232  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 2*

233. Several government department employees who regularly meet unemployed citizens say they experience considerable stress. The problem, they claim, is that they try to act pleasant and sympathetic to their clients, but it is difficult to hide their true emotions when clients act rude and angry during visits to their office (which distributes unemployment insurance cheques). Based on your knowledge of surface and deep acting, describe what these government department employees might do to minimize their stress in this situation.  
(p. 98-99)

It sounds like these government employees are engaging in surface acting rather than deep acting. Research indicates that employees experience more stress and burnout when they engage in surface acting, that is, they think through and act out behaviours that reflect the required emotions even though they hold quite different emotions. An example of surface acting would be smiling at a customer even though you feel irritated by that person. Surface acting is stressful because you have to act out behaviours while holding back your true emotions that are incompatible with those behaviours.

In contrast, deep acting involves changing your emotions to meet the job requirements. Rather than feeling irritated by a particular customer, you apply strategies that make you less irritated and generally happier to work with this person. For example, you might think that the customer is irritating due to personal problems and that you might help make the individual's life a little better through good service. Thus, rather than having a conflict between your required and true emotions, deep acting involves shifting your true emotions so they are more compatible with the required emotions. Not only does this reduce stress; it also creates a sense of accomplishment if your performance is effective.

*Chapter - Chapter 04 #233  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 2*

234. For many years, a financial investment firm focused on cognitive intelligence to promote the best employees into management positions. These people proved to be very good at derivatives and other forms of financial analysis. Now, some executives believe that the investment firm should promote people into management based more on their emotional intelligence. Explain why emotional intelligence might be a good (or better) predictor of management ability than the employee's cognitive intelligence.  
(p. 100-101)

To answer this question, students need to cite some parts of the emotional intelligence model. They also need to make some reference to management tasks to link specific features of emotional intelligence to the job.

**Self-awareness:** Self-awareness refers to having a deep understanding of one's own emotions as well as strengths, weaknesses, values, and motives. Managers require this ability as a prerequisite for the other elements of emotional intelligence. Only by being aware of their own emotions can managers display appropriate emotions and influence the emotions of others.

**Self-management:** This represents how well we control or redirect our internal states, impulses, and resources. Self-management ensures that managers do not display inappropriate emotions which would undermine employee well-being and motivation. It also includes managing the emotions we display to others. Managers need to be able to express emotions that are consistent with the demands of the situation. For example, managers need to show sympathy or excitement in the right situations. This emotional consistency or "fit" builds employee trust and respect, which increases the manager's power base.

**Social awareness:** This third level of EI is mainly about empathy-having understanding and sensitivity to the feelings, thoughts, and situation of others. This ability is important for managers because they need to anticipate employee reactions to specific situations.

**Relationship management:** This dimension of EI refers to managing other people's emotions. This is obviously vital for managers because they need to generate or control emotions in employees, such as building excitement among employees at a meeting and calming them in tense situations.

*Chapter - Chapter 04 #234  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 2*

235. If you believed a co-worker had a high level of emotional intelligence, what evidence would you look for to confirm your belief?  
(p. 100-101)

To answer this question, students need to refer to the four components or levels of emotional intelligence and to identify ways of recognizing each level in a person.

**Self-awareness:** Self-awareness refers to having a deep understanding of one's own emotions as well as strengths, weaknesses, values, and motives. This is probably the most difficult element of EI to directly observe. However, it is indirectly apparent by observing the co-worker on the other elements of EI because those elements require self-awareness as a prerequisite.

**Self-management:** This represents how well we control or redirect our internal states, impulses, and resources. You can identify this in the co-worker by noticing if they act appropriately in various situations, that is, their behaviours display appropriate emotions. You could identify someone with this feature by the fact that they remain calm even though the situation would make others angry or fearful.

**Social awareness:** This third level of EI is mainly about empathy-having understanding and sensitivity to the feelings, thoughts, and situation of others. This is apparent in a co-worker who accurately describes your thoughts and feelings about a particular situation. Socially aware people also act appropriately for the situation (such as avoiding humour in a solemn situation).

**Relationship management:** This dimension of EI refers to managing other people's emotions. A co-worker who is high on this dimension of EI would be able to change the emotions in other people in an intended way. For example, the co-worker could get people excited about completing a project.

*Chapter - Chapter 04 #235  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 2*

236. (p. 102-104) A senior executive in your organization read an older organizational behaviour textbook, which concluded that there is little relationship between job satisfaction and job performance. The senior executive now believes that it is a waste of time and money to have 'happy workers'. Instead, the executive is recommending finding ways to improve productivity without any consideration for employee well-being (beyond legal requirements). The company president is concerned that the executive's information may convince other members of the management committee to take a similar harsh view. Provide three different arguments why companies should try to maintain a reasonable level of job satisfaction among employees in this organization.

The answer to this question combines information about the effects of job satisfaction on work behaviours, the relationship between job satisfaction and job performance, and the relationship between job satisfaction and customer satisfaction.

With respect to the effect of job satisfaction on work behaviours, it is well established that employees who are dissatisfied with their job are more likely to quit, have higher absenteeism, engage in counterproductive behaviours, and pay less attention to work quality. Each of these outcomes can be costly and disruptive for the organization.

Although the executive read an older textbook indicating a weak relationship between job satisfaction and job performance, recent evidence now concludes that the earlier findings were wrong. Instead, there is a moderate relationship between job satisfaction and job performance. Moreover, the relationship may be high in this organization if employees who perform their jobs well receive higher rewards, and where employees have considerable discretion over their job performance.

With respect to the relationship between job satisfaction and customer satisfaction, the evidence indicates that happy employees produce better customer service. Their positive mood creates more pleasant interactions with clients. Moreover, satisfied employees are less likely to quit their jobs, so customers have more experienced and more familiar service.

*Chapter - Chapter 04 #236  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 3*

237. (p. 106-108) You are a senior executive in a large pharmaceutical firm and have just hired a chemist who is recognized as a 'rising star' in the industry. Your organization has spent a lot of money recruiting this person and hopes that the chemist will stay with this firm for many years. However, as with many scientists, the new hire seems to have very little loyalty to or identification with any firm. Explain in detail (with action plan examples pertaining to this incident) four (4) strategies that would try to increase this employee's loyalty to this organization.

Some students will try to discuss the use of 'golden handcuff' incentives to tie the person to the organization through continuance commitment. Although this is a form of commitment, it is not usually considered part of the meaning of 'loyalty'. Moreover, there are negative consequences of building continuance commitment rather than affective commitment.

The preferred answer to this question is to describe and apply any four of the strategies listed below. These actions build affective commitment.

Fairness and support. The company would ensure that it provides a clear understanding of the psychological contract and fulfills those contractual arrangements. It would also support the employee, such as with work/life balance and time off for pressing family needs.

Shared values. Although not likely possible to alter the values of this person, the company might eventually shift its dominant values to become more compatible with those of the employee.

Trust. The company might give the chemist certain privileges that show its trust in the employee which, in turn, strengthens the chemist's loyalty to the firm.

Organizational comprehension. The chemist might feel more loyalty to the firm by learning more about the different parts of the company, being kept informed of organizational changes, and by developing a better understanding of the company's past and future directions.

Employee involvement. The chemist might build more loyalty to the firm by being involved in important organizational decisions.

*Chapter - Chapter 04 #237  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 3*

238. (p. 106) Universal Broadcasting Corp. is concerned about losing some of its best technical staff to competitors. Senior executives have decided that the best way to build a loyal work force is to introduce a deferred profit-sharing plan. Employees would receive half of each year's profit share at the end of the year, but the other half would be paid out over the next two years as trailers. Anyone who leaves, other than due to retirement or layoffs, would forfeit some or all of the deferred payments. Explain what effect this plan may have on organizational commitment and employee behaviours.

This scenario describes a classic form of golden handcuff—reward systems that motivate employees to stay with the organization because of the financial cost of leaving. These incentives develop continuance commitment. Continuance commitment is the degree that employees believe it is in their own personal interest to remain with the organization. This form of commitment may reduce employee turnover, but it is also known to have an adverse effect on job performance.

*Chapter - Chapter 04 #238  
Difficulty: Easy  
Gradable: manual  
Learning Objective: 3*

239. Give two reasons why employee involvement tends to increase organizational commitment.

(p. 107-108)

One reason why employee involvement increases organizational commitment is that it demonstrates the company's (i.e. senior management's) trust in its employees. This evidence of trust is important because trust directly strengthens loyalty.

The other reason why employee involvement increases loyalty is because employees feel part of the organization when they make decisions that guide the organization's future. Through participation, employees begin to see how the organization is a reflection of their decisions.

*Chapter - Chapter 04 #239  
Difficulty: Easy  
Gradable: manual  
Learning Objective: 3*

240. Comment on the accuracy of the following statement: 'Stress is best described as a working condition that hurts employee job performance.'

(p. 108)

The statement is incorrect in two ways. First, stress is an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being. In other words, it is the physiological and psychological reaction within the individual as described by the general adaptation syndrome. Working conditions that cause stress are known as stressors. They do not represent the stress itself.

Second, stress is not always negative. In fact, a low stress level (known as eustress) is a necessary condition of life. People need stress to activate and motivate them to achieve goals and succeed in life's challenges.

*Chapter - Chapter 04 #240  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 4*

241. Jake tells you that he is feeling very stressed. Based on your knowledge of the general adaptation syndrome, what information would you ask or look for to determine what stage of stress Jake is experiencing?

(p. 108-109)

This question asks students to describe the three stages of the general adaptation syndrome in a way that diagnoses Jake's perception of stress. To answer the question, students must identify the main features of each stage of the general adaptation syndrome:

**Alarm reaction.** This stage is apparent because Jake would experience increased respiration rate, blood pressure, heartbeat, muscle tension and other physiological responses. The person's survival capabilities are temporarily reduced. Shock may occur in extreme circumstances. He would likely also be able to identify perceived threats or challenges in his life.

**Resistance.** This stage is apparent from various biochemical, psychological and behavioural conditions. One of these is a higher level of adrenalin. Jake would also be taking behavioural actions to defend against the threats or challenges.

**Exhaustion.** At this stage, Jake would experience varying levels of exhaustion. He may also experience psychological and/or physiological problems described in the consequences of stress section of this chapter (e.g. ranging from a short temper to heart disease).

*Chapter - Chapter 04 #241  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 4*

242. The Director of Nursing at Smalltown General Hospital claims that several nurses are experiencing job burnout. Describe the three components of this job burnout that should be evident from these nurses. Your description of each component should include an example related to nursing. Also, briefly identify two possible characteristics of nursing that might have contributed to this job burnout.  
(p. 109-110)

Job burnout is due to interpersonal and role-related stressors. Thus, burnout may be due to the fact that nurses must endure irate patients, ineffective management and related interpersonal stressors. With respect to role-related stressors, they might experience role conflict (such as following a doctor's orders that the nurse disagrees with), role ambiguity (such as uncertainty over which of two doctors have primary authority over a patient) or work overload.

The three components of job burnout are emotional exhaustion, cynicism and reduced efficacy. Emotional exhaustion represents the first stage and is characterised by a lack of energy and a feeling that one's emotional resources are depleted. For example, nurses with job burnout no longer feel able to give as much support and caring to patients.

Cynicism follows emotional exhaustion and is identified by the treatment of others as objects rather than people. Burned out employees become emotionally detached from clients and cynical about the organization. For example, a burned out nurse might coldly label a patient as 'the kidney in room 307'. Cynicism is also apparent when employees strictly follow rules and regulations rather than trying to understand the client's needs and search for a mutually acceptable solution. Thus, a nurse might follow a doctor's orders closely rather than being flexible enough for the patient's needs.

Reduced efficacy, the final component of job burnout, refers to the decline in one's feelings of competence and success and is observed by feelings of diminished competency (self-efficacy). For example, nurses who feel job burnout no longer believe that their efforts make a difference. They doubt their ability and competence at work.

*Chapter - Chapter 04 #242  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 4*

243. James is a hard worker on the construction site, but two colleagues have discouraged him from working too quickly on his part of the project. At first, they would taunt him about 'sucking up' to the project boss and for trying to make everyone else among the construction crew look lazy. But more recently, the two colleagues have acted more threateningly towards James. One day during lunch break, the two cornered James and wouldn't let him pass by until they had uttered a few obscenities at him. A couple of days later, the two colleagues stood near his car in the parking lot. They didn't prevent James from getting into his car and driving away, but the experience was uncomfortable and quite stressful. What type of stressor is James experiencing and what is the most effective stress management strategy in this situation?

James is experiencing psychological harassment, which is an interpersonal stressor. Psychological harassment includes repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affect an employee's dignity or psychological or physical integrity and that result in a harmful work environment for the employee. Although its boundaries are somewhat fuzzy, most people would probably conclude that the incidents that James has experienced are forms of psychological harassment.

Psychological harassment is an interpersonal stressor. While the textbook describes a variety of stress management strategies, the single most important strategy for psychological harassment is to remove the stressor. In other words, companies must make reasonable efforts to minimize and avoid psychological harassment. The textbook identifies a few ways to do this. The first step is to set up a policy and program to create a more respectful workplace. Companies should explicitly remind employees that they have a moral obligation to treat each other with consideration, respect and dignity. Past behaviour is the best predictor of future behaviour, so companies should carefully screen applicants in terms of past incidents. Feedback, particularly the 360-degree variety, lets employees know when their behaviour is out of line. Lastly, organizations should have a grievance, mediation or other conflict resolution process that employees trust when they become victims of psychological harassment.

*Chapter - Chapter 04 #243  
Difficulty: Difficult  
Gradable: manual  
Learning Objective: 4*

244. Some jobs are considered more stressful than others. Describe what this really means and give two reasons why someone in a 'high-stress' job might experience less stress than another person in a 'low-stress' job.

Jobs are more stressful if they have more stressors than other jobs. However, this does not necessarily mean that all people in high-stress jobs experience more stress than people in lower-stress jobs.

One problem with rating the stress of occupations is that task characteristics and job environments differ considerably for the same job in different organizations and societies. A police officer's job may be less stressful in a small town, for instance, than in a large city where crime rates are higher and the organizational hierarchy is more formal.

Another problem with identifying a job as 'high stress' is that a job with many stressors may be stressful to one person and create very little stress to another. In this respect, we must be careful not to conclude that people in high-stress occupations actually experience higher stress than people in other occupations. They are exposed to more serious stressors, but careful selection and training can result in stress levels no different from those experienced by people in other jobs.

*Chapter - Chapter 04 #244  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 4*

245. Janine and Anitra work as bank customer service representatives. Janine often comes home at the end of the working day with a headache and feeling emotionally exhausted. She has difficulty sleeping immediately before and after some days at work. Anitra performs the same job duties as Janine and often works with the same clients. Yet Anitra rarely experiences these symptoms. Using your knowledge of stress, give three explanations why these two are reacting differently to their jobs.

(p. 111-112)

(Note: This question is similar to discussion question 3 in the textbook.)

Janine is experiencing several symptoms (consequences) of stress, including headaches, sleeplessness and emotional exhaustion. Anitra, on the other hand, has few symptoms. There are three possible reasons for this difference.

One explanation is that employees perceive the situation differently. Those with low self-esteem are more likely to see job loss as a threat than those with higher self-esteem. Some people are more sensitive to certain environmental stimuli or they interpret those stimuli as more or less threatening.

Second, people have different threshold levels of resistance to a stressor. Anitra may be in better physical condition than Janine or she may have a larger store of energy to cope with high stress levels.

Third, people may experience the same level of stress and yet exhibit different stress outcomes because they use different coping strategies. For example, Anitra may have learned to withdraw temporarily from the stressors or she might have more social support to cope with the work-related stress. Janine might be using poor stress-coping strategies.

A fourth explanation (somewhat related to the first explanation above) is high emotional stability. High emotional stability is the capability of individuals to cope successfully in the face of significant change, adversity, or risk. Such people have personality traits that generate more optimism, confidence, and positive emotions. High emotional stability also involves specific competencies and behaviours to respond and adapt more effectively to stressors. Resilience is also an inner force that motivates us to move forward.

*Chapter - Chapter 04 #245  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 4*

246. From a survey of employees, a major health-products company discovered that many staff members felt overworked and had too little time to balance their personal lives with job demands. A significant percentage of employees said that they were thinking of quitting because of this stress. Moreover, the concerns were raised by unmarried employees without children, not just among married women with children. Describe two different types of initiatives that would likely ease the type of stress identified in this survey.

(p. 112-114)

This survey indicates that employees are experiencing stress due to poor work/life balance. This likely includes some degree of time-based conflict, but also strain-based conflict. Students should identify any two work/life initiatives that would offset these stressors. It is important to watch out for students who focus too much on family-friendly initiatives (e.g. childcare). While these may benefit some employees, the survey indicates that people who are unmarried and without children also experience stress due to a poor work/life balance.

**Flexible work time.** The company might allow employees to start and end their working day at different times to suit their non-work needs.

**Job sharing.** This strategy would give some employees the opportunity to work part-time in a meaningful job. It would certainly free up much time for non-work activities.

**Teleworking.** Some employees might benefit from the opportunity to work from home or a satellite office closer to home. This reduces commuting time (which would transfer to non-work time) and might give them more flexibility to complete non-work tasks (e.g. shopping during midday). Students should be cautious about the idea that teleworking allows employees to care for young children while working, however. This isn't usually effective.

**Personal leave programs.** Some work/life balance stress might be resolved by giving employees paid days off to care for an elderly family member or a young child, or for the opportunity to try out a new experience.

**Childcare.** This option is probably the least important here because the problem extends to employees without children. For those with children, on-site (or nearby) childcare might reduce travelling to distant childcare sites and minimize stress resulting from having young children being cared for at a distance (i.e. the employee can check in with the child during the day).

247. (p. 113) Head-office employees at Acme Widgets have had heavy workloads over the past year, due mainly to downsizing and increased demand for widgets. Acme's CEO wants to introduce a stress management program that would control the consequences of this stress. Describe three types of stress management programs that would help employees to cope more effectively with the physiological and/or psychological consequences of stress. Your answer should also briefly state the specific benefits that each type of program provides.

The textbook describes three general types of activities that potentially control the consequences of stress. These include relaxation and meditation programs, fitness and lifestyle programs, and employee counselling programs. Students should describe all three types to answer this question. However, the instructor may allow answers that treat each specific program as a separate type (e.g. fitness different from lifestyle).

**Relaxation and meditation programs.** Relaxation and meditation programs help employees to adjust their physiological response to the stressor and stress perception. In relaxation training, the objective is to achieve a relaxation response in which heart rate, blood pressure, muscle tension and breathing rate decrease. Relaxation and meditation programs are effective in reducing blood-pressure levels, muscle tension and breathing rate.

**Fitness and wellness programs.** Corporate fitness programs help employees to lower their respiration, muscle tension, heartbeat and stomach acidity, thereby reducing the physiological consequences of stress. Wellness programs train employees and reinforce their behaviour in better nutrition and fitness, regular sleep and other good health habits.

**Employee counselling.** Many organizations have introduced employee assistance programs (EAPs) to help employees with stressful life experiences and to overcome ineffective coping mechanisms such as alcoholism. Broad-brush programs counsel employees on most work or personal problems. They often help employees to overcome dysfunctional stress coping strategies, such as alcoholism.

*Chapter - Chapter 04 #247  
Difficulty: Medium  
Gradable: manual  
Learning Objective: 5*

248. (p. 113) Several employees at the head office of Southern Mining Corp. want the company to provide a fitness centre. Senior executives know that physical fitness improves employee health, but have asked you to provide justification for the fitness centre in terms of stress management. Explain how the fitness centre potentially minimizes stress.

The textbook explains that physical exercise is a stress management strategy because it reduces the adverse consequences of stress. Specifically, physical fitness reduces the physiological consequences of stress by helping employees to lower their respiration, muscle tension, heartbeat and stomach acidity. Through these actions, physically fit employees are in better shape (literally!) to withstand the adverse consequences of stress at work.

*Chapter - Chapter 04 #248  
Difficulty: Easy  
Gradable: manual  
Learning Objective: 5*

## 04 Summary

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|-----------------------|-----------------------|
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