M Organizational Behavior 3rd edition McShane Test Bank

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Chapter 02
Individual Behavior, Personality, and Values

True / False Questions

1. According to the MARS model of individual behavior and performance, employee performance will remain high even if one of the four factors—motivation, ability, role perceptions, and situational factors—is low in a given situation.
FALSE

All four factors in the MARS model are critical influences on an individual's voluntary behavior and performance; if any one of them is low in a given situation, the employee would perform the task poorly.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: MARS Model of Individual Behavior and Performance

2. The MARS model identifies the four main factors that influence individual behavior—motivation, ability, role perceptions, and situational factors.
TRUE

The MARS model identifies the four main factors that influence individual behavior—motivation, ability, role perceptions, and situational factors.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: MARS Model of Individual Behavior and Performance

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3. Motivation is an external force on a person that causes him or her to engage in specific behaviors.
FALSE

Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Employee Motivation

4. Intensity refers to the fact that motivation is goal-directed, not random.
FALSE

Direction refers to the path along which people engage their effort. People have choices about where they put their effort; they have a sense of what they are trying to achieve and at what level of quality, quantity, and so forth. In other words, direction refers to the fact that motivation is goal-directed, not random.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Employee Motivation

5. Persistence is the amount of effort allocated to a goal.
FALSE

Intensity is the amount of effort allocated to a goal.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Employee Motivation

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6. Aptitudes are the natural talents that help employees learn specific tasks more quickly and perform them better than other people.
TRUE

Aptitudes are the natural talents that help employees learn specific tasks more quickly and perform them better.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Ability

7. Learned capabilities tend to wane over time when not in use.
TRUE

Learned capabilities are the skills and knowledge that one currently possesses. These capabilities include the physical and mental skills and knowledge one has acquired. Learned capabilities tend to wane over time when not in use.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Ability

8. Aptitudes and learned capabilities are the main elements of competencies.
TRUE

Aptitudes and learned capabilities (skills and knowledge) are the main elements of a broader concept called competencies, which are characteristics of a person that result in superior performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Ability

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9. A good match between an employee's abilities and his or her job requirements tends to increase employee performance and well-being.
TRUE

The challenge is to match a person's abilities with the job's requirements because a good match tends to increase employee performance and well-being.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 2 Medium
Topic: Ability

10. Role perceptions refer to how clearly people understand the job duties assigned to them.
TRUE

Role perceptions refer to how clearly people understand the job duties (roles) assigned to or expected of them.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Role Perceptions

11. Role perceptions are important because they represent how good employees feel about their job and increase motivation.
FALSE

Role perceptions are important because they represent how well employees know where to direct their effort.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 2 Medium
Topic: Role Perceptions

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12. Situational factors are those working conditions that are within an employee's control.
FALSE

Situational factors refer to conditions beyond an employee's immediate control that constrain or facilitate behavior and performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Situational Factors

13. Anita, an employee, anticipates changes at her workplace and adjusts her work schedule to avoid any time delays because of the changes. In this case, Anita is said to be more proactive.
TRUE

Proactivity refers to how well an employee anticipates environmental changes and initiates new work patterns that are aligned with those changes.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Task Performance

14. Task performance refers to goal-directed behaviors under an individual's control that support organizational objectives.
TRUE

Task performance refers to goal-directed behaviors under an individual's control that support organizational objectives.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Task Performance

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15. Proficiency refers to how well an employee responds to, copes with, and supports new circumstances and work patterns.
FALSE

Adaptability refers to how well an employee responds to, copes with, and supports new circumstances and work patterns.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Task Performance

16. Organizational citizenship behaviors (OCBs) include various forms of cooperation and helpfulness to others that support an organization's social and psychological context.
TRUE

Organizational citizenship behaviors (OCBs) include various forms of cooperation and helpfulness to others that support an organization's social and psychological context.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Organizational Citizenship

17. Faran, an employee, often enters into verbal arguments with his colleagues, and thereby creates unnecessary fights at his workplace. This is an example of organizational citizenship behavior (OCB).
FALSE

This is an example of counterproductive work behavior (CWB). CWBs are voluntary behaviors that have the potential to directly or indirectly harm an organization.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Counterproductive Work Behaviors

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18. American employees are absent from scheduled work an average of 20 days per year.
FALSE

American employees are absent from scheduled work an average of only five days per year.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Maintaining Work Attendance

19. Employees who experience job dissatisfaction, workplace incivility, or work-related stress are more likely to be absent or late for work because taking time off is a way of temporarily withdrawing from those difficult conditions.
TRUE

Employees who experience job dissatisfaction, workplace incivility, or work-related stress are more likely to be absent or late for work because taking time off is a way of temporarily withdrawing from those difficult conditions.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Maintaining Work Attendance

20. Presenteeism is the situation whereby employees show up for work when their capacity to work is significantly diminished by illness, fatigue, personal problems, or other factors.
TRUE

Presenteeism is the situation whereby employees show up for work when their capacity to work is significantly diminished by illness, fatigue, personal problems, or other factors.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Maintaining Work Attendance

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21. Personality is a relatively stable pattern of behaviors and internal states that explains a person's behavioral tendencies.
TRUE

Personality is a relatively enduring pattern of thoughts, emotions, and behaviors that characterizes a person, along with the psychological processes behind those characteristics. One estimates an individual's personality by what they say and do, and one infers the person's internal states—including thoughts and emotions—from these observable behaviors.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Personality in Organizations

22. An individual's personality becomes more unstable over time.
FALSE

The main explanation of why personality becomes more stable over time is that one forms a clearer and more rigid self-concept as he or she gets older.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Personality Determinants: Nature Versus Nurture

23. Personality is completely determined by heredity.
FALSE

Personality is not completely determined by heredity; life experiences, particularly early in life, also shape each individual's personality traits.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Personality Determinants: Nature Versus Nurture

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24. Among the "Big Five" personality dimensions, extraversion and agreeableness stand out as the best personality predictors of individual performance for most job groups.
FALSE

Among the Big Five personality dimensions, conscientiousness and emotional stability stand out as the best personality predictors of individual performance for most job groups.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

25. The most researched and respected clustering of personality traits is the MARS model.
FALSE

The most researched and respected clustering of personality traits is the five-factor model (FFM).

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

26. Phoebe, a manager at a firm, is a conformist and is resistant to trying out new processes. In this case, Phoebe is most likely to score high on the openness-to-experience personality dimension.
FALSE

Openness to experience refers to the extent to which people are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

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27. Conscientiousness refers to the extent that people are sensitive, flexible, creative, and curious.
FALSE

Conscientiousness characterizes people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

28. People with a high score on the neuroticism personality dimension tend to be more relaxed, secure, and calm.
FALSE

High neuroticism characterizes people who tend to be anxious, insecure, self-conscious, depressed, and temperamental.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

29. Agreeableness, extraversion, and conscientiousness are three of the "Big Five" personality dimensions.
TRUE

Conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion are the "Big Five" personality dimensions.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

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30. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.
TRUE

Conscientiousness and emotional stability (low neuroticism) stand out as the personality traits that best predict individual performance in almost every job group.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

31. Sensing, feeling, and judging are three of the "Big Five" personality traits.
FALSE

Conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion are the "Big Five" personality dimensions. Sensing, feeling, and judging are not "Big Five" personality traits.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

32. Extraverts are people who are quiet, cautious, and less interactive with others.
FALSE

Extraverts are people who are outgoing, talkative, energetic, sociable, and assertive.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

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33. The Myers-Briggs Type Indicator (MBTI) measures the personality traits described by Swiss psychiatrist Carl Jung.
TRUE

Swiss psychiatrist Carl Jung's psychological types are measured through the Myers-Briggs Type Indicator (MBTI).

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

34. People with a perceiving orientation are less flexible and effective in their functioning.
FALSE

People with a perceiving orientation are open, curious, and flexible; prefer to adapt spontaneously to events as they unfold; and prefer to keep their options open.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

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35. The Myers-Briggs Type Indicator (MBTI) is an excellent predictor of job performances and is recommended for employment selection.
FALSE

The Myers-Briggs Type Indicator (MBTI) seems to improve self-awareness for career development and mutual understanding. It also does a reasonably good job of representing Jung's psychological types. The MBTI poorly predicts job performance and is generally not recommended for employment selection or promotion decisions.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

36. The Myers-Briggs Type Indicator (MBTI) instrument is mostly used for team building and career development.
TRUE

The Myers-Briggs Type Indicator (MBTI) instrument is mostly used for team building and career development.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

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37. Neuroticism personality dimension is the most easiest to estimate from the content of online sources.
FALSE

Extraversion, openness to experience, and agreeableness are usually the easiest traits to estimate from the content of online sources, whereas neuroticism is the most difficult.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Personality Testing in Organizations

38. Values are stable, evaluative beliefs about what is important in a variety of situations.
TRUE

Values are stable, evaluative beliefs that guide one's preferences for outcomes or courses of action in a variety of situations.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Values in the Workplace

39. People arrange values into a hierarchy of preferences, called a value system.
TRUE

People arrange values into a hierarchy of preferences, called a value system. Some individuals value new challenges more than they value conformity. Others value generosity more than frugality. Each person's unique value system is developed and reinforced through socialization.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Values in the Workplace

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40. Schwartz's circumplex model has one quadrant called openness to change at one extreme and another quadrant called conservation at the other extreme.
TRUE

Schwartz's circumplex model has the opposing value domains of openness to change and conservation. Openness to change refers to the extent to which a person is motivated to pursue innovative ways. Conservation is the extent to which a person is motivated to preserve the status quo.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Types of Values

41. Values and personality traits are essentially the same thing and equally influenced by socialization.
FALSE

Values and personality traits are related to each other, but the two concepts differ in a few ways. The most noticeable distinction is that values are evaluative—they tell one what he or she ought to do—whereas personality traits describe what one naturally tends to do. Values are influenced more by socialization whereas personality traits are more innate.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Values in the Workplace

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42. In Schwartz's circumplex model, the value category of self-direction refers to the pursuit of pleasure, enjoyment, and the gratification of desires.
FALSE

The self-direction value category refers to creativity and independent thought.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Types of Values

43. Work environments influence one's behavior, which can sometimes encourage values-inconsistent behavior.
TRUE

Work environments influence one's behavior, at least in the short term, and this situational influence sometimes causes one to act contrary to his or her personal values. This values-inconsistent behavior may occur without his or her awareness, until he or she reflects back later on how coworkers, rewards, and other situational factors veered his or her behavior away from the core values.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 2 Medium
Topic: Values and Individual Behavior

44. Person-organization values congruence occurs when a person's values are similar to an organization's dominant values.
TRUE

Person-organization values congruence occurs when a person's values are similar to an organization's dominant values.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Values Congruence

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45. The ideal situation in organizations is to have employees whose values are perfectly congruent with an organization's values.
FALSE

While a comfortable degree of values congruence is necessary, organizations also benefit from some level of incongruence. Also, too much congruence can create a "corporate cult" that potentially undermines creativity, organizational flexibility, and business ethics.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 2 Medium
Topic: Values Congruence

46. Utilitarianism suggests that one should choose the option that provides the highest degree of satisfaction to those affected.
TRUE

Utilitarianism advises one to seek the greatest good for the greatest number of people. In other words, one should choose the option that provides the highest degree of satisfaction to those affected.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Three Ethical Principles

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47. Distributive justice is sometimes known as a consequential principle because it focuses on the consequences of one's actions, not on how he or she achieves those consequences.
FALSE

Utilitarianism is sometimes known as a consequential principle because it focuses on the consequences of one's actions, not on how he or she achieves those consequences. Distributive justice suggests that people who are similar to one another should receive similar benefits and burdens; those who are dissimilar should receive different benefits and burdens in proportion to their dissimilarity.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Three Ethical Principles

48. One problem with applying the individual rights principle is that most people are uncomfortable engaging in behaviors that seem unethical to attain results that are ethical.
FALSE

One problem with individual rights is that certain individual rights may conflict with others.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Three Ethical Principles

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49. The distributive justice principle of ethical decision making advocates that benefits should be distributed among people irrespective of their abilities and similarities.
FALSE

Distributive justice principle suggests that people who are similar to each other should receive similar benefits and burdens; those who are dissimilar should receive different benefits and burdens in proportion to their dissimilarity.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Three Ethical Principles

50. Moral sensitivity is the degree to which an issue demands the application of ethical principles.
FALSE

Moral sensitivity (also called ethical sensitivity) is a person's ability to recognize the presence of an ethical issue and determine its relative importance.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Moral Sensitivity

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51. One type of factor that can change a person's moral sensitivity is expertise or knowledge of prescriptive norms and rules.
TRUE

Expertise or knowledge of prescriptive norms and rules is one of the factors that is associated with a person's moral sensitivity.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Moral Sensitivity

52. Mindfulness refers to the level of empathy people have when referring to their moral sensitivity.
FALSE

Mindfulness refers to a person's reception and impartial attention to and awareness of the present situation as well as to one's own thoughts and emotions in that moment.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Moral Sensitivity

53. A code of ethical conduct is a statement about desired practices, rules of conduct, and philosophy about an organization's relationship to its stakeholders and the environment.
TRUE

A code of ethical conduct is a statement about desired practices, rules of conduct, and philosophy about an organization's relationship to its stakeholders and the environment.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Supporting Ethical Behavior

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54. Collectivism is a cross-cultural value that describes the degree to which people in a culture emphasize personal duty to groups to which they belong.
TRUE

Collectivism is a cross-cultural value that describes the degree to which people in a culture emphasize duty to groups to which they belong and to group harmony.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Individualism and Collectivism

55. Individualism and collectivism are mutually exclusive values found in certain countries and places.
FALSE

Contrary to popular belief, individualism is not the opposite of collectivism. In fact, the two concepts are typically uncorrelated.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 2 Medium
Topic: Individualism and Collectivism

56. In terms of cross-cultural values, people in the United States tend to have relatively high individualism, a medium achievement orientation, and medium power distance.
TRUE

People in the United States tend to have high individualism, medium power distance, and a medium achievement orientation.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Values Across Cultures

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57. People with high power distance expect relatively equal power sharing.
FALSE

People with high power distance accept and value unequal power.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 2 Medium
Topic: Power Distance

58. People with a high achievement orientation tend to value assertiveness, competitiveness, and materialism.
TRUE

People with a high achievement orientation value assertiveness, competitiveness, and materialism. They appreciate people who are tough, and they favor the acquisition of money and material goods.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Achievement-Nurturing Orientation

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59. One limitation with some research on cross-cultural values is that it incorrectly assumes that everyone within a specific country holds similar values.
TRUE

Cross-cultural studies often assume that each country has one culture. In reality, many countries have become culturally diverse. As more countries embrace globalization and multiculturalism, it becomes even less appropriate to assume that an entire country has one unified culture.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 2 Medium
Topic: Caveats about Cross-Cultural Knowledge

Multiple Choice Questions

60. According to the MARS model, which of the following directly influences an employee's voluntary behavior and performance?
A. Role perceptions
B. Moral intensity
C. Corporate social responsibility
D. Uncertainty avoidance
E. Income

According to the MARS model, the four variables—motivation, ability, role perceptions, and situational factors—are critical influences on an individual's voluntary behavior and performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: MARS Model of Individual Behavior and Performance

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61. Which of the following statements is true about the MARS model?
A. It identifies role perception as an external factor that affects an individual's behavior.
B. It identifies ability as a factor located within an individual that influences his or her performance.
C. It identifies motivation as the most important among the four factors that affect an individual's voluntary behavior and performance.
D. It is the most researched and respected clustering of personality traits.
E. It is mostly used for team building and career development.

The four variables—motivation, ability, role perceptions, and situational factors—are represented by the acronym MARS. All four factors are critical influences on an individual's voluntary behavior and performance; if any one of them is low in a given situation, the employee would perform the task poorly. Motivation, ability, and role perceptions are clustered together in the model because they are located within the person.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 2 Medium
Topic: MARS Model of Individual Behavior and Performance

62. Which of the following is external to an individual but still affects his or her behavior and performance?
A. Motivations
B. Role perceptions
C. Situational factors
D. Abilities
E. Resolutions

Motivation, ability, and role perceptions are clustered together in the MARS model because they are located within a person. Situational factors are external to the individual but still affect his or her behavior and performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: MARS Model of Individual Behavior and Performance

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63. _____ represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.
A. Motivation
B. Personality
C. Norm
D. Ethics
E. Ability

Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Employee Motivation

64. Motivation affects a person's _____ of voluntary behavior.
A. direction, intensity, and persistence
B. antecedents, consequences, and perceptions
C. size, shape, and weight
D. aptitudes, abilities, and competencies
E. agreeableness, locus of control, and ethical sensitivity

Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Employee Motivation

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65. Which of the following refers to the fact that motivation is goal-directed, not random?
A. Persistence
B. Direction
C. Intensity
D. Aptitude
E. Competency

Direction refers to the path along which people steer their effort. With motivation, people have choices about where they put their effort; they have a sense of what they are trying to achieve and at what level of quality, quantity, and so forth. This shows that motivation is goal-directed, not random.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Employee Motivation

66. Which of the following best represents the amount of effort allocated to a particular goal?
A. Persistence
B. Direction
C. Intensity
D. Aptitude
E. Competency

Intensity is the amount of effort allocated to a certain goal.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Employee Motivation

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67. Which of the following refers to the natural talents that help employees learn specific tasks more quickly and perform them better?
A. Persistence
B. Direction
C. Intensity
D. Aptitude
E. Commitment

Aptitudes are the natural talents that help employees learn specific tasks more quickly and perform them better.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Ability

68. Which of the following concepts consists of aptitudes, skills, and competencies?
A. Motivation
B. Personality
C. Values
D. Ethics
E. Ability

Ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task. Aptitudes and learned capabilities (skills and knowledge) are the main elements of a broader concept called competencies, which are characteristics of a person that result in superior performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Ability

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69. The speed at which an employee types words, measured as words per minute (WPM), is an example of a(n):
A. trait.
B. situational factor.
C. external factor.
D. attribute.
E. aptitude.

The speed at which an employee types words is an example of an aptitude. Aptitudes are the natural talents that help employees learn specific tasks more quickly and perform them better.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 2 Medium
Topic: Ability

70. Travel Happy Corporation gives simple accounts to newly hired employees and then adds more challenging accounts as employees master the simple tasks. This practice mainly:
A. reduces role perceptions.
B. increases person-job matching.
C. reduces employee motivation.
D. provides more resources to accomplish the assigned task.
E. improves employee aptitudes.

One of the person-job matching strategies is to redesign a job so that employees are given only tasks that reflect their current learned capabilities. A complex task might be simplified—some aspects of the work are transferred to others—so that a new employee performs only those tasks that he or she is currently able to perform. As the employee becomes more competent at these tasks, other tasks are added back into the job.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 2 Medium
Topic: Ability

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71. A company hires several new employees who are motivated, able to perform their jobs, and have adequate resources. However, the new hires are not sure what tasks are included in their job. According to the MARS model, these new employees are most likely to:
A. emphasize the utilitarianism principle in their decision making.
B. perform the job poorly due to poor role perceptions.
C. perform exceedingly well because they are motivated.
D. have above-average organizational citizenship.
E. have a high degree of differentiation according to Holland's classification of occupations.

Role perceptions refer to how clearly people understand the job duties (roles) assigned to or are expected of them.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 3 Hard
Topic: Role Perceptions

72. Which of the following refers to an employee's understanding of preferred behaviors or procedures for accomplishing the assigned tasks?
A. Natural aptitudes
B. Role perceptions
C. Competencies
D. Locus of control
E. Situational factors

Role clarity is about understanding the preferred behaviors or procedures for accomplishing the assigned tasks.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 1 Easy
Topic: Role Perceptions

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73. To reduce the amount of non-recyclable waste that employees throw out each day, a major computer company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behavior mainly by:
A. increasing employee motivation to be less wasteful.
B. helping employees to learn how to be less wasteful.
C. altering situational factors so that employees have more difficulty practicing wasteful behavior.
D. increasing aptitudes that make employees less wasteful.
E. increasing organizational citizenship so that employees will be less wasteful.

Individual behavior and performance also depend on the situation. This refers to conditions beyond an employee's immediate control that constrain or facilitate behavior and performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 3 Hard
Topic: Situational Factors

74. _____ refers to goal-directed behaviors under an individual's control that support organizational objectives.
A. Organizational citizenship
B. Counterproductive work behavior (CWB)
C. Task performance
D. Maintaining attendance
E. Intensity

Task performance refers to goal-directed behaviors under an individual's control that support organizational objectives.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Task Performance

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75. Assisting coworkers with their work problems, adjusting one's work schedules to accommodate coworkers, and showing genuine courtesy toward coworkers are some of the forms of:
A. role perception.
B. counterproductive work behaviors (CWB).
C. task performance.
D. organizational citizenship behavior (OCB).
E. job matching.

Organizational citizenship behaviors (OCBs) include various forms of cooperation and helpfulness to others that support an organization's social and psychological context.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Organizational Citizenship

76. Lawrence stole a clock from his workplace. Which of the following refers to Lawrence's activity?
A. Productive behavior
B. Counterproductive work behavior (CWB)
C. Task performance
D. Organizational citizenship behavior (OCB) ()
E. Job matching

Counterproductive work behaviors (CWBs) are voluntary behaviors that have the potential to directly or indirectly harm an organization. Some of the CWBs include harassing coworkers, creating unnecessary conflict, deviating from preferred work methods (e.g., shortcuts that risk work quality), being untruthful, stealing, sabotaging work, avoiding work obligation (tardiness), and wasting resources.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Counterproductive Work Behaviors

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77. Absenteeism is higher in organizations which have:
A. weak absence norms.
B. workplace civility.
C. high amounts of presenteeism.
D. meager sick leave benefits.
E. high work-related stress.

Employees who experience job dissatisfaction, workplace incivility, or work-related stress are more likely to be absent or late for work because taking time off is a way of temporarily withdrawing from those difficult conditions. Absenteeism is also higher in organizations with generous sick leave because this benefit minimizes the financial loss of taking time away from work. Another factor in absenteeism is the person's values and personality. Finally, studies report that absenteeism is higher in teams with strong absence norms, meaning that team members tolerate and even expect coworkers to take time off.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Maintaining Work Attendance

78. Presenteeism occurs when employees:
A. lack sick leave pay.
B. have financial buffers.
C. have low centrality.
D. have many people dependent on their job performance.
E. experience high job security and job satisfaction.

Presenteeism occurs when employees lack job security, have many people dependent on their job performance, and who have personality traits that motivate them to show up for work when others would gladly recover at home.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Maintaining Work Attendance

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79. _____ is the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics.
A. Personality
B. Norm
C. Motivation
D. Locus of control
E. Job satisfaction

Personality is the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Personality in Organizations

80. An individual's personality:
A. changes several times throughout the year.
B. is formed only from childhood socialization and the environment.
C. is less evident in situations where social norms, reward systems, and other conditions constrain behavior.
D. does not provide an enduring pattern of behaviors.
E. is more prominent when rewards for behavior are substantial.

Although people have behavior tendencies, they do not act the same way in all situations. Such consistency would be considered abnormal because it indicates a person's insensitivity to social norms, reward systems, and other external conditions. People vary their behavior to suit a situation, even if the behavior is at odds with their personality.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Personality in Organizations

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81. Personality develops and changes mainly when people are young; it stabilizes by about _____ years of age.
A. 15
B. 20
C. 30
D. 35
E. 40

Personality develops and changes mainly when people are young; it stabilizes by about 30 years of age.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Personality Determinants: Nature Versus Nurture

82. According to the "Big Five" personality dimensions, people with low conscientiousness tend to be:
A. uncooperative and intolerant of others' needs.
B. careless, disorganized, and less thorough.
C. more suspicious and self-focused.
D. poised, secure, and calm.
E. more resistant to change and less open to new ideas.

Conscientiousness characterizes people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious. People with low conscientiousness tend to be careless, disorganized, and less thorough.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Five-Factor Model of Personality

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83. Which of the following acronyms represents the "Big Five" personality dimensions?
A. MBTIA
B. CANOE
C. VALUE
D. MARSE
E. SMART

The "Big Five" personality dimensions are represented by the handy acronym CANOE which includes conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

84. Being good-natured, empathetic, caring, and courteous are characteristics of people with _____ as a personality trait.
A. openness to experience
B. agreeableness
C. locus of control
D. emotional stability
E. extraversion

Agreeableness is a personality dimension that includes the traits of being trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

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85. Conscientiousness is a dimension of:
A. the MARS model.
B. Schwartz's values model.
C. the Myers-Briggs Type Indicator (MBTI).
D. the Jungian personality theory.
E. the five-factor model (FFM) of personality.

The five-factor model (FFM) of personality includes conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

86. Which of the following explicitly identifies neuroticism as one of the personality dimensions?
A. The MARS model
B. Schwartz's Values Circumflex model
C. The five-factor model
D. The Holland Codes
E. The Myers-Briggs Type Indicator (MBTI)

Neuroticism characterizes people with high levels of anxiety, hostility, depression, and self-consciousness. It is one of the dimensions of the five-factor model (FFM) of personality.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

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87. An organization is in the process of hiring sales professionals, who are expected to meet the weekly target of at least 25 sales per week. For this role, the organization is most likely to choose candidates with _____.
A. high neuroticism
B. low conscientiousness
C. high introversion
D. high extraversion
E. low motivation

Extraversion characterizes people who are outgoing, talkative, energetic, sociable, and assertive. Extraversion is associated with performance in sales and management jobs, where employees must interact with and influence people.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 3 Hard
Topic: Five-Factor Model of Personality

88. Eric is the advertising head of a firm. He is extremely imaginative, creative, and curious. Which of the following personality dimensions does Eric possess?
A. Customary thinking
B. Openness to experience
C. Resistance to change
D. Neuroticism
E. Cautiousness

Openness to experience refers to the extent to which people are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Five-Factor Model of Personality

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89. _____ characterizes people who have high levels of anxiety, insecurity, depression, and self-consciousness.
A. Extraversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Agreeableness

Neuroticism characterizes people who tend to be anxious, insecure, self-conscious, depressed, and temperamental.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

90. People with low agreeableness tend to be more:
A. tolerant.
B. flexible.
C. self-focused.
D. helpful.
E. depressed.

People with low agreeableness tend to be uncooperative and intolerant of others' needs as well as more suspicious and self-focused.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

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91. Which of the following "Big Five" personality dimensions is the most valuable for predicting job performance?
A. Extraversion
B. Openness to experience
C. Conscientiousness
D. Tolerance
E. Agreeableness

Conscientiousness characterizes people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious. Conscientiousness and emotional stability (low neuroticism) stand out as the best personality predictors of individual performance for most job groups.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

92. _____ characterizes people who are quiet, cautious, and less interactive with others.
A. Introversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Agreeableness

Introversion characterizes people who are quiet, cautious, and less interactive with others.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Five-Factor Model of Personality

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93. Barney, a manager, is very conventional, resistant to change, habitual, and does not accept new ideas very easily. In which of the following dimensions is Barney more likely to have a low score?
A. Neuroticism
B. Customary thinking
C. Extraversion
D. Agreeableness
E. Openness to experience

Openness to experience refers to the extent to which people are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive. Those who score low on this dimension tend to be more resistant to change, less open to new ideas, and more conventional and fixed in their ways.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Five-Factor Model of Personality

94. Jung's psychological types are measured through the:
A. "Big Five" personality types.
B. locus of control scale.
C. instrument that also measures neuroticism.
D. Myers-Briggs Type Indicator (MBTI).
E. self-monitoring personality test.

Jung's psychological types are measured through the Myers-Briggs Type Indicator (MBTI).

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

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95. People with a perceiving orientation are:
A. quiet.
B. curious.
C. caring.
D. realistic.
E. all of these.

People with a perceiving orientation are open, curious, and flexible; prefer to adapt spontaneously to events as they unfold; and prefer to keep their options open.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

96. Which of the following statements about the Myers-Briggs Type Indicator (MBTI) is true?
A. It advocates the view that thinking and feeling are not important in decision making.
B. It is no longer used in organizations.
C. Research has concluded that it does a poor job of measuring Jung's psychological types.
D. Research suggests that it is more useful in improving self-awareness for career development than for selecting job applicants.
E. It combines 16 pairs of traits into four distinct types.

The Myers-Briggs Type Indicator (MBTI) does a reasonably good job of measuring Jung's psychological types and seems to improve self-awareness for career development and mutual understanding. On the other hand, it poorly predicts job performance and is generally not recommended for employment selection or promotion decisions.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

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97. According to Jung, which of the following is one of the processes used by people in perceiving information?
A. Intuition
B. Feeling
C. Thinking
D. Judging
E. Rationalization

According to Jung, perceiving, which involves how people prefer to gather information or perceive the world around them, occurs through two competing orientations: sensing and intuition.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 1 Easy
Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator

98. Two decades ago, companies avoided personality tests due to concerns that they:
A. are not appropriate for improving self-awareness for career development.
B. cannot be used for team building.
C. unfairly discriminate against visible majorities.
D. can be expensive and time consuming to administer.
E. do not predict job-related behavior.

Two decades ago, companies avoided personality tests due to concerns that they do not predict job-related behavior and might unfairly discriminate against visible minorities and other identifiable groups.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Personality Testing in Organizations

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99. Which of the following statements about personality traits is true?
A. They have fairly minimal conflict with each other.
B. They tell one what he or she ought to do.
C. They are influenced more by socialization.
D. They are uncorrelated with an individual's values.
E. They typically change a few times each year.

Personality traits describe what one naturally tends to do. They have minimal conflict with each other.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 2 Medium
Topic: Values in the Workplace

100. Perceptions about what is good or bad, right or wrong are referred to as:
A. organizational citizenship.
B. values.
C. collectivism.
D. moral intensity.
E. extraversion.

Values are perceptions about what is good or bad, right or wrong.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Values in the Workplace

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101. Schwartz's model organizes values into:
A. six dimensions.
B. a hierarchy.
C. three statistical formulas.
D. ten broad categories.
E. a time line.

Schwartz's circumplex model clusters 57 specific values into 10 broad values categories.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Types of Values

102. Which of the following is one of the 10 broad values categories in Schwartz's model?
A. Persuasion
B. Agreeableness
C. Conscientiousness
D. Neuroticism
E. Stimulation

Stimulation is one of the 10 broad values categories in Schwartz's model.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Types of Values

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103. In Schwartz's circumplex model, the quadrant that includes hedonism, stimulation and self-direction is called:
A. openness to change
B. self-enhancement
C. conservation
D. self-transcendence
E. self-awareness

In Schwartz's circumplex model, the quadrant called openness to change refers to the extent to which a person is motivated to pursue innovative ways. This quadrant includes the value categories of self-direction, stimulation, and hedonism.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Types of Values

104. Under Schwartz's circumplex model, hedonism is a part of two different quadrants: _____ and _____.
A. self-transcendence; self-enhancement
B. self-transcendence; conservation
C. self-enhancement; conservation
D. openness to change; conservation
E. openness to change; self-enhancement

The quadrant called openness to change includes self-direction, stimulation, and hedonism. The quadrant called self-enhancement includes the value categories of achievement, power, and hedonism.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 1 Easy
Topic: Types of Values

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105. Ethics is most closely related to _____.
A. values
B. locus of control
C. Myers-Briggs Type Indicator (MBTI)
D. personality
E. ability

Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Ethical Values and Behavior

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

Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Ethical Values and Behavior

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107. Which of the following is identified as an ethical principle?
A. Utilitarianism
B. Power distance
C. Conservation
D. Self-enhancement
E. Power

Utilitarianism is one of the ethical principles.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Three Ethical Principles

108. A problem with the utilitarian principle of ethical decision making is that:
A. it focuses on the consequences of one's actions, not on how one achieves those consequences.
B. there is no agreement on what activities are of the greatest benefits to the affected.
C. it is difficult to predict the trickle down benefits to those people who are least well off in society.
D. it is almost impossible to evaluate the benefits or costs of many decisions.
E. it chooses the option that provides the minimum acceptable degree of satisfaction to those affected.

One problem with utilitarianism is that it is almost impossible to evaluate the benefits or costs of many decisions, particularly when many stakeholders have wide-ranging needs and values.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Three Ethical Principles

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109. Which ethical principle reflects the idea that people have entitlements that let them act in a certain way?
A. Utilitarianism
B. Individual rights
C. Moral intensity
D. Distributive justice
E. Care

Individual rights reflect the belief that everyone has entitlements that let him or her act in a certain way.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Three Ethical Principles

110. One of the limitations of the individual rights principle is that:
A. it really is not an ethical principle at all.
B. some individual rights conflict with other individual rights.
C. it does not protect the right to physical security and freedom of speech of employees.
D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
E. it can degenerate into unjust favoritism.

One problem with individual rights is that certain individual rights may conflict with others. The shareholders' right to be informed about corporate activities may ultimately conflict with an executive's right to privacy, for example.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Three Ethical Principles

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111. Senior executives at CyberForm must make a decision that will affect many people, and the decision may produce good or bad consequences for those affected. This decision:
A. has a high degree of ethical sensitivity.
B. is one in which decision makers should rely only on the utilitarianism rule of ethics.
C. has a low degree of ethical sensitivity.
D. has a high degree of moral intensity.
E. is one in which decision makers should rely only on the consequential principle of ethics.

The moral intensity of a situation is higher where: the decision will have substantially good or bad consequences; most people view the decision outcomes as good or bad; there is a high probability that the good or bad decision consequences will occur; and many people will be affected by the decision and its consequences.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Moral Intensity

112. The ability to detect a moral dilemma and determine its relative importance is known as:
A. neuroticism.
B. moral intensity.
C. moral sensitivity.
D. utilitarianism.
E. uncertainty avoidance.

Ethical sensitivity is a characteristic of a person, namely his or her ability to detect a moral dilemma and estimate its relative importance.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 1 Easy
Topic: Moral Sensitivity

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113. People who have high moral sensitivity:
A. are more likely to know when unethical behavior occurs.
B. tend to have lower levels of empathy.
C. are always more ethical than people with a moderate or low level of ethical sensitivity.
D. are individualistic and achievement oriented.
E. cannot estimate the moral intensity of an issue.

People with high moral sensitivity can more quickly and accurately estimate the moral intensity of the issue. This awareness does not necessarily translate into more ethical behavior; it just means they are more likely to know when unethical behavior occurs.

AACSB: Analytic
AACSB: Ethics
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Moral Sensitivity

114. People who value their independence and personal uniqueness have:
A. high individualism.
B. high collectivism.
C. high power distance.
D. low uncertainty avoidance.
E. low openness to experience.

Individualism is a cross-cultural value which describes the degree to which people in a culture emphasize independence and personal uniqueness.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Individualism and Collectivism

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115. _____ is the extent to which one values his or her duty to groups to which he or she belongs to and group harmony.
A. Individualism
B. Collectivism
C. Power distance
D. Uncertainty avoidance
E. Achievement orientation

Collectivism is a cross-cultural value that describes the degree to which people in a culture emphasize duty to groups to which people belong and to group harmony.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Individualism and Collectivism

116. Employees with high uncertainty avoidance are most likely to value:
A. indirect or ambiguous communications.
B. structured situations in which rules of conduct is clearly documented.
C. unequal power and view the relationship with their boss as one of interdependence.
D. their personal connection to others in their in-groups.
E. personal freedom and self-sufficiency.

Employees with high uncertainty avoidance value structured situations in which rules of conduct and decision making are clearly documented. They usually prefer direct rather than indirect or ambiguous communications.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 2 Medium
Topic: Uncertainty Avoidance

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117. People with high collectivism:
A. accept unequal distribution of power.
B. also have low individualism.
C. value harmonious relationships in the groups to which they belong.
D. value thrift, savings, and persistence.
E. appreciate the unique qualities that distinguish themselves from others.

Highly collectivist people define themselves by their group memberships, emphasize their personal connection to others in their in-groups, and value the goals and well-being of people within those groups.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 2 Medium
Topic: Individualism and Collectivism

118. Americans tend to have high:
A. power distance.
B. collectivist tendencies.
C. long-term orientation.
D. individualism.
E. uncertainty avoidance.

Americans generally have high individualism.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Individualism and Collectivism

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119. Which of the following countries generally has the strongest collectivist value orientation?
A. United States
B. Japan
C. Taiwan
D. Germany
E. Denmark

Low collectivism countries include the United States, Japan, and Germany, whereas Israel and Taiwan have relatively high collectivism. Denmark has medium collectivism.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Individualism and Collectivism

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

Countries with a high power distance value unequal power. Those in higher positions expect obedience to authority, and those in lower positions are comfortable receiving commands from their superiors without consultation or debate. They prefer to resolve differences through formal procedures rather than directly.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 2 Medium
Topic: Power Distance

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121. _____ is the degree to which people either tolerate ambiguity or feel threatened by ambiguity.
A. Individualism
B. Collectivism
C. Power distance
D. Uncertainty avoidance
E. Achievement orientation

Uncertainty avoidance is the degree to which people tolerate ambiguity or feel threatened by ambiguity and uncertainty.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Uncertainty Avoidance

122. Etoni is a new employee who comes from a culture that values respect for people in higher positions and values the well-being of others more than goal achievement. Etoni's culture has:
A. high power distance and a strong nurturing orientation.
B. high collectivism and a short-term orientation.
C. low uncertainty avoidance and high individualism.
D. low power distance and a strong nurturing orientation.
E. high power distance and a weak nurturing orientation.

People in nurturing-oriented cultures emphasize relationships and the well-being of others. Those with high power distance value unequal power.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 2 Medium
Topic: Values Across Cultures

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123. People with _____ value assertiveness, competitiveness, and materialism.
A. high individualism
B. high collectivism
C. low power distance
D. a high fostering orientation
E. a high achievement orientation

People with a high achievement orientation value assertiveness, competitiveness, and materialism.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Achievement-Nurturing Orientation

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M Organizational Behavior 3rd edition McShane Test Bank

124. Scenario: Kleen Waterproofing
Dave Docket, the installation manager at Kleen Waterproofing, receives a high number of customer complaints that several crewmembers either come late to the job or they do not show up at all, without any communication with the customers. The job completion dates keep getting delayed, and customer dissatisfaction rate keeps increasing. Dave hires several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they are not sure what tasks are included in their job. Dave wonders how he can understand what is going on with his crew behavior and what he can do to improve the situation.
Dave organizes a training program for his employees to teach them how to operate the machines used for working. Which of the following attributes will show a direct improvement because of this training?
A. Motivation
B. Organizational citizenship behaviors (OCB)
C. Ethical sensitivity
D. Moral intensity
E. Ability

Ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task. Here, the training is intended to teach them the capabilities for performing the task.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 2 Medium
Topic: Ability

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M Organizational Behavior 3rd edition McShane Test Bank

125. Scenario: Kleen Waterproofing
Dave Docket, the installation manager at Kleen Waterproofing, receives a high number of customer complaints that several crewmembers either come late to the job or they do not show up at all, without any communication with the customers. The job completion dates keep getting delayed and customer dissatisfaction keeps increasing. Dave hires several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they are not sure what tasks are included in their job. Dave wonders how he can understand what is going on with his crew behavior and what he can do to improve the situation.
According to the MARS model, the new employees Dave hires are likely to:
A. emphasize the utilitarianism principle in their decision making.
B. have lower job performance due to poor role perceptions.
C. have better job performance because they are motivated and able to perform the work.
D. have above-average organizational citizenship.
E. have a high degree of differentiation according to Holland's classification of occupations.

Employees require accurate role perceptions to perform their jobs well. Role perceptions refer to how clearly people understand the job duties (roles) assigned to or expected of them.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 2 Medium
Topic: Role Perceptions

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M Organizational Behavior 3rd edition McShane Test Bank

126. Scenario: Electronika International
Electronika International is a fast-growing small company specializing in consumer electronics. Managers at Electronika International are exploring the idea of using the "Big Five" personality dimensions in hiring and improving work-related behaviors and job performance.
Electronika managers want to hire people who are dependable, goal-focused, thorough, and disciplined. Which of the following "Big Five" personality dimensions is desirable for potential recruits?
A. Openness to experience
B. Agreeableness
C. Conscientiousness
D. Locus of control
E. Extraversion

Conscientiousness characterizes people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Five-Factor Model of Personality

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127. Scenario: Electronika International
Electronika International is a fast-growing small company specializing in consumer electronics. Managers at Electronika International are exploring the idea of using the "Big Five" personality dimensions in hiring and improving work-related behaviors and job performance.
Electronika managers should be aware that being good-natured, empathetic, caring, and courteous are characteristics of people who score high on:
A. openness to experience.
B. agreeableness.
C. locus of control.
D. emotional stability.
E. extraversion.

Agreeableness includes the traits of being trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 3 Hard
Topic: Five-Factor Model of Personality

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128. Scenario: Electronika International
Electronika International is a fast-growing small company specializing in consumer electronics. Managers at Electronika International are exploring the idea of using the "Big Five" personality dimensions in hiring and improving work-related behaviors and job performance.
Electronika managers must pay attention to _____ personality dimension when hiring new employees because it characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
A. extraversion
B. openness-to-experience
C. conscientiousness
D. neuroticism
E. locus-of-control

Neuroticism characterizes people who tend to be anxious, insecure, self-conscious, depressed, and temperamental.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 3 Hard
Topic: Five-Factor Model of Personality

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129. Scenario: Electronika International
Electronika International is a fast-growing small company specializing in consumer electronics. Managers at Electronika International are exploring the idea of using the "Big Five" personality dimensions in hiring and improving work-related behaviors and job performance.
When hiring new employees, e-commerce managers should look for people who have a high level of _____, which is the most valuable "Big Five" personality dimension for predicting job performance.
A. extraversion
B. openness to experience
C. conscientiousness
D. introversion
E. locus of control

Conscientiousness and emotional stability (low neuroticism) stand out as the personality traits that best predict individual performance in almost every job group.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 3 Hard
Topic: Five-Factor Model of Personality

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M Organizational Behavior 3rd edition McShane Test Bank

130. Scenario: International Manufacturing & Trading
International Manufacturing & Trading (IMT) is a medium-sized U.S. company rapidly expanding in the Asian and Middle Eastern markets. The company decides to open a manufacturing plant in Japan, Taiwan, and Malaysia. IMT will send key top managers from the U.S. office and will hire the lower-level managers and employees from the local markets. IMT managers realize that there will be some cultural differences.
IMT managers should make themselves aware that people in Japan tend to have:
A. high individualism.
B. high collectivism.
C. medium power distance.
D. a low achievement orientation.
E. a low fostering orientation.

People in Japan have medium power distance.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 3 Hard
Topic: Power Distance

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M Organizational Behavior 3rd edition McShane Test Bank

131. Scenario: International Manufacturing & Trading
International Manufacturing & Trading (IMT) is a medium-sized U.S. company rapidly expanding in the Asian and Far East markets. The company decides to open a manufacturing plant in Japan, Taiwan, and Malaysia. IMT will send key top managers from the U.S. office and will hire the lower-level managers and employees from the local markets. IMT managers realize that there will be some cultural differences.
IMT managers should know that employees from cultures with a high power distance are more likely to:
A. use their power to obtain undue favors.
B. encourage consensus-oriented decision making.
C. avoid people in positions of power.
D. readily accept the high status of other people in the organization.
E. give their power to others as a sign of friendship.

Countries with a high power distance value unequal power. Those in higher positions expect obedience to authority; those in lower positions are comfortable receiving commands from their superiors without consultation or debate, and they prefer to resolve differences through formal procedures rather than directly.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 3 Hard
Topic: Power Distance

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132. Scenario: International Manufacturing & Trading
International Manufacturing & Trading (IMT) is a medium-sized U.S. company rapidly expanding in the Asian and Middle Eastern markets. The company decides to open a manufacturing plant in Japan, Taiwan, and Malaysia. IMT will send key top managers from the U.S. office and will hire the lower-level managers and employees from the local markets. IMT managers realize that there will be some cultural differences.
U.S. managers tend to be:
A. more individualistic.
B. high in nurturing.
C. more collectivistic.
D. low in achievement orientation.
E. high in uncertainty avoidance.

U.S. managers tend to be more individualistic, low in collectivism, moderate in achievement-nurturing orientation, and moderate in -low uncertainty avoidance.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 1 Easy
Topic: Individualism and Collectivism

Essay Questions

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133. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late to office each morning. Some sales representatives directly visit clients rather than showing up at the office as required by the company policy. Others arrive several minutes after their appointed start-time. The vice president of sales does not want to introduce time clocks, but this may be necessary if punctuality continues to be an issue. Using the MARS model of individual behavior, diagnose the possible reasons why salespeople may be engaging in this inappropriate behavior.

The MARS model suggests that individual behavior and performance are a function of ability, motivation, role perceptions, and situational factors. With respect to lateness, all four of these factors may be relevant. Salespeople may be late for work because of incorrect role perceptions. Specifically, they might not know that they must show up at the office before visiting clients. Others may be late in the morning because they incorrectly believe they can do so after working late the previous day.
Lateness may also occur because sales representatives are not motivated to attend work. Perhaps there are stressful conditions at work or the jobs are not interesting to the people in those jobs. Similarly, there might be a "lateness culture" in which other employees support those who show up late. A third factor may be situational factors. In the short term, some employees might be late due to road construction, conflicts with family responsibilities, long distance between home and the office or client location, and so forth. This is usually a short-run explanation, however, because employees should be able to adjust their schedule in the longer term. Ability is the least likely explanation for lateness. It would occur if an employee lacked the capacity to show up for work on time. Student answers will vary due to the nature of this question. The students should also discuss the possible solutions to these problems.

AACSB: Analytic
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 3 Hard
Topic: MARS Model of Individual Behavior and Performance

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

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

Ability: It is possible that employees at Store #34 lack the necessary skills or knowledge to complete sales transactions effectively. Most employees may lack the necessary experience. The store manager might have hired people who lack the necessary skills and knowledge.
Motivation: Store #34 employees might not be as motivated to serve customers and sell the product. For example, the store might have a different reward system, one that is not very effective at encouraging store sales. Alternatively, employees at this store might have different needs and therefore, may not be motivated by the company's compensation system.
Role perceptions: Store #34 employees might have role perceptions that result in lower sales. For example, they might not realize that certain procedures or sales practices are less effective than those used at other stores. Alternatively, employees might not realize that their level of sales is below an acceptable level.
Situational factors: Employees at Store #34 might have lower performance due to unfavorable situational factors. For example, Store #34 might be located in an area with an economic recession. Alternatively, the store might have had difficulty receiving inventory from the company's warehouse, resulting in lack of sales.
Student answers will vary due to the nature of this question.

AACSB: Analytic
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 3 Hard
Topic: MARS Model of Individual Behavior and Performance

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135. Employees in a company's warehouse make several errors in inventory control and break the items that are to be shipped. An analysis of the situation reveals that individual competencies are poorly matched with the job requirements. Describe three different strategies that would potentially improve this kind of person-job matching.

The three different strategies that would potentially improve this kind of person-job matching are:

Select qualified applicants: This involves measuring competencies of job applicants and selecting those whose competencies most closely align with the job requirements.
Provide training: Employees who lack certain skills and knowledge should receive training in those areas.
Redesign the job: This involves reassigning specific tasks to employees based on their current knowledge and skills. For example, if an employee is good at stocking inventory but lacks skills and knowledge to use the inventory control system, then this person might be assigned only the task of stocking inventory.

AACSB: Analytic
Blooms: Apply
Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.
Level of Difficulty: 3 Hard
Topic: Role Perceptions

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136. Identify and define the five types of individual behavior in a workplace.

The five types are: task performance, organizational citizenship, counter-productive behavior, joining/staying with the organization, and maintaining attendance.

• Task performance refers to goal-directed behaviors under the individual's control that support organizational objectives. It consists of proficiency, adaptability, and proactivity.
• Organizational citizenship includes various forms of cooperation and helpfulness to others that support the organization's social and psychological context.
• Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization.
• Joining and staying with the organization reflects the organization's ability to hire and retain talent.
• Maintaining work attendance consists of absenteeism (missing work), tardiness (being late for work), and presenteeism (attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors).

AACSB: Analytic
Blooms: Understand
Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.
Level of Difficulty: 2 Medium
Topic: Types of Individual Behavior

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

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

AACSB: Analytic
Blooms: Evaluate
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.
Level of Difficulty: 3 Hard
Topic: Personality Testing in Organizations

138. Describe (and/or draw) and explain Schwartz's Values Circumplex model.

This model clusters 57 specific values into 10 broad values categories: universalism, benevolence, tradition, conformity, security, power, achievement, hedonism, stimulation, and self-direction. These 10 categories are further clustered into four quadrants. The first, openness to change, refers to the extent to which a person is motivated to pursue innovative ways. This quadrant includes the value categories of self-direction and hedonism. The opposing quadrant is conservation, which is the extent to which a person is motivated to preserve the status quo. The third quadrant is self-enhancement, which refers to how much a person is motivated by self-interest. The last quadrant, which is the opposite of self-enhancement, is self-transcendence, which refers to the motivation to promote the welfare of others and nature. The model is shown in Exhibit 2.5.

AACSB: Analytic
Blooms: Understand
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 2 Medium
Topic: Types of Values

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139. There is often a disconnect between personal values and individual behavior. What does this mean? What factors contribute to this disconnect?

This means that people may think that they act consistently with their hierarchy of values, but they don't always do so. One influence on the values-behavior link is the situation. Work environments influence our behavior, at least in the short term, so they necessarily encourage or discourage values-consistent behavior. This sometimes occurs without our awareness, but more often we blame the situation for preventing us from applying our values. Another factor is that we are more likely to apply values when we actively think about them and understand their relevance to the situation. Some situations easily trigger awareness of our values. However, values are abstract concepts, so their relevance to specific situations is not obvious much of the time. We literally need to be reminded of our dominant personal values in these situations to ensure that we apply those values.

AACSB: Analytic
Blooms: Understand
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.
Level of Difficulty: 3 Hard
Topic: Values and Individual Behavior

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140. Explain the three distinct types of ethical principles.

The three distinct types of ethical principles are: utilitarianism, individual rights, and distributive justice.

Utilitarianism: This principle advises us to seek the greatest good for the greatest number of people. In other words, we should choose the option that provides the highest degree of satisfaction to those affected. This is sometimes known as a consequential principle, because it focuses on the consequences of our actions, not on how we achieve those consequences. One problem with utilitarianism is that it is almost impossible to evaluate the benefits or costs of many decisions, particularly when many stakeholders have wide-ranging needs and values.
Individual rights: This principle reflects the belief that everyone has entitlements that let him/her act in a certain way. Some of the most widely cited rights are freedom of movement, physical security, freedom of speech, fair trial, and freedom from torture. The individual rights principle includes more than legal rights; it also includes human rights that everyone is granted as a moral norm of society.
Distributive justice: This principle suggests that people who are similar to one another should receive similar benefits and burdens; those who are dissimilar should receive different benefits and burdens in proportion to their dissimilarity. A variation of the distributive justice principle says that inequalities are acceptable when they benefit the least well off in society. Thus, employees in risky jobs should be paid more if their work benefits others who are less well off. One problem with the distributive justice principle is that it is difficult to agree on who is "similar" and what factors are "relevant."

AACSB: Analytic
AACSB: Ethics
Blooms: Understand
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Three Ethical Principles

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

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

AACSB: Analytic
AACSB: Ethics
Blooms: Apply
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.
Level of Difficulty: 2 Medium
Topic: Supporting Ethical Behavior

142. What have we learned from research about differences in values across cultures? What warning flags do we need to pay attention to?

While our knowledge of cross-cultural dynamics has blossomed due to research in the past two decades, there are three issues we need to be aware of. One is that many research studies have relied on small, convenient samples, and these studies may draw conclusions that might not generalize to the cultures they represent. Second is that cross-cultural studies often assume that each country has one culture, while in reality many countries are culturally diverse. A third concern is that cross-cultural research and writing continues to rely on a major study conducted almost 40 years ago, the findings of which may have become out of date as values in some cultures have shifted over the years.

AACSB: Analytic
Blooms: Understand
Learning Objective: 02-06 Describe five values commonly studied across cultures.
Level of Difficulty: 3 Hard
Topic: Caveats about Cross-Cultural Knowledge

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