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Chapter 2: Managing Yourself

Learning Objectives and Key Concepts

2.1 Explain how emotional intelligence affects work performance.
- Understanding emotions
- Emotional intelligence model
- Developing emotional intelligence

2.2 Implement strategies for working more effectively and efficiently.
- Defining productivity
- Managing time, stress, energy, and attention
- Developing a growth mindset

2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.
- Networking
- Impression management
- Ethics and integrity in your career

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Enhancing Student Comprehension

2.1 Explain how emotional intelligence affects work performance.
- Students may see emotional intelligence as important but not understand how emotions can affect work outcomes. Emotional intelligence is linked to the chapters on Individual Differences and Diversity, Leadership, and Decision-Making in the section on "moral emotions." It can also be discussed in conjunction with the idea of "moral emotions" in Section 4.2.4, "The Role of Emotions and 'Gut' Feelings in Decisions." To enhance students' comprehension and to connect the content to their own abilities, use the activity "Assess your EQ" under Chapter Resources > Activities. For a discussion of how important EQ is in leadership, check out the video from Professor Linda Hill in Chapter Resources > Videos.

2.2 Implement strategies for working more effectively and efficiently.
- Productivity is a popular topic, but not many students know the neuroscience, behavioral economics, and management research that have studied how people can work more productively. They may be under the impression that being productive is just about time management, when really managing your energy, attention, and stress is just as important. Productivity can be linked to the chapters on Decision-Making and Motivation, as much of the science around decision fatigue and overall motivation is

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also linked to productivity. To enhance students' comprehension and connect the content to their own experiences, use the "Remove / Minimize Distractions" activity under Chapter Resources > Activities.

2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.

- For many students, networking and self-promotion may not be in their comfort zone. Research such as Luthans (1985) demonstrates that networking and self-promotion are essential when people want to get promoted quickly. Helping students develop their own style in these behaviors can help. Activities such as "Who is in your Network?" (Chapter Resources > Activities) or reading the article "Savvy Self-Promotion" (Chapter Resources > Articles) can help students think critically about how these behaviors can enhance their career.
- Luthans, F., Rosenkrantz, S. A., & Hennessey, H. W. (1985). What Do Successful Managers Really Do? An Observation Study of Managerial Activities. *The Journal of Applied Behavioral Science*, *21*(3), 255–270. https://doi.org/10.1177/002188638502100303

Grid of Interactive Elements

Activity Title	Associated Learning Objective	Teaching Notes
Get Started: Leadership Development Opportunity	2.1 Explain how emotional intelligence affects work performance. 2.2 Implement strategies for working more effectively and efficiently. 2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.	Students are offered a prompt and several possible choices, all of which are considered "correct," but that have different implications for managerial practice. The purpose is to introduce students to key chapter concepts. Not graded.
Apply Your Knowledge 2.1: Facets of Emotional Intelligence	2.1 Explain how emotional intelligence affects work performance.	Self-review; auto-graded
Case: A Manager Struggles with Emotions	2.1 Explain how emotional intelligence affects work performance.	Written case preceded by open-ended questions; not graded but can be used for class discussion or written assignment
In the Real World: Preparing Yourself for the Feeling Economy	2.1 Explain how emotional intelligence affects work performance.	Sidebar of concept application in a real-world setting

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Practice Quiz 2.1: How Can I Develop Emotional Intelligence?	2.1 Explain how emotional intelligence affects work performance.	Multiple choice; auto-graded
Apply Your Knowledge 2.2: High Focus Versus Low Focus	2.2 Implement strategies for working more effectively and efficiently.	Self-review; auto-graded
Concept Animation: Prioritizing Tasks	2.2 Implement strategies for working more effectively and efficiently.	Whiteboard video (2:14) followed by self-review multiple choice questions
Check Your Understanding 2.1–2.3: Prioritizing Tasks	2.2 Implement strategies for working more effectively and efficiently.	Self-review; auto-graded
Case Video: Deliberate Practice	2.2 Implement strategies for working more effectively and efficiently.	Video case (5:14) followed by open-ended questions; not graded but can be used for class discussion or written assignment
Practice Quiz 2.2: How Can I Be More Productive?	2.2 Implement strategies for working more effectively and efficiently.	Multiple choice; auto-graded
Management and You: Stress Management Assessment	2.2 Implement strategies for working more effectively and efficiently.	Self-assessment preceded by open-ended questions; not graded but can be used for class discussion or written assignment
Check Your Understanding 2.4: Impression Management Tactics	2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.	Self-review; auto-graded
Ethics Case: The Ethics of Impression Management	2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.	Written case preceded by open-ended questions; not graded but can be used for class discussion or written assignment
Practice Quiz 2.3: How Can I Manage My Career?	2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.	Multiple choice; auto-graded
Chapter 2: Flashcards	Covers all learning objectives	Key terms and definitions from the chapter; study tool, not graded
End-of-Chapter 2 Comprehension Quiz	Covers all learning objectives	Multiple choice; auto-graded

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Mini-Sim: Managing Your Career	Covers all learning objectives	Simulation presenting a business situation or challenge with multiple decision choices and scenario paths. After each decision, students find out whether they made the best choice, an OK choice, a choice that was really not the best, or an incorrect choice, and they receive specific feedback on their decision.

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Using the Get Started Activity

In this chapter's Get Started, students are placed in a role of a recent graduate in a leadership development program with BioDesign, a leading consumer products firm. In this role, the student will receive a mentor who will guide them through the process of listing preferences for their work assignments. The exercise prompts the student to consider different ways that they can use the opportunity to meet with a mentor to further their career. There are no wrong answers and students can click on all the choices for overviews of some of the topics covered in the chapter.

Below are the options students can select, with the section of the chapter where the concept is discussed noted. For each option we include a discussion prompt below for the instructor only.

- Ask your mentor about the areas in which you need improvement as identified in the career and personality assessments.
  - Relates to career-limiting habits, discussed in Section 2.3.
  - Further discussion: Ask students to reflect on their own experiences with personality assessments and have them select an area they'd like to improve during the class.

- Learn about networking opportunities to get to know people at different levels and functions within the company.
  - Relates to networking for success, discussed in Section 2.3.
  - Further discussion: Have students do a quick poll (either in polling software or by show of hands) and ask who is comfortable with networking and who is not. Ask for ideas on why they are or are not comfortable with networking and have them work with a partner or small group to come up with a plan for getting more comfortable during their next networking event.

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- Identify strategies for getting the most done every day by effectively managing your time, energy, and attention.
  - Relates to personal productivity, discussed in Section 2.2.
    Further discussion: Have students track how they use their time over the course of a week and analyze the results with a partner. Or, have students rate their stress level and brainstorm strategies to lower their stress.

Suggested Responses to Open-Ended Questions in the Chapter

Case: A Manager Struggles with Emotions

1. Of the four skills of emotional intelligence, which does Harmony lack? What evidence from the case supports your choice?
   - Harmony lacks the behaviors of emotional intelligence focused on others, social awareness, and relationship management.
   - Evidence for the lack of other-focused emotional intelligence appears in Harmony's carelessness with her comments and laughing about an assistant store manager being pregnant. In addition, her 360-degree performance evaluation revealed a lack of empathy and inability to manage conflict.

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2. What should Harmony do to improve her emotional intelligence?
   - Student responses will vary. The steps recommended in the textbook suggest that Harmony needs to take some self-assessments, create a development plan focusing on specific skills (with activities such as journal writing or reading fiction novels), and working with a coach or mentor.

3. Why is it beneficial for Clementine to invest in improving Harmony's emotional intelligence?
   - Student responses will vary. Students should be able to explain why the company has a sustainable competitive advantage and identify the key elements of the company's strategy.
   - Students should be able to suggest realistic recommendations for specific actions the company could take to maintain its competitive advantage.
   - Students who suggest that a company "doesn't need to change anything" should be challenged by asking, is it possible for a company to remain competitive indefinitely without adapting its strategy to competitors' actions and changes in customer preference?

Management and You: Stress Management

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1. Of the three tools for managing stress—eliminating stressors, developing resiliency, and developing your own coping strategies—which tool was your strongest? Think of an example of when you used your best tool and explain how you used it.
   - Students can compare their scores on the three elements of managing stress. Students should be able to reflect on a time when they used one of them.
   - You might offer some stressful situations that students have not yet faced, such as balancing work stress and home life stress, and having them briefly discuss in pairs how they would envision themselves managing it.

2. Which of the tools was your weakest? What is a specific way you could use that tool, either with a stressful situation you have already experienced or with one you might encounter?
   - Students can discuss their weakest score on the three elements and envision a situation they could have managed differently.

3. Think of a stressful situation you are facing. Now, think of how you can redefine this problem as an opportunity. Explain how you would frame the opportunity.
   - This question encourages students to engage in cognitive reappraisal, when they reframe an event in order to change their emotional response to it.
   - If students are struggling to understand how they can use the technique, offer them a common situation such as not getting a desired internship or having to repeat a class they failed. What would be a way in which they could find the opportunity in either of those situations (i.e., finding a way to refine their job-hunting skills or learning better study techniques)?

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Ethics Case: The Ethics of Impression Management

1. Is cultivating a favorable impression ethical?
   - While many students might be uncomfortable with the techniques of impression management, such as self-promotion, there is nothing wrong with sharing your accomplishments truthfully.
   - The text compares this to wearing a suit for an interview; your interviewer won't think you wear a suit every day.

2. Are there impression management techniques that cross the line into unethical behavior?
   - Building on the last question, the negative methods of impression management may feel unethical, but only when they cross into lying or using a position of authority to gain benefit do even the negative techniques become unethical.
   - Students can refer back to the concepts in Chapter 1 on "Why Do People Behave Unethically?" as they consider this question. If managers use their position of authority to give an untrue favorable impression of themselves or to intimidate others, it could be considered *omnipotence*. If employees engage in self-promotion or intimidation because it is the "norm" in the organization, then that could be considered *cultural numbness.* If employees use impression management techniques untruthfully to gain an

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immediate reward, like a bonus or promotion, then this could be considered *justified neglect.*
- Students may want to engage in a debate or discussion around this issue and you can assign different points of view on impression management to them to discuss or debate.

3. What might you recommend to both Carly and Jamie about using impression management ethically?
   - Students should note that Jamie is not using any impression management techniques and that Carly is using several. Carly's impression management techniques are:
     - Self-promotion: Publishing her accomplishments on LinkedIn
     - Exemplification: Taking on additional work and influencing others through a good example by joining the selection committee for the next cohort of fellows
     - Ingratiation: Using flattery and delivering gifts to others in positions of power
   - Students should recommend that Jamie employs positive methods of impression management to make sure others are aware of his accomplishments, and they should recommend that Carly focuses on the self-promotion and exemplification aspects of impression management and use ingratiation sparingly.

Case Video: Deliberate Practice
Click here to view the video (5:14)

1. What specific behaviors contributed to the young musicians' improvement in the video?
   - Students will note that the young musicians received a great deal of feedback and incorporated it into their practice. They also "swallowed their pride" and had to learn to be more humble in accepting feedback.
   - Students may reference that the musician that said he hated practice and how he was able to get better by more practice.
   - The community of practice is also a highlight here, where working with people who are better can help inspire you to be better.

2. Think of a skill you either have or would like to develop. What could you do to focus on working on it more regularly? What is one goal you would like to set for yourself when it comes to this skill?
   - Student responses may vary. Students may select a skill that is inside the classroom (like math, coding, analytical skills, or writing) or something outside the classroom (like music or sports).
   - Student answers should incorporate a feedback method into their practice and include participating in a community of other people who can help them improve.

Mini-Simulation: Managing Your Career

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In this simulation, the student will be given a business situation or challenge and asked to make a series of decisions. As in any business situation, there are multiple approaches, resulting in outcomes and solutions for every situation. To provide students with an authentic real-world business experience, the simulation has been designed with multiple decision choices that lead them down different scenario paths. After clicking the Submit button for each decision, they will find out whether they made the best choice, an OK choice, a choice that was not the best, or an incorrect choice. In addition, they will be given specific feedback on the decision they made.

Scenario:
The scenario asks students to envision their ultimate career goal, and the values and trade-offs they might make along the way. The scenario encourages students to select their two most important values and weigh different career options that require trade-offs. The simulation bases the responses to students on the student's originally chosen career goals and their tolerance for risk. The simulation also encourages students to think about behaviors that will help them be successful in the workplace, like maintaining good terms with their organization when leaving a position. Some good discussion topics associated with the simulation would be to discuss the trade-offs that students chose, and to see if they agree or disagree with the simulation's premise that working long hours and pursuing graduate education would be helpful in their careers.

Grading Suggestions:
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We recommend that instructors use simulations as a low-stakes opportunity for students to apply concepts. We do not recommend integrating simulations as a substantial portion of students' grades. Rather than basing students' grades on the points earned in the simulation, another option is to award students a set number of points for participating in the simulation regardless of the outcome.

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Chapter Resources

Articles

Saunders, E. G. (2022, April 1). Building Healthy Habits When You're Truly Exhausted. *Harvard Business Review*. https://hbr.org/2022/04/building-healthy-habits-when-youre-truly-exhausted

- This article can be used to reinforce the discussions in LO 2.2 on how students can manage their time, energy, attention, and stress to be more productive.
- Brief overview: This article reinforces the point that time management is about much more than time. The author gives suggestions on how sleep, nutrition, and exercise can help make people feel better at work and in their overall life. As part of this article, students could keep a time diary for a week and bring them to class as part of a discussion activity. They could then make more clear recommendations on their own

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habits around sleep, nutrition, and exercise and how they could be used to improve their overall well-being.

- Discussion Questions:
  1. What are your current habits? Do you think these habits help you or hurt you in terms of productivity?
  2. Have you noticed any changes in your focus or ability to learn new things when you are tired or hungry? How have you dealt with this in the past? After reading this article, would you try something new?

Cross, R., Pryor, G., & Sylvester, D. (2021, November 1). How to Succeed Quickly in a New Role. *Harvard Business Review*. https://hbr.org/2021/11/how-to-succeed-quickly-in-a-new-role

- This article can be used to accompany the discussions in LO 2.3 on managing your career.
- Brief overview: This article highlights lessons from the authors' research on 100 diverse companies, where they interviewed 160 executives and analyzed employee relationships and communication patterns. They found that the effective use of internal networks is one of the most important skills to transitioning successfully into a new job.
- Discussion Questions:
  1. This article discusses the idea of "surging" rapidly into a broad network by discovering people within the network who can help you learn about your job. Brainstorm some questions you might ask that would help you as you enter into a new role.
  2. The article recommends that you identify where you add value and where you fall short, and find other people who can fill in the gaps. What are your strengths, and what are some areas you know you are weaker? Consider how you might ask for help or coaching on the areas where you are not as strong.

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John, L. K. (2021, May 1). Savvy Self-Promotion. *Harvard Business Review*. https://hbr.org/2021/05/savvy-self-promotion

- This article can be used to reinforce the discussion in LO 2.3 on managing your career.
- Brief overview: This article addresses some of the discomfort that students may feel with impression management and gives them some socially acceptable ways to self-promote.
- Discussion Questions:
  1. What are the ways that we can self-promote that might turn others off?
  2. What are three ways you can self-promote more effectively?
  3. Think of a recent accomplishment. Consider a way that you can celebrate this success.

Videos

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Video: HBS Professor Linda Hill Says Leaders Must Engage with Emotions as Never Before. (2022, March 11). *Harvard Business Review*. https://hbr.org/2022/03/hbs-professor-linda-hill-says-leaders-must-engage-with-emotions-as-never-before (36:07) (transcript and video)

- LO 2.1 Explain how emotional intelligence affects work performance.
- LO 2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.
- Brief overview: This video (and transcript) is part of the "New World of Work" and features Harvard Business School professor Linda Hill. She discusses how organizations can become truly digital, and the differences between being "data-driven" and "data-informed' and how emotions are playing a more important role in becoming a great leader as companies rely more on data to make decisions.
- Discussion Questions:
  1. What is the difference between being data-driven and data-informed? Why does this distinction matter?
  2. What role does collaboration play in today's jobs?
  3. How do emotions and being emotionally intelligent factor into leadership styles for a changing work environment?

YouTube Clips: *The Incredible Hulk* https://www.youtube.com/watch?v=f60dheI4ARg (2:26)
https://www.youtube.com/watch?v=zJMCctR8ivc (2:39)
https://www.youtube.com/watch?v=anQ48lIKIyE&t=6s (3:57)

- LO 2.2 Implement strategies for working more effectively and efficiently.
- LO 2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.
- Brief overview: In this video, taken from the movie *The Incredible Hulk,* the triggers and repercussions of stress are illustrated. Use this video to review the factors that influence stress and the impact of stress on your life.
- Discussion Questions:
  1. How are some employees more impacted by stress than others?
  2. What could you do as a manager to decrease the amount of stress in your own life and in your employees' lives?
  3. How does stress impact your ability to be effective and efficient at work?

YouTube Clips: *Wonder* https://www.youtube.com/watch?v=f60dheI4ARg (2:26)
https://www.youtube.com/watch?v=zJMCctR8ivc (2:39)

- LO 2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.
- Brief overview: In this video, taken from the movie *Wonder,* the teacher discusses what is important in having a fulfilling career. Use this video to review managing your energy to create a prosperous and fulfilling career by understanding yourself. In this video, the teacher asks, *"Who is the person that I aspire to be?"*
- Discussion Questions:
  1. What do you want from your future career?

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2. What will it take to achieve it?
3. What is a realistic timeline for achieving this goal?

Activities

Assess your EQ

- LO 2.1 Explain how emotional intelligence affects work performance.
- Have students complete either the Psychology Today EQ assessment (45 minutes) or the MindTools assessment (10 minutes).
- In a discussion post or an in-class discussion, have students respond to the following questions:
  - What was your score on the EQ assessment?
  - Do you think the score is an accurate reflection of your EQ?
  - What were your strengths?
  - What were your weaknesses?
  - What is one concrete step you can take to improve your EQ? How might that benefit you in the workplace?

Remove / Minimize Distractions

- LO 2.2 Explain how emotional intelligence affects work performance.
- Have students review their to-do list for the day or week. Review the factors that contribute to distractions and remove unnecessary distractions, create a parking lot for stray thoughts, and batch your tasks.
- Of the items on the to-do list, what are the factors that could impact their ability to be achieved? What are some distractions that students encounter that distract them from their success? How many of those factors are in their control? Emphasize that the only person standing in the way of their success is themselves.
- Students can extend this activity by tracking their time as well as their to-do lists.

Who is in your Network?

- LO 2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.
- Have students consider who is currently in their professional network. Networking is the process of interacting with others, usually in a professional setting to exchange information and build relationships.
- Networking is an important element of a manager's success. Put students in the center of the diagram. Include teachers, community leaders, and other professionals.
- Discussion Questions:
  1. How could students use other class members to increase their network?
  2. Who is someone that you would like to include in your network?
  3. What steps could you make to meet them?

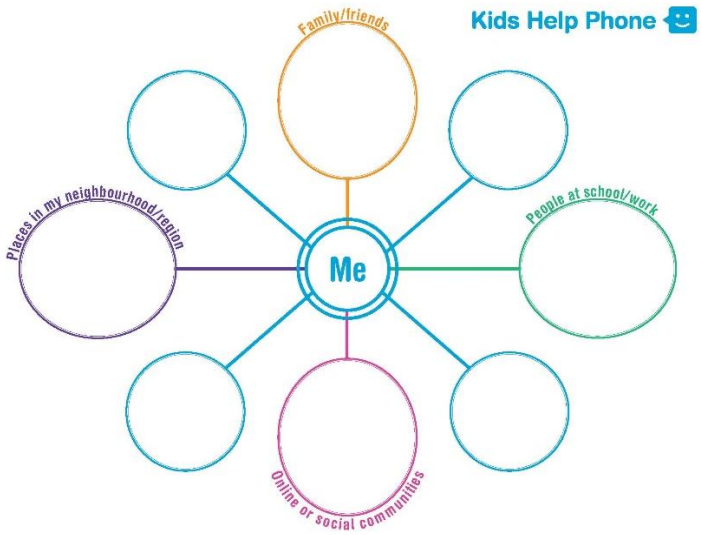
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Class Debate: Is Networking Overrated?

LO 2.3 Employ best practices for developing your career, from entry-level work to higher levels in an organization.

In this debate activity, students will prepare one side or another of a debate as teams. In a smaller class, you can also have individuals rather than teams debate each other.

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1. Select 2–3 "impartial judges." These students should discuss criteria for how they will judge the debate while other students are presenting their arguments.
2. Divide the remaining students into teams; assign half the teams the "pro" position and half the teams the "con" position. Be sure to have an equal balance of teams in the "pro" and "con" positions.
   - Pro position: Networking is overrated. Working hard and developing talent is what really matters and schmoozing at a networking event can't overcome a lack of talent.
   - Con position: Networking is essential for success in the workplace. Many examples of people being successful, such as enrolling in an elite college, demonstrate that it's not what you know, it's who you know.
3. Give students 15–20 minutes to discuss in their teams. Instruct them to determine a key argument and 3–5 supporting details. Students may use the textbook and outside research. Each team needs to be ready to debate their side of the argument in front of the class. Teams should also anticipate any possible arguments that the other side might use.
4. Impartial judges should be prepared to score their peers.
5. Run the debate. Randomly select pairs of teams to debate each other, then flip a coin to determine whether the "pro" or "con" position will present first. The first team should take 3 minutes to present their initial arguments, and then the opposing side has 1 minute to make a rebuttal. Then the second team has 3 minutes to present their initial argument, and the first team makes a 1-minute rebuttal. Continue until all teams have had an opportunity to present.

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6. Judges should award two points for the initial arguments and one point for the rebuttal for the teams they think won each round.
7. OPTIONAL: You can use an in-class polling system to have all students vote on the debate (although they will likely vote for their own teams).

For additional preparation for the debate activity, you can have students prepare by reading the following articles:

- Pro Position: Grant, A. (2017, August 24). Opinion | Good News for Young Strivers: Networking Is Overrated—The New York Times. *The New York Times*. https://www.nytimes.com/2017/08/24/opinion/sunday/networking-connections-business.html
- Con Position: Gino, F., Kouchaki, M., & Casciaro, T. (2016, May 1). Learn to Love Networking. *Harvard Business Review*. https://hbr.org/2016/05/learn-to-love-networking

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Chapter 2 Managing Yourself

1) Richard is delivering an industry analysis presentation in his organization when he begins to feel emotional. Which of the following is recognized as an emotion?
A) Happiness
B) Interest
C) Surprise
D) All of these
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Easy
AACSB: Application of knowledge

2) Caden is a human resource professional in his organization. Lately, his department has received numerous emails from employees displaying inappropriate emotions at work. Which of the following is considered an emotion?
A) Happiness
B) Thinking
C) Extraversion
D) Opportunity
Answer: A
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Moderate
AACSB: Application of knowledge

3) On a team project, Adele is creating a graph to illustrate the different levels of emotions for a group of employees. Which of the following would most likely be depicted on the graph as an emotion?
A) Anger
B) Thinking
C) Extraversion
D) Sadness
Answer: A
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Moderate
AACSB: Application of knowledge

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4) Cameron was nominated as "Customer Service Executive of the Month" in his organization. When he heard of his nomination, Cameron experienced a complex, personal, and short-term response that affected how he felt, expressed himself, and acted. Cameron experienced:
A) emotional intelligence.
B) ability.
C) emotion.
D) quotient.
Answer: C
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Moderate
AACSB: Application of knowledge

5) Kendra is nervous about her upcoming presentation to the board of directors at her company. She is experiencing a complex, personal, and often short-term response that can affect how she feels, expresses herself, and acts. Kendra is experiencing:
A) emotional intelligence.
B) ability.
C) emotion.
D) quotient.
Answer: C
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Moderate
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AACSB: Application of knowledge

6) Gary is responsible for training and development in his organization. In revising his organization's training manual for newly hired employees, Gary creates a section on emotions in the workplace. Which one of the following would **NOT** be included as an emotion in the organization's training manual?
A) Emotional intelligence
B) Happiness
C) Anger
D) Sorrow
Answer: A
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Moderate
AACSB: Application of knowledge

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7) Olivia is the training leader for a group of newly hired members of her organization. One of the members asks Olivia about emotions in the workplace. How can Olivia best describe emotions to the new member?
A) An individual's ability to use their feelings to make decisions
B) A way to increase social interaction and concern for customers
C) A management technique aimed at making work more efficient
D) A complex, personal response that results in feelings, how we express ourselves, and act
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Challenging
AACSB: Application of knowledge

8) Cicely has a difficult coworker in her department. To help Cicely be effective at work, she has to recognize and manage her own emotions as well as the emotions of others. What should Cicely use to help manage her emotions?
A) Personality profiles
B) Emotional intelligence
C) Standard deviation
D) Networking
Answer: B
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Emotional Intelligence
Difficulty level: Moderate
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AACSB: Application of knowledge

9) Emotional intelligence refers to the:
A) ability to recognize your own emotions.
B) ability to recognize others' emotions.
C) ability to manage your own emotions.
D) all of these.
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Emotional Intelligence
Difficulty level: Easy
AACSB: Application of knowledge

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10) Emily understands that it's important to recognize and manage her own emotions so that she can make effective decisions at work. She also knows that she needs to recognize and manage others' emotions as well. What should Emily practice so that she can effectively recognize and manage her own and others' emotions at work?
A) Emotional contagion
B) Cooperation
C) Comprehension
D) Emotional intelligence
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

11) Yara is having trouble with some of her coworkers. She is finding it harder and harder to control her emotions as she just gets so frustrated with her coworkers. In order for Yara to develop emotional intelligence, what should she focus on so that she can make effective decisions that are appropriate for her company?
A) Yara should focus on recognizing and managing her own and others' emotions.
B) Yara should decrease her social awareness and concentrate on her own needs.
C) Yara should create a development plan for herself.
D) Yara should work with a coach or mentor to develop alternate strategies.
Answer: A
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Emotional Intelligence
Difficulty level: Challenging
AACSB: Application of knowledge

12) Yashidi is a human resource professional. One of her tasks is to assess the emotional intelligence of employees applying for a promotion in the organization. What are the four components of emotional intelligence?
A) Emotional contagion, conscientiousness, extraversion, and introversion
B) Thinking, feeling, intuition, and judging
C) Openness to experience, neuroticism, and agreeableness
D) Self-awareness, self-management, social awareness, and relationship management
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Challenging
AACSB: Application of knowledge

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13) Ahmed is proud of his ability to use emotional intelligence as it increases his ability to recognize and manage his own emotions and the emotions of others. Which of the following is a behavior associated with emotional intelligence?
A) Emotional contagion
B) Thinking
C) Openness to experience
D) Self-awareness
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

14) Mitchell understands that emotional intelligence is important in business. He wants to improve his emotional intelligence so he can be promoted to director of the department in two years. Which of the following is a behavior associated with emotional intelligence?
A) Relationship management
B) Self-management
C) Self-awareness
D) All of these
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Easy
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15) Julio is well-liked in his organization. He is at the stage of his career where he can pinpoint his emotional state accurately. Which of the following behaviors associated with emotional intelligence does this represent?
A) Relationship management
B) Self-management
C) Social awareness
D) Self-awareness
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
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16) Becky is applying for a promotion to vice president in her company. She knows it's important to practice emotional intelligence and can accurately pinpoint her emotional state. Becky is in the _____ behavior of emotional intelligence.
A) relationship management
B) self-management
C) social awareness
D) self-awareness
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

17) Sarah wants to develop her emotional intelligence so she can improve her chances at a promotion into management. As Sarah can accurately pinpoint her emotional state, she fulfills the _____ behavior of emotional intelligence.
A) relationship management
B) self-management
C) social awareness
D) self-awareness
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
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18) Jacob wants to better understand the behaviors associated with emotional intelligence. What would be the best way for Jacob to understand the difference between the self-awareness and self-management behaviors of emotional intelligence?
A) Self-awareness occurs when you understand how others will react to different events; self-management occurs when you can pinpoint your emotional state accurately.
B) Self-awareness occurs when you set the tone for a situation; self-management occurs when you can accurately state your emotions.
C) Self-awareness occurs when you can manipulate your emotions to achieve success; self-management occurs when you apply your knowledge to situations.
D) Self-awareness occurs when you can pinpoint your emotional state accurately; self-management occurs when you can regulate your emotions for a particular situation.
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Challenging
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19) Marissa wants to use her knowledge of emotional intelligence to be able to regulate her emotions in specific situations in her organization. Marissa should focus on the _____ behavior of emotional intelligence.
A) self-awareness
B) self-management
C) social awareness
D) relationship management
Answer: B
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

20) John recently dealt with a stressful situation with one of his employees. During the situation, John was careful to regulate his emotions in this situation so that he did not get overwhelmed and emotional. In this example, John used the emotional intelligence behavior of:
A) self-awareness.
B) self-management.
C) social awareness.
D) relationship management.
Answer: B
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
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AACSB: Application of knowledge

21) Sunanda is facing a difficult situation at work where she may need to fire two of her employees. She believes it would be best if she uses the self-management behavior of emotional intelligence in handling the situation. The self-management behavior of emotional intelligence is characterized by the:
A) ability to pinpoint your emotional state accurately.
B) awareness of how other people will react to events.
C) understanding of how others' reactions change over time.
D) ability to regulate your own emotions to be appropriate for a particular situation.
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

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22) Hiram believes that emotional intelligence is important. He is focused on developing the relationship management behavior of emotional intelligence. Which of the following accurately represents the relationship management behavior of emotional intelligence?
A) Ability to pinpoint your emotional state accurately
B) Awareness of how other people will react to events
C) Understanding of how others' reactions change over time
D) Setting the emotional tone for a situation to facilitate positive results
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Challenging
AACSB: Application of knowledge

23) Brandon's company is going to close its remote location, which will result in laying off hundreds of employees. As this is a difficult situation for Brandon's company, he demonstrates empathy as he understands how others will react to this event and how those reactions might change over time. In this example, Brandon used the _____ behavior of emotional intelligence.
A) social awareness
B) self-management
C) self-awareness
D) relationship management
Answer: A
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Challenging
AACSB: Application of knowledge

24) Which of the following statements is accurate regarding emotional intelligence?
A) Individuals with low emotional intelligence may experience more stress at work.
B) Individuals with low emotional intelligence may have difficulty working with teammates.
C) Social awareness is also referred to as empathy.
D) All of these.
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Developing Your Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

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25) As a new manager, Rodrick understands that emotional intelligence is important. He wants to improve his emotional intelligence so he can best provide support for his employees. What action should Rodrick take to improve his emotional intelligence?
A) Rodrick should assess his emotional intelligence.
B) Rodrick should create a development plan for himself.
C) Rodrick should work with a coach or mentor.
D) All of these.
Answer: D
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Developing Your Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

26) Susannah is interested in the phenomenon that occurs when employees mirror the emotions of their manager. She wants to set a positive and easygoing mood so that her employees will have the same. In this example, Susannah demonstrates:
A) emotional intelligence.
B) emotional contagion.
C) emotional likelihood.
D) emotional functionality.
Answer: B
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Developing Your Emotional Intelligence
Difficulty level: Moderate
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AACSB: Application of knowledge

27) Keith wants to create a positive and easygoing mood in his department. He acts in a positive and easygoing manner so that his employees will mirror his emotions. In this example, Keith demonstrates:
A) emotional intelligence.
B) emotional contagion.
C) emotional likelihood.
D) emotional functionality.
Answer: B
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Developing Your Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

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28) Catarina is working on a project that requires deep thought and concentration. Unfortunately, she keeps getting distracted by the notifications on her phone. So that Catarina can be productively engaged in the project, she should focus on her:
A) Pygmalion effect.
B) emotional contagion.
C) self-fulfilling prophecy.
D) flow state.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Attention
Difficulty level: Moderate
AACSB: Application of knowledge

29) Kyle is leading an ad-hoc task force of functional managers in his organization to better recognize and promote attention at work. How should Kyle best explain the concept of a flow state to this ad-hoc task force?
A) A flow state is a way to improve your emotional intelligence by becoming aware of strengths and weaknesses.
B) A flow state is a way to understand the four behaviors that help manage emotions in the workplace.
C) A flow state is the strategy used for creating beneficial habits in the future.
D) A flow state is a state of mind when you are productively engaged in an activity.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Attention
Difficulty level: Challenging
AACSB: Application of knowledge

30) Isla recognizes that it's important to be productive at work, but she keeps losing her focus. What could Isla do to better manage her attention?
A) Isla should remove unnecessary distractions.
B) Isla should create a parking lot for stray thoughts.
C) Isla should batch her tasks.
D) All of these.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Attention
Difficulty level: Easy
AACSB: Application of knowledge

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31) Caleb was assigned to produce a request for a proposal at work. He wants to ensure that he completes all parts of the project by the deadline so his manager will recognize and reward his skills. What should Caleb do so that he doesn't get distracted at work and improve his time management skills?
A) Caleb can plan each week with specific goals.
B) Caleb can try to track his time.
C) Caleb can resist the temptation to fill up spare time.
D) All of these.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Time
Difficulty level: Moderate
AACSB: Application of knowledge

32) Jeremiah has many obligations in his position as Chief Operating Officer in his organization. Sometimes he has trouble meeting deadlines due to his conflicting priorities and poor time management. One of the actions Jeremiah could use to help him with time management is:
A) batch his tasks.
B) plan each week with specific goals.
C) remove unnecessary distractions.
D) create a parking lot for stray thoughts.
Answer: B
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Time TBEXAM.COM
Difficulty level: Moderate
AACSB: Application of knowledge

33) Calista participates in many challenging projects in her role as an advertising executive. She knows she can't wait until the last day to work on her projects, but in the past, she has suffered from procrastination. What action should Calista do to better manage her time?
A) Calista should batch her tasks.
B) Calista should create a parking lot for stray thoughts.
C) Calista should remove unnecessary distractions.
D) Calista should try tracking her time.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Time
Difficulty level: Challenging
AACSB: Application of knowledge

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34) It's now 4 a.m. and Miranda is working on a project that is due in five hours. Her manager gave Miranda this project a month ago but Miranda did not manage her time well. She didn't begin the project until yesterday even though Miranda had all month to work on it. What should Miranda do to better manage her time?
A) Miranda should batch her tasks.
B) Miranda should create a parking lot for stray thoughts.
C) Miranda should remove unnecessary distractions.
D) Miranda should resist the temptation to fill up spare time.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Time
Difficulty level: Challenging
AACSB: Application of knowledge

35) Which of the following is a challenge stressor?
A) Lack of clarity
B) Conflicts with a family obligation
C) Difficult coworker
D) Deadlines
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Easy
AACSB: Application of knowledge TBEXAM.COM

36) David works in his family's construction company. His primary stressors are deadlines and taking on extra work from new projects. In this example, David's primary stressors are:
A) dysfunctional.
B) challenge.
C) hindrance.
D) vital.
Answer: B
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Application of knowledge

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37) Emily and Shekab work in an accounting firm. The stressors in their organization are based on deadlines and taking on extra work, especially during the busy tax season. In Emily and Shekab's organization, _____ stressors are illustrated.
A) hindrance
B) preservation
C) challenge
D) dysfunctional
Answer: C
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Application of knowledge

38) Which of the following is a hindrance stressor?
A) Lack of clarity
B) Taking on extra work
C) Deadlines
D) All of these
Answer: A
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Easy
AACSB: Application of knowledge

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39) Victoria is a health and safety specialist. Over the past six months, Victoria has noticed an increase in the number of stress-related accidents in her organization. How can Victoria best explain stress to her management team?
A) Stress is the energy and vitality needed by an individual to tackle mental and physical tasks.
B) Stress is the ability to set priorities and goals, scheduling activities and spending some time planning each day.
C) Stress is the state of mind that occurs when you are productively engaged in an activity.
D) Stress is the physical, mental, and emotional strain resulting from adverse or demanding circumstances.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
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40) Tracey was asked by the Chief Information Officer to create a report that examines employees' level of stress. What are the two types of stress that Tracey would want to include in her report?
A) Functional and temporal
B) Dysfunctional and long term
C) Proactive and reactive
D) Challenge and hindrance
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Easy
AACSB: Application of knowledge

41) Christopher is a human resource professional for a large organization. He was asked to administer an employee survey on the types of hindrance stressors in the organization. What should Christopher include in his report on the employee survey as examples of hindrance stressors?
A) Lack of clarity
B) Conflicts with a family obligation
C) Difficult coworker
D) All of these
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Application of knowledge

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42) Eric is studying for a human resource certification exam so that he can be recognized in his industry as knowledgeable in human resource topics. One of the exam questions asks about hindrance stressors. What should Eric identify as a hindrance stressor on this certification exam?
A) Deadlines
B) Conflicts with a family obligation
C) Taking on extra work
D) All of these
Answer: B
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Application of knowledge

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43) Kayla is an engineer for a large construction company. She has many responsibilities, including creating designs for safe structures according to plans and specifications. Sometimes Kayla is so busy that she feels like she doesn't have enough energy to accomplish all of her projects. Which of the following best describes energy?
A) Physical, mental, and emotional strain resulting from adverse circumstances
B) Phenomenon that mirrors one's emotions
C) Ability to pinpoint your emotional state accurately
D) Strength and vitality needed to tackle mental and physical tasks
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Application of knowledge

44) The three components of energy are physical, mental, and:
A) functional.
B) direct.
C) reactive.
D) emotional.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Easy
AACSB: Application of knowledge TBEXAM.COM

45) Geospatial LLC evidenced a 20% increase in sales and productivity. Due to the organization's growth, Geospatial LLC wants to revise its organizational culture so that its employees continue to demonstrate energy in fulfilling their tasks. Which of the following would Geospatial LLC identify as the components of energy?
A) Planned and proactive
B) Functional and dysfunctional
C) Programmed and nonprogrammed
D) Physical, mental, and emotional
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Challenging
AACSB: Application of knowledge

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46) Charlie is applying for a member of the leadership team in his organization. During the interview for this position, Charlie is asked about his level of energy. What components of energy should Charlie discuss in his response?
A) Physical, mental, and emotional
B) Positive and negative
C) Functional and dysfunctional
D) Change and static
Answer: A
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Application of knowledge

47) As a member of the senior leadership team, Griffin is having trouble keeping up his physical energy level. What should Griffin do to maintain a high level of physical energy?
A) Griffin should set a regular bedtime so that he can get enough sleep.
B) Griffin should take a break to keep his focus and resolve.
C) Griffin should internalize a moment of good in his life.
D) Griffin should focus more on the positive events in his life.
Answer: A
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Challenging
AACSB: Application of knowledge TBEXAM.COM

48) Caleb is trying to focus on his emotional energy so that he can be more productive at work. Which of the following would be a way for Caleb to focus on his emotional energy?
A) Take a break every 90-120 minutes
B) Take a short nap
C) Set a regular bedtime
D) Internalize the moments of good in his life
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Challenging
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49) Stephen was asked to produce a report that analyzes the direct and indirect competition in his organization's industry. Although developing competitive reports is not one of Stephen's strengths, he believes that he has the ability to improve and produce a comprehensive report. This ability represents Stephen's:
A) emotional contagion.
B) emotional intelligence.
C) time management.
D) growth mindset.
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Moderate
AACSB: Application of knowledge

50) Which of the following is complementary to developing a growth mindset?
A) Developing emotional contagion
B) Improving emotional intelligence
C) Improving time management
D) Focusing on strengths
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Challenging
AACSB: Application of knowledge TBEXAM.COM

51) Louisa would like to be considered for a promotion in her organization. To apply for the promotion, she will have to participate in numerous interviews with executive board members. As her interviewing skills are not one of her strengths, Louisa develops discussion points for her interviews and practices in a goal-oriented way with coworkers to simulate the interview. In this example, Louisa uses _____ to improve her skills.
A) deliberate practice
B) emotional intelligence
C) time management
D) growth mindset
Answer: A
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Moderate
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52) Abeeda is studying to become a Certified Public Accountant (CPA). To pass the CPA exam, Abeeda has been taking sample exams again and again to simulate the actual exam. In doing so, Abeeda is using _____ to pass the CPA exam.
A) emotional contagion
B) emotional intelligence
C) deliberate practice
D) functional ability
Answer: C
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Moderate
AACSB: Application of knowledge

53) Jackson's organization has implemented a new software system that all employees have to use for their daily tasks. Jackson is not proficient in the new software system, so he employs a growth mindset and uses deliberate practice to improve his skills. What should be included with deliberate practice to accelerate Jackson's learning and development?
A) Emotional contagion
B) Emotional intelligence
C) Social awareness
D) Clear and direct feedback
Answer: D
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Challenging
AACSB: Application of knowledge

54) Nance wants to interact with others in a professional setting so she can exchange information and build relationships. Nance should use _____ to accomplish this.
A) networking
B) emotional intelligence
C) time management
D) growth mindset
Answer: A
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Networking for Managerial Success
Difficulty level: Easy
AACSB: Application of knowledge

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55) Mohammed wants to become an accountant and work for a prestigious accounting firm in his city. He knows that it's important to network to achieve his goal. Which of the following best describes networking?
A) Removing distractions and batching tasks you need to complete
B) Planning with specific goals and tracking your time
C) Improving work habits by mimicking conditions
D) Process of interacting with others to exchange information and build relationships
Answer: D
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Networking for Managerial Success
Difficulty level: Moderate
AACSB: Application of knowledge

56) Robert is a corporate attorney, specializing in corporate litigation. He receives an email from his local bar association that there is an event to exchange information and build relationships with members of the professional community. What type of event did Robert's email refer to?
A) Growth mindset
B) Informal
C) Functional
D) Networking
Answer: D
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
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Topic/Concept: Networking for Managerial Success
Difficulty level: Moderate
AACSB: Application of knowledge

57) Olivia is registered to participate in a conference for the hospitality industry. During the conference, there will be opportunities for hotel managers to engage in networking events. What is the purpose of a networking event?
A) To remove distractions and batch tasks you need to complete
B) To plan with specific goals and track your time
C) To improve work habits by mimicking conditions
D) To interact with others to exchange information and build relationships
Answer: D
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Networking for Managerial Success
Difficulty level: Moderate
AACSB: Application of knowledge

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58) Everett is a new manager at a telecommunications company. Why would Everett want to network in his organization?
A) Everett would want to network in his organization because he will need to depend on others to get their job done.
B) Everett would want to network in his organization so he can influence his manager, peers, and subordinates.
C) Everett would want to network in his organization so he would want to use his relationships rather than formal authority over others.
D) All of these.
Answer: D
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Networking for Managerial Success
Difficulty level: Moderate
AACSB: Application of knowledge

59) Nadia's manager always dresses professionally at work. As Nadia is focused on cultivating her self-presentation to control her manager's perceptions of her, she also starts to dress professionally at work. In this example, Nadia uses _____ to positively control how others see her.
A) emotional energy
B) emotional contagion
C) networking
D) impression management
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Answer: D
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

60) Rafael has heard of impression management but is not sure how it applies to him. How could Rafael best use impression management in his organization?
A) Rafael can use impression management to eliminate stressors, develop resiliency, and develop coping strategies.
B) Rafael can use impression management to redefine a problem as an opportunity.
C) Rafael can use impression management to develop better time-management skills.
D) Rafael can use impression management to have his manager and coworkers see him as skilled, likeable, and competent.
Answer: D
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Challenging
AACSB: Application of knowledge

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61) Heather wants to ensure that her manager and coworkers see her as competent. Which of the following is an impression management tactic Heather can use to control how others see her?
A) Self-promotion
B) Self-awareness
C) Self-management
D) Relationship management
Answer: A
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Easy
AACSB: Application of knowledge

62) One of the impression management tactics that can be used to control others' perceptions is:
A) self-promotion.
B) self-awareness.
C) emotional contagion.
D) networking.
Answer: A
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Easy
AACSB: Application of knowledge TBEXAM.COM

63) Correctly match the impression management tactic to its description:
A) Self-promotion: making sure others are aware of your achievements
B) Exemplification: flattering, providing gifts, or doing favors for others
C) Ingratiation: begging for help and assistance
D) Intimidation: taking on additional work
Answer: A
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Challenging
AACSB: Application of knowledge

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64) Yoshimi wants to use a positive method of impression management with coworkers and customers to present herself as more likable, competent, and skilled. Which of the following impression management tactics should Yoshimi use?
A) Self-promotion
B) Supplication
C) Ingratiation
D) Intimidation
Answer: A
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

65) Ronald is in a performance appraisal meeting with Pedro. During the meeting, Pedro begs for Ronald's help and assistance by presenting himself as needy and weak. In this example, Pedro is using the _____ impression management tactic.
A) self-promotion
B) supplication
C) ingratiation
D) intimidation
Answer: B
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
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Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

66) Lynn is working on a team project with Armando and Kenneth. During one of the team meetings, Lynn threatens and bullies Armando and Kenneth to get them to do her work for her. In this example, Lynn is using the _____ impression management tactic.
A) self-promotion
B) supplication
C) ingratiation
D) intimidation
Answer: D
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

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67) During departmental meetings, Kalani provides gifts for her coworkers and does favors for them. In doing so, Kalani uses the impression management tactic of _____ to control others' perceptions of her.
A) self-promotion
B) supplication
C) ingratiation
D) intimidation
Answer: C
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

68) Jeff wants to make sure he correctly understands the positive and negative tactics of impression management so that he can be seen as likeable, skilled, and competent. Which of the following impression management tactics should Jeff use as a positive method?
A) Self-promotion
B) Supplication
C) Ingratiation
D) Intimidation
Answer: A
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
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Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

69) Stuart wants to get promoted so that he can be the youngest executive in his organization. To help control others' perceptions of him, Stuart takes on additional work and goes beyond on the job. Which impression management tactic is Stuart using?
A) Exemplification
B) Supplication
C) Ingratiation: begging for help and assistance
D) Intimidation: taking on additional work
Answer: A
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

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70) Micah is dedicated to getting promoted this year. To control others' perceptions of him, Micah takes on additional work and attempts to influence others by setting a good example. Which of the following impression management tactics is Micah using?
A) Supplication
B) Self-promotion
C) Exemplification
D) Ingratiation
Answer: C
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

71) Clara is reviewing her organization's policy on appropriate workplace emotions. From this policy, Clara should understand that an emotion is a complex, personal, short-term response that results in changes in how we feel, act, and express ourselves.
Answer: TRUE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Moderate
AACSB: Application of knowledge

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72) Faith is developing a presentation on emotions for a new group of employees to socialize them to the organization's culture. Some of the emotions that Faith should identify are extraversion, introversion, thinking, and sadness.
Answer: FALSE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Moderate
AACSB: Application of knowledge

73) An organization's leadership team is developing a simulation on emotions. In the simulation, new employees are asked to identify depicted emotions in certain situations. The new employees should respond with happiness, anger, sadness, and interest as examples of emotions in the situations.
Answer: TRUE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Understanding Emotions
Difficulty level: Challenging
AACSB: Application of knowledge

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74) Emotional intelligence refers to an individual's ability to recognize and manage their own and the emotions of others.
Answer: TRUE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Emotional Intelligence
Difficulty level: Easy
AACSB: Application of knowledge

75) Amelia wants to use her emotional intelligence to understand how she and other people will react to different events and how these reactions might change over time. Amelia should use the self-awareness behavior of emotional intelligence to accomplish this.
Answer: FALSE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

76) One of Paxton's team members is acting aggressively toward him in a team meeting. Paxton uses his emotional intelligence to regulate his emotions to be appropriate in this particular situation. Paxton used the relationship management behavior of emotional intelligence.
Answer: FALSE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
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AACSB: Application of knowledge

77) The self-awareness behavior of emotional intelligence differs from the social awareness behavior of emotional intelligence in that self-awareness focuses on one's own behaviors while social awareness focuses on understanding both one's own and others' reactions.
Answer: TRUE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Challenging
AACSB: Application of knowledge

78) Gray's organization has had to lay off 30% of its employee workforce. As this was a difficult time in his organization, Gray was sure to show empathy and understand others' reactions. In this example, Gray used the self-awareness behavior of emotional intelligence.
Answer: FALSE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Moderate
AACSB: Application of knowledge

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79) Managers who work in highly quantitative or technical fields such as accounting, finance, or information systems do not need strong emotional intelligence skills.
Answer: FALSE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Developing Your Emotional Intelligence
Difficulty level: Easy
AACSB: Application of knowledge

80) Thomas wants his employees to mirror his positive and easygoing mood, so he acts in a positive and easygoing manner. Thomas demonstrates emotional functionality.
Answer: FALSE
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Developing Your Emotional Intelligence
Difficulty level: Easy
AACSB: Application of knowledge

81) Baron is having trouble paying attention at work due to the notifications on his phone. To help him focus, Baron should remove unnecessary distractions and batch his tasks.
Answer: TRUE
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Attention
Difficulty level: Easy
AACSB: Application of knowledge

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82) Bennett just started a new job and is having trouble managing his time between work and family obligations. An action that Bennett should implement to help his time management is to try tracking his time.
Answer: TRUE
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Time
Difficulty level: Easy
AACSB: Application of knowledge

83) Although Heather works full-time and goes to school full-time, she is able to get all of her work done by deadlines due to her effective time management. One of the behaviors that Heather likely uses as an effective time management technique is to plan each week with specific goals.
Answer: TRUE
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Time
Difficulty level: Easy
AACSB: Application of knowledge

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84) Logan's organization recently instituted an employee engagement survey. One of the questions on the employee engagement survey was on hindrance stressors. Logan should respond that lack of clarity around a task is an example of a hindrance stressor.
Answer: TRUE
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Application of knowledge

85) Growth mindset is a strong predictor of success as a manager.
Answer: TRUE
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Easy
AACSB: Application of knowledge

86) Bryce was asked to deliver a presentation to the Executive Leadership team in his organization. He is not the best presenter, so he reviews his presentation many times and practices it in front of his coworkers. In doing so, Bryce uses deliberate practice to improve his skills.
Answer: TRUE
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Moderate
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AACSB: Application of knowledge

87) Deliberate practice decreases learning and development.
Answer: FALSE
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Easy
AACSB: Application of knowledge

88) Josue wants to make sure that others are aware of his achievements, skills, and status by presenting himself in the best possible light. Josue is using the impression management tactic of ingratiation.
Answer: FALSE
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

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89) Georgia plans to use intimidation as a way to control others' perceptions of her in her organization. Intimidation includes flattering, providing gifts, and doing favors for others.
Answer: FALSE
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Moderate
AACSB: Application of knowledge

90) The positive methods of impression management are self-promotion and supplication.
Answer: FALSE
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Easy
AACSB: Application of knowledge

91) Kenley works in the Office of Diversity Initiatives in her organization. One of her responsibilities is to help employees develop their emotional intelligence so that they can be more effective in their positions. Describe emotional intelligence and identify its four distinct behaviors.
Answer: Responses may vary. Emotional intelligence refers to an individual's ability to use their emotions beneficially so that they can make better decisions. Emotional intelligence is important for today's managers as it includes social interaction, care for customers, and emotion recognition. The four behaviors of emotional intelligence are: self-awareness, self-management, social awareness, and relationship management. Self-awareness means that you can pinpoint your emotional state accurately. Self-management means that you are able to regulate your emotions to be appropriate for a particular situation. Social awareness means that you understand how you and other people will react to different events. Relationship management means that you know how to set the emotional tone for a situation and facilitate positive results.
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: A Model of Emotional Intelligence
Difficulty level: Challenging
AACSB: Critical thinking

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92) Daniel is excited to begin his new position as a regional manager for a technology company. He wants to improve his emotional intelligence as he recognizes that emotional intelligence is an important skill for managers. What can Daniel do to improve his emotional intelligence?
Answer: Responses may vary. Daniel can improve his emotional intelligence by assessing his own emotional intelligence. He can achieve this by asking himself what his strengths are and what his weaknesses are. Daniel can also create a development plan for himself. He can achieve this by identifying which skills he needs to work on and how he can put himself in situations where he can practice them. Lastly, Daniel can work with a coach or mentor to seek feedback. He can achieve this by reviewing his self-assessment with them and discussing any issues he encounters in the workplace dealing with challenging emotional situations.
Learning Objective: 2.1 Explain how emotional intelligence affects work performance.
Topic/Concept: Developing Your Emotional Intelligence
Difficulty level: Challenging
AACSB: Critical thinking

93) Dacia is a manager at a busy advertising agency. Sometimes she gets distracted and is not able to complete her work on time. What recommendations could you make to Dacia to help her better manage her attention?
Answer: Responses may vary. Distractions can make productivity at work difficult. Recommendations to help Dacia manage her distractions are to remove unnecessary distractions, create a "parking lot" for stray thoughts, and batch her tasks. Remove unnecessary distractions refers to turning off your phone from notifications if possible so that you can be productively engaged in the activity. Create a "parking lot" for stray thoughts refers to finding ways to capturing an idea down so that you can accomplish an important task. Batch your tasks refers to grouping similar tasks together so that it takes less time to shift from one task to another.
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Attention
Difficulty level: Challenging
AACSB: Critical thinking

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94) Pedro has just been promoted to account executive in his company. With his new responsibilities, Pedro is struggling to manage his time effectively. What would you recommend to Pedro to help him better manage his time?
Answer: Responses may vary. It is very important to manage time effectively. The recommendations to help Pedro better manage his time are to plan each week with specific goals, try tracking his time, and resist the temptation to fill up spare time. Plan each week with specific goals refers to previewing upcoming deadlines, personal activities, and other events like professional development and networking events. Try tracking your time refers to creating a spreadsheet to see how your time goes. Then you can determine how much time you spend on an activity and if it matches your goals. Resist the temptation to fill up spare time refers to leaving open blocks of time each week for unexpected events so that you are not so busy.
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Time
Difficulty level: Challenging
AACSB: Critical thinking

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95) Pradeep is an industrial engineer working on a large, international project. As Pradeep's project has many important deadlines that must be met, he is under a great deal of stress. Define stress and identify challenge and hindrance stressors.
Answer: Responses may vary. Stress is the mental, physical, and emotional strain resulting from adverse and demanding circumstances. There are two types of stressors. Challenge stressors relate to growth and development. Examples of challenge stressors are deadlines and taking on extra work. Hindrance stressors can prevent work from being accomplished and growing professionally. Examples of hindrance stressors are lack of clarity around a task, a work meeting that conflicts with a family obligation, or difficult colleagues preventing you from achieving your goals.
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Critical thinking

96) Elian is very busy at work as the manager of a healthcare facility. After a long week at work, he sometimes lacks energy. Define energy, discuss ways to maintain energy, and explain why having energy is important at work.
Answer: Responses may vary. Energy is the strength and vitality needed by an individual to tackle mental and physical tasks. The three ways to maintain high levels of energy are: physical, mental, and emotional. Maintaining physical energy can be improved by making sure you are getting enough sleep so that your mind can be healthy and lower your stress levels. Maintaining mental energy means it is recommended that you take a break when you may be struggling to pay attention and focus on your work. Maintaining emotional energy means that it's important to focus on the good moments in our lives so that you can transform your brain for the better. All of these forms of energy are important so that you can be effective at work.
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Managing Stress and Energy
Difficulty level: Moderate
AACSB: Critical thinking

97) Catherine has just been hired to a project manager position for a large construction project. She is focused on her ability to be successful in this role and is dedicated in her ability to learn and improve her skills. Catherine recognizes that it is necessary to adopt a growth mindset so she can accomplish her goals. Describe a growth mindset and discuss why it is important for managers.
Answer: Responses may vary. A growth mindset is a way for managers to focus on their strengths to develop competence, which enables them to improve. One of the keys to maximizing one's strengths or improving bad habits is to believe in the ability to improve. This is important for managers as ones who believe in a growth mindset see that their effort and persistence will improve their natural strengths. In addition, having a growth mindset is seen as a strong indicator for success as a manager.
Learning Objective: 2.2 Implement strategies for working more effectively and efficiently.
Topic/Concept: Developing a Growth Mindset
Difficulty level: Moderate
AACSB: Critical thinking

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98) Lawrence was invited to attend an event where people in his profession meet to exchange information and build relationships. Define networking. Discuss why networking is important for managers.
Answer: Responses may vary. Networking is the process of interacting with others to exchange information and build relationships. Networking is a crucial part of being promoted quickly in an organization. It is important for managers to network because they need to depend on others to get their job done, and this requires skillfully managing a network of relationships across the organization.
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Networking for Managerial Success
Difficulty level: Moderate
AACSB: Critical thinking

99) Dylan wants to make a good impression on his manager. He recognizes that it's important for his manager to think of him as skilled, likeable, and competent. Describe impression management and discuss the five types of impression management tactics.
Answer: Responses may vary. Impression management refers to the practice of cultivating one's self-presentation. It is important as impression management is used for others to see us as skilled, likeable, and competent, which will lead to rewards. Engaging in impression management has been linked to enhanced social attractiveness, better performance ratings and promotions, increased compensation, and career success. The five types of impression management tactics are: self-promotion, exemplification, ingratiation, supplication, and intimidation. Self-promotion refers to making sure others are aware of your achievements. Exemplification refers to taking on additional work and setting a good example. Ingratiation refers to flattering and doing favors for others. Supplication refers to begging for assistance. Intimidation refers to threatening others to do what you want them to do.
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Impression Management
Difficulty level: Challenging
AACSB: Critical thinking

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100) A group of Chantal's coworkers are engaging in behavior that may be unethical and they want Chantal to join them. Chantal is unsure if this is the right decision based on her code of morality. What three questions should Chantal ask herself to determine if this meets her commitment to integrity?
Answer: Responses may vary. To determine if a situation meets one's commitment to integrity, three questions that can be asked are: (1) What are the rules and principles that may help me make an ethical decision? (2) What consequences will result from my actions, and what can provide the greatest good for the greatest number of people? (3) What course of action reflects what a virtuous person would do, and would I want to be in eulogy virtues? Asking oneself these three questions will help in making ethical decisions.
Learning Objective: 2.3 Employ best practices for developing your career from entry-level to higher levels in an organization.
Topic/Concept: Conducting Yourself with Integrity
Difficulty level: Moderate
AACSB: Critical thinking

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