Developing Management Skills 11th edition Whetten Test Bank

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CHAPTER 1

DEVELOPING SELF-AWARENESS

Learning Objectives

Increase personal awareness of your:

1. Self-Awareness
2. Emotional Intelligence
3. Moral and Values Maturity
4. Character Strengths
5. Cognitive Style
6. Core Self-Evaluation

QUICK RESOURCE LOCATOR:[1]

One way to help your students master the general skill of "developing self-awareness" is to focus their attention on one or more specific skills. These basic skills are identified in the chapter's title page, and below as learning objectives. If you elect to organize this portion of your course around specific learning objectives/ management skills, you can use the following table as a roadmap—guiding each of your "trips" through the five-step learning model and corresponding support material in this chapter of the Instructor's Manual (hereafter referred to as IM).

Learning Objective #1:
Understand the need for self-awareness

Skill Assessment[1]	✓ "Self-Awareness Assessment" items 1–3 (text, p. 31) ✓
Skill Learning	✓ The Importance of Self-Awareness (text, p. 35) ✓ Behavioral Guidelines 1.A & 1.G (text, p. 45-46) ✓ ✓ PowerPoint slides[2]
Skill Analysis	✓ "The Case of Heinz" (text, p. 46; IM, p. 1–14) ✓ "The Lion King" (IM, p. 1–14 and 1-15)[3] ✓ "Pleasantville" (IM, p. 1–16)[3]
Skill Practice[4,5]	✓ "Through the Looking Glass" exercise (text, p. 49-50; IM, p. 1–17) ✓ "Identify a Personal Culture" exercise (text, p. 53-54)
Skill Application	✓ Assignment 1.20 (text, p. 55) ✓ Application Plan and Evaluation (text, p. 55-56)

earning Objective #2:
Explain emotional intelligence

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Skill Assessment[1]	✓ "Self-Awareness Assessment" items 4–8, 10 (text, p. 31) ✓ "Emotional Intelligence Assessment" (text, p. 57-60) ✓
Skill Learning	✓ "Emotional Intelligence Assessment" (text, p. 57-60) ✓ Behavioral Guidelines 1.E & 1.H (text, p. 45-46) ✓ PowerPoint slides[2]
Skill Analysis	✓ "The Case of Heinz" (text, p. 46; IM, p. 1–14) ✓ "Decision Dilemmas" (text, p. 47-49; IM, p. 1–15) ✓ "Pleasantville" (IM, p. 1–16)[3]
Skill Practice[4,5]	✓ "Through the Looking Glass" exercise (text, p. 49-50; IM, p. 1–17) ✓ "Diagnosing Managerial Characteristics" exercise (text, p. 51-53; IM, p. 1–17 and 1-18) ✓ "A Learning Plan and Autobiography" exercise (text, p. 53-54)
Skill Application	✓ Assignments 1.19, 1.20, 1.23, 1.24 (text, p. 55) ✓ Application Plan and Evaluation (text, p. 55-56)
	✓

Learning Objective #3:

Explain moral and values maturity

Skill Assessment[1]	✓ "Self-Awareness Assessment" item 7 (text, p. 31) ✓ "Defining Issues Test" (text, p. 38–39)
Skill Learning	✓ "Moral Maturity and Values Development" (text, p. 38-39) ✓ Behavioral Guidelines 1.B and 1.C (text, p. 45-46) ✓ PowerPoint slides[2] ✓
Skill Analysis	✓ "The Case of Heinz" (text, p. 65; IM, p. 1–14) ✓ "Computerized Exam" (text, p. 46-47; IM, p. 1–14) ✓ "Decision Dilemmas" (text, p. 47-49; IM, p. 1–15) ✓ "Lion King" (IM, p. 1–14 and 1-15)[3]
Skill Practice[4,5]	✓ "Shipping the Part" exercise (text, p. 49) ✓ "Through the Looking Glass" exercise (text, p. 49-50; IM, p. 1–17) ✓ "Diagnosing Managerial Characteristics" exercise (text, p. 51-53; IM, p. 1–17 and 1-18) ✓ "A Learning Plan and Autobiography" exercise (text, p. 53-54) ✓ "Self-Introduction Role Play" (IM, p. 1-20) ✓ "Cultural Values" exercise (IM, p. 1-21)
Skill Application	✓ Assignments 1.19, 1.20, 1.22, 1,23, 1.24 (text, p. 55) ✓ Application Plan and Evaluation (text, p. 55-56)
	✓

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Learning Objective #4:

Identify your dominant character strengths

Skill Assessment[1]	✓ "VIA Assessment" (text, p. 33) ✓ "Cognitive Style Indicator" (text, p. 33-34)
Skill Learning	✓ "Character Strengths" (text, p. 33) ✓ Behavioral Guidelines 1.C, 1.F, and 1.G (text, p. 45-46) ✓ PowerPoint slides[2]
Skill Analysis	✓ "The Case of Heinz" (text, p. 46; IM, p. 1–14) ✓ "The Case of Computerized Exams" (text, p. 46-47, IM p. 1-14) ✓ "Decision Dilemmas" (text, p. 47-49; IM, p. 1–15)
Skill Practice[5,6]	✓ "Through the Looking Glass" exercise (text, p. 49-50; IM, p. 1–17) ✓ "Diagnosing Managerial Characteristics" exercise (text, p. 51-53; IM, p. 1–17 and 1-18) ✓ "Identifying Personal Culture" exercise (text, p. 53-54) ✓ "Self-Introduction Role Play" (IM, p. 1-20) ✓ "Cultural Values" (IM, p. 1-21)
Skill Application	✓ Assignments 1.19, 1.24 (text, p. 55) ✓ Application Plan and Evaluation (text, p. 55-56)
	✓

Learning Objective #5:

Determine your cognitive style

Skill Assessment[1]	✓ "Self-Awareness Assessment" items 6, 8 (text, p. 31) ✓ "Tolerance of Ambiguity Scale" (IM, p. 1-10) ✓
Skill Learning	✓ "Cognitive Style" (text, p. 33) ✓ Behavioral Guideline 1.D (text, p. 45-46) ✓ "Pleasantville" (IM, p. 1–16)[3] ✓ PowerPoint slides[2]
Skill Analysis	✓
Skill Practice[4,5]	✓ "Through the Looking Glass" exercise (text, p. 49-50; IM, p. 1–17) ✓ "Diagnosing Managerial Characteristics" exercise (text, p. 51-53; IM, p. 1–17 and 1-18) ✓ "Identify a Personal Culture" exercise (text, p. 53-54) ✓ "A Learning Plan and Autobiography" exercise (text, p. 53-54) ✓
Skill Application	✓ Assignments 1.19, 1.20, 1.23, 1.24 (text, p. 55) ✓ Application Plan and Evaluation (text, p. 55-56)

Learning Objective #6:

Determine your core self-evaluation score

Skill Assessment[1]	✓ "Core Self-Evaluation Scale (CSES)" (text, p. 62-63) ✓
Skill Learning	✓ "Core Self-Evaluation" (text, p. 62-63) ✓ Behavioral Guidelines 1.H (text, p. 45-46) ✓ PowerPoint slides[2]
Skill Analysis	✓ "The Case of Heinz" (text, p. 46; IM, p. 1–11) ✓ "Decision Dilemmas" " (text, p. 47-49; IM, p. 1–15) ✓ "The Lion King" (IM, p. 1–14 and 1-15)[3]

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Skill Practice[4,5]	✓ "Through the Looking Glass" exercise (text, p. 49-50; IM, p. 1–17) ✓ "Diagnosing Managerial Characteristics" exercise (text, p. 51-53; IM, p. 1–17 and 1-18) ✓ "Identify a Personal Culture" exercise (text, p. 53-54) ✓ "A Learning Plan and Autobiography" exercise (text, p. 53-54) ✓ "Self-Introduction Role Play" (IM, p. 1-20)
Skill Application	✓ Assignments 1.19, 1.20, 1.23, 1.24 (text, p. 55) ✓ Application Plan and Evaluation (text, p. 55-56)
	✓

Footnotes:

1. Tips for helping students learn the most from skill assessment surveys are included in Section 1, "Designing the Course" of the Instructor's Manual. Digital versions of most Skill Assessments are available in MyLab Management or in the Pearson eTextbook version of the 11e. Learn more at www.pearson.com/mylab/management.

2. The PowerPoint slides for the text are available for download from the Instructor Resources section of the book's website on Pearson.com.

3. Short video clips from popular movies can be used as a Skill Learning exercise to introduce a chapter, or as video cases—setting up Skill Analysis discussions or Skill Practice role playing exercises. Several suggestions are included in each IM chapter.

4. There are several benefits to using classroom exercises to introduce key concepts in a chapter. These activities generate a high level of interaction and stimulate student interest in learning the related subject matter.

5. In Section 3 of the IM, under the title "Action Skill Exams," John Bigelow has developed a set of role play exercises for use as application or performance exams. These would be excellent demonstration role plays for introducing a particular learning objective, or simultaneous role plays for practicing specific behavioral guidelines. The first part of Section 3 contains numerous teaching tips for the effective use of demonstration and simultaneous role plays in a skill development course.

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Resources for Teaching the Chapter

Becoming an effective manager or leader begins with a process of self-awareness, and this chapter provides valid content and assessment tools for achieving this self-knowledge. Managers who fail to know and understand themselves would very likely experience problems understanding and managing others. The same could be said for people in general; knowing oneself is an essential prerequisite to personal growth and to the development of good interpersonal relationships.

The following sections provide resources to help instructors guide their students through the five-step Model for Developing Management Skills (see Table 2 in the Introduction of the textbook).

SKILL ASSESSMENT

Before reading the chapter, have students complete the Personal Inventory Assessment instruments in MyLab Management™. Scores indicate the extent to which individuals have developed competency in the relevant skills and the extent to which they need to improve. Because this chapter focuses on students becoming more aware of their own styles and inclinations, ***the assessment instruments constitute the core learning material in the chapter.*** Most of the text material explains the relevance of these instruments and provides research-based information about their association with management success.

Self-Awareness Assessment Instrument. This instrument assesses the core aspects of skill learning covered in the chapter. Five items (1, 2, 3, 9, and 11) focus on the extent to which students are open to new information and to feedback from others and the extent to which they self-disclose to others. The other part of the Self-Awareness Assessment instrument (items 4, *5,* 6, 7, 8, and 10) focuses on the four dimensions of self-awareness covered in the chapter; values, emotional intelligence (EI), change orientation, and core self-evaluation. These single items help introduce students to the concepts, each of which is assessed in detail in other assessment instruments.

Emotional Intelligence Assessment: This instrument evaluates competencies in four general areas of emotional intelligence; emotional awareness (items 1, 5, and 9), emotional control or balance (2, 6, and 10), emotional diagnosis or empathy (3, 7, and 11), and emotional response (4, 8, and 12). Note that this is a short and relatively incomplete assessment of emotional intelligence. Students interested in gaining a more fully validated measure of emotional intelligence should use those in the sources cited in the text. Instructions are provided in the text on how to score this assessment.

The Defining Issues Test: This instrument is the most reliable and valid paper-and-pencil instrument available for assessing moral or values maturity. However, author James R. Rest has asked that we not provide the precise scoring key used in research because of possible misinterpretation of the scores. The purpose here is to use the instrument to become aware of the stage of moral development that one uses most when facing moral dilemmas. The instrument does not assess moral worth or the goodness or badness of a person. Rather, it assesses the extent to which people rely on certain instrumental values when making choices in value-laden circumstances. The scoring instructions give students an idea of which level they rely on most.

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Suggested Procedure:

1. Have students consider only the four statements they ranked as most important, ignoring ratings of the other statements.
2. Identify the stage that each statement represents. For example, in the Escaped Prisoner story, statement #1 represents a Stage 3 response.
3. Reverse the points associated with the rankings. That is, the item ranked #1 gets four points, #2 gets three points, #3 gets two points, and #4 gets one point.
4. Draw the following figure. Record the number of points associated with each stage in the appropriate box. For example, if sentence #1 in the Escaped Prisoner story was ranked #1, put a 4 (4 points) in the cell entitled Stage 3.

STORY	1	2	3	4	5	6
Prisoner						
Doctor						
Newspaper						
Total Points						

5. Multiply the total points for each stage by 2.3 and compare the scores to norm data shown BELOW.

Level	Percent Scoring in this Stage
2	6.98
3	18.08
4	31.00
5	28.40
6	6.37

(The scores in this table are based on seven stories, so multiplying by 2.3 makes scores comparable.) This table of comparison values shows that most adults select most frequently responses representing stages 4 and 5 in values maturity. Stages 2 and 6 are selected least frequently.

Another way to compare themselves to a norm group is to use the table in Chapter 1, which shows how stages of development change over time. This table plots the emphasis individuals give to different stages as they get older. Note that college-age students tend to use mostly stages 3 and 4 according to these data. (These data are derived from Kohlberg's interview technique, however, not from the paper-and-pencil instrument used here.)

Questions to Trigger Reflection and Discussion:

- ❒ In what way have your own responses changed over the last 5 or 10 years?
- ❒ What events or experiences have helped change your level of values maturity?
- ❒ In what ways do you think you can develop an even more mature level of values maturity?

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Discussion Objective: Use this discussion to guide students to a deeper understanding of Kohlberg's model. Help them understand that people tend to move through the three stages over time. Help them identify the differences between the stages using examples from their own lives.

Teaching Hints: Before reviewing and using this instrument in class, it may be especially helpful for instructors to complete the assessment and score themselves. The scoring and interpretation of the results is a complicated procedure and completing the assessment in advance may help instructors better explain this procedure.

Values Maturity: The discussion about values maturity is derived from many references on moral maturity. Some students may be familiar with that literature and may question what moral maturity has to do with values maturity. In brief, moral maturity is much the same as instrumental values development, in that both focus on behavioral processes or means to reach an end. Neither prescribes an end state, but both focus on the best way to reach an end state. Moral maturity literature suggests that the bases on which moral judgments are made change as individuals mature, so that what is correct behavior at one time may not be judged correct later. The same is true for the rankings of instrumental values. As individuals mature, values change, so methods that were once deemed highly important may not be later. Thus, another way of helping individuals become aware of their instrumental values is to assess their current level of values maturity, or the values they tend to emphasize at this stage in their development. Maturity can be enhanced, according to researchers, by providing opportunities for students to confront value-laden issues and work through them, and particularly by encouraging students to develop a consistent, comprehensive set of principles that they can internalize.

Kohlberg's research suggests that it is not necessarily the choice made that is most important, but the motive behind the choice. Therefore, asking, "Why did you make the choice that you did?" is probably the most enlightening aspect of this exercise. The reasons will be more informative, and more helpful to the student, than the actual choice made.

Personal Values: A list of instrumental and terminal values used by Rokeach in his research is included below. Rokeach asked respondents to order these values according to their importance. We have found it enlightening to ask students to complete the same task, and then compare their rankings with one another. Numerous comparison tables are available in Milton Rokeach's *The Nature of Human Values* (New York: Free Press, 1973) for those who are interested.

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Rokeach's Terminal Values:

1. True Friendship
2. Mature Love
3. Self-Respect
4. Happiness
5. Inner Harmony
6. Equality
7. Freedom
8. Pleasure
9. Social Recognition
10. Wisdom
11. Salvation
12. Family Security
13. National Security
14. A Sense of Accomplishment
15. A World of Beauty
16. A World at Peace
17. A Comfortable Life
18. An Exciting Life

Rokeach's Instrumental Values:

1. Cheerfulness
2. Ambition
3. Love
4. Cleanliness
5. Self-Control
6. Capability
7. Courage
8. Politeness
9. Honesty
10. Imagination
11. Independence
12. Intellect
13. Broad-Mindedness
14. Logic
15. Obedience
16. Helpfulness
17. Responsibility
18. Forgiveness

The Cognitive Style Indicator: This instrument assesses critical dimensions of cognitive style—knowing, planning, and creating—and provides insights into the students' preferred way of collecting and processing information. Scores reflect the relative strength of students' tendencies to use each of the three styles in day-to-day situations. However, the instrument is not intended to signify a fixed trait. People can alter their comfort level with the various cognitive styles through training and experience. The instrument provides insight about one's current level of comfort with the styles, but does not imply limits to their further development, nor is it indicative of intelligence or professional capacity.

Questions to Trigger Reflection and Discussion:

- ❒ What accounts for differences in these scores? Is there anything consistently unique about people who are characterized by one cognitive style more than others?
- ❒ What implications do you think cognitive style has for college majors, future occupations, study habits, social relationships, test-taking abilities, and so on?
- ❒ How do you think a person can further develop a cognitive style?
- ❒ What implications might cognitive style have for the way you study? The way you collaborate with teammates?

Discussion Objective: Help students explore how the three cognitive styles apply to their own experiences. Encourage them to find evidence for their preferred style. Help them see that we can develop other styles through practice and application. Allow them to speculate about how the styles prepare them for different roles or learning strategies.

Applying cognitive style to studying: Hold a classroom discussion about the best ways to study for exams or for case discussions. First, ask students about their preferred methods of studying. Depending on their cognitive styles, students usually prefer very different modes of preparing for final exams. The following table summarizes recommendations for each different cognitive style.

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Style	Best Study Methods
Knowing	Reading, integrating, thinking things through, analyzing
Planning	Memorizing, outlining, identifying facts, focusing on few things
Creating	Creative thinking, trial and error, personal feedback, a study partner

Although this table is oversimplified, it can help students identify the practical applications of knowing their individual cognitive style.

Developing a well-rounded set of styles: Students' scores indicate how much they rely on each of the three main cognitive styles. Although individuals may concentrate on just one style at times, a completely engaged learner will use all three styles for most effective learning. This is why it is important for students to strengthen their less-developed cognitive style skills.

Ask students to examine their scores and rank their cognitive styles from their strongest to their less developed. Then have them list at least two ways they can strengthen their less-developed cognitive styles. The goal is to avoid overreliance on a single strong cognitive style for all situations. The following table shows suggestions for strengthening each of the four cognitive styles.

Style	How to Strengthen
Knowing	Practice collecting and carefully analyzing complex data
Planning	Practice setting goals and developing concrete and detailed plans of action
Creating	Practice identifying new opportunities and becoming personally involved with people who challenge your thinking

Strategies for developing cognitive style skills: With a long-term plan, students can identify safe situations in which to test and develop their cognitive style skills. Remind them to reward themselves for seeking out and actively participating in such learning experiences.

Three strategies for developing cognitive style skills are:

Strategy	Rationale
Develop learning and work relationships with individuals who are strong in learning styles where you are not.	Watching and participating with people who use different cognitive styles can help you value different styles.
Better fit your cognitive style strengths to the learning experiences you encounter.	You will learn better and feel more satisfied if you focus on tasks that fit with your cognitive style strengths.
Apply and strengthen cognitive style skills that are the opposite of your strongest style skills.	Become more flexible in your cognitive style so you can deal more effectively with a broader range of challenges and situations.

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Tolerance of Ambiguity Scale: This instrument assesses individuals' comfort with ambiguous situations in which only partial information is available or new experiences are encountered. Asking students to share their scores and record them on a chalkboard or flip chart provides the range of scores for the class and helps students interpret where they are compared to their classmates. It also stimulates discussion of the meaning of the scale and its implications. Because there is an implied positive bias in the scoring—that is, tolerance is better than intolerance—help students avoid discouragement if they have high scores by explaining that this orientation is changeable and that exposure to new information, new situations, and complex problems (typical of the university environment) will help them develop more tolerance of ambiguity. Most important, improving their competency in several of the skills in this book (such as knowing how to solve problems, handle difficult interpersonal situations, and influence others) will boost tolerance as well. Discuss the differences that might exist in the three subscales: Novelty, Complexity, and Insolubility. Encourage students to share their scores in their small group and compare subscales as well as total scores.

Questions to Trigger Reflection and Discussion:

- ❒ What are the major sources of ambiguity for students? For managers?
- ❒ To what extent do you think tolerance of ambiguity is situation-dependent? Are some people more tolerant in some situations than in others? (Research suggests that this orientation toward change is generalizable, not situation-specific.)
- ❒ What accounts for differences in the scores of individuals in the class? Is anything consistently unique about the people who scored especially high or especially low on intolerance of ambiguity?
- ❒ What implications does intolerance of ambiguity have for college majors, future occupations, study habits, social relationships, test-taking abilities, and so on?
- ❒ How can a person change his or her tolerance scores?

Discussion Objective: Help students explore how tolerance for ambiguity applies to their own experiences. Encourage the sharing of personal anecdotes and insights. Allow them to speculate about how tolerance (or intolerance) for ambiguity aligns with different jobs or majors.

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Core Self-Evaluation Scale: This instrument assesses the four components of core self-evaluation: self-esteem, generalized self-efficacy, neuroticism, and locus of control. These four areas of personality provide a measure of a powerful factor that lies at the core of one's personality and its various behavioral and attitudinal manifestations. This survey measures the extent of one's positive self-regard and feelings of being valuable, capable, stable, and in control. As noted in the text, when scoring the instrument, be sure that students reverse-score relevant measures (2, 4, 6, 8, 10, and 12).

The "Big Five" Personality Test

This test gives information about five fundamental personality characteristics: (1) Neuroticism (or Negative Emotionality), (2) Extroversion, (3) Openness (or Originality), (4) Agreeableness (or Accommodation), and (5) Conscientiousness (or Consolidation). For a complete description of each of these characteristics, go to the website www.centacs.com and click on "Learn about the Big Five Model." Once the students have received their test results, ask them to compare these results with the results of the other tests that appear in the text, particularly the test for Tolerance of Ambiguity (results should correspond to results on Openness) and the Core Self-Evaluation assessments. See the preface of this instructor's manual for additional information on helping students to interpret tests.

If time permits, students might find a mini-lecture about personality and work outcomes interesting. Two articles by Timothy Judge and his associates summarize the research on personality and job satisfaction (Judge, T. A., Heller, D., & Mount, M.K. (2002). Five-Factor Model of Personality and Job Satisfaction: A Meta-Analysis. *Journal of Applied Psychology*, 87, 530–541) and personality and leadership characteristics (Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765–780).

Judge finds that people who are more neurotic tend to have lower job satisfaction ($\rho = -.29$) and that people who are more extroverted tend to have higher job satisfaction ($\rho = .25$). They also found high true score correlations between job satisfaction and conscientiousness ($\rho = .26$) and agreeableness ($\rho = .17$), but determined that the relationship between those two traits and job satisfaction did not generalize across all studies.

As for leadership, Judge et al. found that Extroversion was the trait most consistently related to leadership, although it was more strongly related to leader emergence (who is likely to become a leader) than leader effectiveness (how well that person leads). Conscientiousness and Openness to Experience also showed positive correlations with leadership, although more research is needed to fully explore the relationship of Openness to Experience and leadership. SKILL LEARNING

The Behavioral Guidelines are a distinctive feature of this text. They can be used as quick summaries and reviews. Make sure students understand each Behavioral Guideline and how they might be applied, in practice. **Importantly, the Behavioral Guidelines should be used to bridge the Skill Learning section with the skill development sections that follow.** Years of experience has shown that this form of guided self-improvement is the best approach for improving behavioral skills.

Following is an outline of key concepts developed in the Skill Learning section of Chapter 1:

Key Dimensions of Self-awareness

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- **Self-awareness** involves developing an understanding of many dimensions of the self, and provides an essential foundation for general personal mastery as well as other personal management skills.

The Enigma of Self-Awareness

- The **threat-rigidity response** refers to the way in which people respond to threatening situations or information. When encountering such information, people tend to become tight, rigid, protective, and defensive, making it hard for people to listen to and understand feedback about themselves.
- People can **overcome the threat-rigidity response** by (1) receiving information about oneself that is verifiable, predictable, and controllable, and (2) interacting with others and engaging in **self-disclosure**.

Understanding and Appreciating Individual Differences

- Self-awareness assists people in learning to diagnose, value, and utilize differences (rather than distinctions) among others. Since people are naturally inclined to interact with people like themselves, understanding and appreciating individual differences can be a tool for creating trusting relationships.

Important Areas of Self-Awareness.

- The text focuses on **five important areas of self-awareness** that are directly relevant to effective management. They include emotional intelligence, personal values, cognitive style, orientation toward change, and core self-evaluation.
- **Cognitive style** describes the manner in which people acquire and evaluate information.
- **Orientation toward change** refers to the methods that people use to cope with changing circumstances. It pertains to one's tolerance of ambiguity, and how one accepts responsibility for one's actions under changing conditions.
- **Core self-evaluation** refers to the most fundamental aspects of personality, and incorporates self-esteem, self-efficacy, emotional stability, and self-control.

Emotional Intelligence (Area #1)

- **Emotional intelligence** is the ability to manage one's own emotions as well as relationships with others.
- The **specific components** include: (1) the ability to diagnose and recognize your own emotions, (2) the ability to control your own emotions, (3) the ability to recognize and diagnose emotions displayed by others, and (4) the ability to respond appropriately to those emotional cues.
- Research suggests that emotional intelligence is four times **more important than IQ** in determining job performance and life success.

Values (Area #2)

- **Values** are a person's stable and taken-for-granted standards that define what is good/bad, worthwhile/worthless, desirable/undesirable, true/untrue, moral/immoral.
- **Cultural values** explain patterns of shared values among people in various countries, as well as difference between them. These patterns can be explained using the following seven dimensions.

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1. *Universalism* (societal rules govern behavior) *versus particularism* (rules in particular relationships govern behavior).
2. *Individualism* (the individual is emphasized) *versus collectivism* (the group is emphasized).
3. *Affective* (emotions are openly displayed) *versus neutral* (rationality is expected rather than emotional displays).
4. *Specific* (careful separation of roles in life) *versus diffuse* (integration of roles in life).
5. *Achievement* (status is derived from accomplishments) *versus ascription* (status is derived from birthright).
6. *Emphasis on past and present versus emphasis on the future*.
7. Internal locus of control (individuals' control their own destiny) *versus external locus of control* (external forces control one's destiny).

- **Personal values** explain what an individual tends to value in his or her decisions. These are relatively small sets of two types of values.
  1. ***Instrumental*** values prescribe standards of conduct or methods for accomplishing some end.
  2. ***Terminal*** values prescribe desired ends or goals.
- **Values maturity** suggests that a person's values develop and mature over time. Kohlberg's model consists of three major levels, each of which has two sequential stages of development. Table 1.2 summarizes this model.
- **Ethical decision-making.** Managers often have to weigh competing values, such as those associated with maximizing what is best for the company versus what is best for other groups (customers, employees, suppliers, society, etc.). Managers best deal with these tradeoffs when they that have a clear sense of their own values and universal principles.

Cognitive style (Area #3)

- **Cognitive styles** refer to how an individual tends to perceive, interpret, and respond to information. The three styles include:
  1. ***Knowing Style*** emphasizes facts, details, and data. It gives preference for data that confirms one's argument. Knowers are well suited to evidence-based argumentation.
  2. ***Planning Style*** emphasizes structure, preparation, and planning. It seeks clear agendas and well-defined processes. Planners tend to be well-prepared and follow-up meticulously.
  3. ***Creating Style*** emphasizes experimentation and creativity. It seeks novelty and embraces ambiguity. Creators tend to respond to information quickly and impulsively.

Core Self-Evaluation (Area #4)

- **Core self-evaluation** refers to one's fundamental evaluation of oneself. It is comprised of four components:
  1. ***Self-esteem*** is the extent to which people see themselves as capable, successful, and worthy.
  2. ***Generalized self-efficacy*** is a generalized sense of one's ability to perform capably across a variety of circumstances.
  3. ***Neuroticism*** is the tendency to have a negative outlook or pessimistic approach to life.
  4. ***Locus of control*** is a person's belief about the extent to which they can control their own experiences.

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SKILL ANALYSIS (CASES)

Following are resources to help instructors teach the three cases that appear in the text:

The Case of Heinz

This case illustrates the different levels of values maturity using Kohlberg's (1969) well-known story to help better understand levels of values maturity.

In discussing this case, you might break the class into smaller groups to discuss the how a person classified as the following levels of maturity might respond to the dilemma presented in "The Case of Heinz":

- Self-centered level of maturity
- Conformity level of maturity
- Principle-level of maturity

Computerized Exam

This exercise allows students to examine the ethical decision rules and rationale that they might use in making value-based decisions. The situation in the case is one that students should closely relate to, since it involves the process of taking an exam on a computer. The case enables students to evaluate the situation from the standpoint of both a student and an instructor. In teaching the case, emphasize that "right and wrong" answers are less important than values maturity, ethics, and one's rationale for making these choices.

Other suggestions for teaching the case:

- As a class, have students vote on alternatives first and then discuss them. This should force them first to "take a public stand" on decisions and subsequently explain their rationale and decision rules.
- Another way of teaching the case is to ask students to vote, then move them into groups according to their choices, and then have them develop rationales in small groups.

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Decision Dilemmas

These five brief scenarios illustrate bases of ethical decision-making—for example, which criterion did the students use: universalism, reversibility, dignity and liberty, utilitarianism, distributive justice, or personal moral code? They can also help stimulate a discussion about all four aspects of self-awareness. That is, some students will interpret the scenarios differently, some will have difficulty making a decision without more information, some will make assumptions that others will not make, some will want to discuss their point of view with others, some will be very confident of their answers whereas others are less confident, and so on. In each case, encourage the students to identify individual differences that are reflected in their approaches to the answers as well as the answers themselves.

For each scenario, ask the questions following the exercise. Then encourage different points of view by different students. The discussion will be more interesting and enlightening if students with different viewpoints are asked to elaborate and defend their positions.

Following are descriptions of clips from feature films that instructors might use as further in-class skill analysis activities:

The Lion King

Simba, the lion cub heir to the throne of Pride Rock, is lured by his evil Uncle Scar into a plot resulting in the death of Simba's father. Scar then tells Simba that he is responsible for his father's demise. Stricken with grief and guilt, Simba banishes himself from Pride Rock, leaving Scar as king. The exiled Simba's new friends encourage him to forget his tragic past. Meanwhile, Scar eventually runs the kingdom to ruins, prompting Simba's childhood friend, Nala the lioness, to forage for food beyond the borders of the Pridelands.

Clip (1:00:30–1:08:20). Nala (Moira Kelly), overjoyed to find Simba (Matthew Broderick) alive, implores him to reclaim the throne that is rightfully his and save Pride Rock. Simba fears how Nala will react if she learns that he is at fault for the death of his father (James Earl Jones). He also doubts his ability to rule. When Nala asks him why he stayed away from home, he becomes defensive and refuses to give her an explanation. Nala angrily accuses him of shirking his responsibilities. Although she cannot persuade Simba to return to Pride Rock, she does succeed in shaking him out of his comfortable cocoon of self-delusion. When Simba encounters the shaman baboon Rafiki (Robert Guillaume) soon thereafter, he admits that he is uncertain about who he is. Primed by Nala, Simba heeds his father's spirit, who urges him to engage in introspection and remember who he is. Simba, who had adopted a new persona to cover his past, can no longer hide from himself. He gives up his carefree existence to face his past and battle Scar.

Questions to Trigger Reflection and Discussion:

- ❒ Whenever an individual is in a situation in which he or she encounters information that defies or threatens his or her self-image, the individual is likely to become defensive. How is this situation compounded when the individual is confronted with information that he or she already knows, but has been suppressing? Distinguish between a lack of self-awareness due to insufficient introspection and self-delusion due to a deliberate avoidance of introspection.
- ❒ Simba's introspection was initiated by Nala and advanced by Rafiki. What are the implications for designing interventions to raise someone's self-awareness?

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- ❒ Why can it be more difficult to disclose one's deepest fears and self-doubts to a friend than to a stranger?
- ❒ Simba constructed for himself an entirely novel life and identity. To a lesser extent, many people adopt new personae. How and why do they do so? What are the benefits of self-delusion? What are the dangers of self-delusion?
- ❒ Although it may be natural to respond to someone's defensiveness with anger, anger will likely exacerbate the other person's defensiveness. What can one do to control one's own emotions when trying to diffuse defensiveness?

Discussion Objective: Help students explore how this film clip depicts the process by which people become more self-aware. Allow them to speculate about how the processes depicted in this clip might apply to their own lives.

Pleasantville

David, a modern-day teenager, is transported with his twin sister into the world of a 1950s sit-com, where the characters' seemingly perfect lives mask their empty existence. The twins' interactions with the townspeople of Pleasantville make these people aware of their monotone lives, which, in turn, spark their curiosity and their desire to replace their ignorance with knowledge and personal growth. Such enlightenment is manifested by their transformation from black-and-white to colorized characters.

Clip (1:42:00–1:47:40). The changes in Pleasantville frighten many of the citizens, including the mayor (J. T. Walsh), who tries to halt them. He arrests David (Tobey Maguire) and a merchant (Jeff Daniels), who has lately taken to painting vivid R-rated murals on his store windows. During their trial, David purposely baits the mayor to the point where he becomes angry. As his less-than-pleasant emotions emerge for the first time in his life, the mayor gains self-awareness—and color.

Questions to Trigger Reflection and Discussion:

- ❒ What positive outcomes does self-awareness confer on an individual and those with whom the individual interacts? What challenges does an individual encounter as his or her self-awareness develops?
- ❒ Under what circumstances might members of a group collude to limit one another's self-awareness? Why?
- ❒ The mayor was made to confront his more-complex self quite suddenly. How effective is an abrupt epiphany for raising a person's self-awareness? What are some possible disadvantages of sudden self-awareness? When may it be more advisable to increase an individual's self-awareness more gradually?

Discussion Objective: Help students explore how this film clip depicts the barriers to self-awareness. Encourage them to reflect on their own experiences, and situations or events that have inhibited their self-awareness. Allow them to speculate about how sudden self-awareness can bring challenges, but that often these challenges lead to growth.

SKILL PRACTICE (EXERCISES)

It is widely understood that the key to skill development is *guided* skill practice. **The relevant BG are carefully selected "hacks" for guiding Skill Practice exercises**.

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Be sure to familiarize yourself with the general guidance for conducting role plays and related Skill Practice exercises in this IM .

We have provided extensive tips for conducting the following Skill Practice exercises. To insure that the BG are front and center in what students are practicing, you might introduce each activity with: **The purpose of this activity is for you to practice the relevant behavioral guidelines.** After introducing the activity, you might give students time (individually and/or as a class) to identify the relevant BG and possibly discuss how they might apply them. Why this? Why not that?

Where Observer's Forms are available in a chapter, these provide a ready-made tool for prepping students for a role play and providing constructive feedback.

Also, remind students that this is an important prelude to the Skill Application assignments that follow—this is their chance to practice what they have learned (summarized as BG) in a safe setting before "going live," outside of class. *Following are resources to help instructors teach the three practice activities that appear in the text:*

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Through the Looking Glass

Purpose: To help students practice self-disclosure and receive feedback on a nonsuperficial level. Time required: 30–90 minutes, depending on how well the partners know each other and whether there are partnerships of two or three. We often assign this exercise to be done outside of class and recorded in a journal.

Procedure:

1. Assign each student to do this exercise with a partner or two.
2. Ask each person to share his or her scores on each of the assessment instruments with the others.
3. Each person then answers the 10 questions listed in the exercise. Encourage students to answer seriously and carefully.
4. After each person has answered the 10 questions, the other partner(s) should provide reactions and feedback. They should address the following statements:
   a. What I have learned about you is...
   b. I think your greatest strengths are...
   c. Areas I think you may want to work on are...
5. Feedback from the partner(s) is important because self-disclosure with no feedback is uncomfortable and one-sided. The exercise should end up being an interchange, not a one-way presentation.

Unlike other exercises in this book, this discussion exercise does not lend itself to behavioral analysis or observation. Instead, it is intended to motivate simple self-disclosure and the receipt of feedback. However, experiencing self-disclosure, on a relatively personal level, generally produces improved sensitivity to aspects of the self that were previously masked or hidden. The public self, often couched in superficial roles and managed impressions, can be put aside in this exercise, and focus placed on real feelings and perspectives. In our experience, this positive outcome almost always occurs when they are told of its significance in improving self-awareness. At the end of the exercise, discuss the following questions in the class as a whole:

- ❒ What did you learn about yourselves by participating in this exercise? What became clarified that was less clear before?
- ❒ What was uncomfortable to talk about? What does that suggest about you?
- ❒ How difficult was it to provide feedback to others after they answered the 10 questions?
- ❒ Because self-disclosure is such an important ingredient in acquiring self-awareness, what else would have been helpful for you (or others) to share to further improve self-awareness?

Diagnosing Managerial Characteristics

Purpose: To help students diagnose and manage different styles, weaknesses, and strengths among other people. By analyzing four real managers and their emotional intelligence, values maturity, orientations toward change, cognitive styles, and core self-evaluation, students will get a sense of the alternative approaches that must be used in managing different kinds of people. Of course, too little information is provided to do an accurate and complete diagnosis, but we have found that students can do a reasonable job using just the information provided here.

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Procedure: Have students form small groups and do the diagnoses of these four individuals in teams. Each team can diagnose all four individuals—focusing on contrasts and differences—or each team can diagnose one person and then present their diagnosis and rationale to the rest of the class. If the latter option is chosen, make sure that you leave time for questions and challenges by other class members. Encourage students to challenge and question one another's assumptions and perceptions. The intent is to make certain that students understand clearly what the manifestations might be for each of these different kinds of styles or orientations.

The following table summarizes examples of two of the self-awareness dimensions that differentiate these four individuals.

Manager	Cognitive Style, Orientation Toward Change
Michael Dell	Knowing style—problem solver focused on technical tasks High tolerance for ambiguity
Hilary Clinton	Planning style—focus on planning and preparation Medium tolerance for ambiguity
Jack Ma	Creating and Knowing styles—systematic control of information to solve technical problems; tends to break rules High tolerance for ambiguity
James Gillingham	Creating style—focus on spontaneity, novelty, and social relations High tolerance for ambiguity Knowing and Creating styles—focuses on facts, details, and data; emphasizes risk-taking and innovation High tolerance for ambiguity

Questions to Trigger Reflection and Discussion:

- ❒ How would you manage a team full of people like each of these managers? What would be your challenges?
- ❒ What are the main weaknesses of these managers? What will cause them to fail?
- ❒ Which one of these managers do you think would be best as president of this university, or dean of this school?
- ❒ Which manager would you most like to work for? Which would you least like to work for? Why?

Discussion Objective: Challenge the students to use concepts from this chapter (e.g., the personality traits and measures) to describe the managers in the case. Allow them to speculate about which traits predispose people to leadership. Encourage them to draw upon their own experiences in their responses.

An Exercise for Identifying Aspects of Personal Culture: A Learning Plan and Autobiography

Purpose: To help students identify and clarify their own goals, plans, aspirations, strengths, and core attributes. This assignment will be one of the most important activities students will complete during the course. It helps them come to grips, in a positive and optimistic way, with the

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improvements that they need to make, the strengths they have to work with, and the support they have available as they work toward being an effective leader and manager.

Procedure: Have students engage in all four steps in this activity:

- ❒ Write a future autobiography showing what they will have achieved.
- ❒ Analyze their scores on the pre-assessment instruments and identify their strengths.
- ❒ Conduct an interview with a family member or close friend.
- ❒ Create a plan for development and improvement.

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This assignment will require that students do work outside of class, so you may want to make this assignment before you cover this chapter. It can also be completed as one of the students' semester-long projects. First, ask students to write a future-oriented newspaper article identifying what they will have accomplished in the future. Ask them to use future-perfect tense. How will they have fulfilled their dreams? Encourage students to take this assignment seriously—that is, avoid fantastic, unrealistic, or ridiculous scenarios—while at the same time being optimistic and stretching their aspirations.

Second, ask students to analyze and interpret their scores on the instruments. They should draw conclusions about their own strengths and inclinations. They should identify the implications of those scores for their own future.

Third, they should interview someone who will give them unmitigated and unqualified *positive* feedback. This is not a time for someone to point out weaknesses or areas of immaturity. It is an interview where someone close to them identifies special strengths and attributes of the "best self." Questions are provided in the text to help students conduct this interview.

Finally, students should use all this information to create a personal development or improvement plan. Five questions can help guide the development activities. If done well, this will be a document that students will cherish and will want to read and reread as the years go by.

We recommend that students turn this paper in for class credit. In a few cases the document is so personal students have been uncomfortable having an instructor read it. In such cases, they still turn it in, but they staple it closed or in some other way tell us they would rather not have it read. We usually trust that the student completed the assignment seriously, and we honor their request.

In discussing this assignment, it is useful to have students share some peak experiences. Try to capture themes or categories in the stories being shared; e.g., some might be related to obtaining popularity or acclaim, some to achieving inner confidence, and some to observing a role model's behavior. Having students share, and hear others share, incidents that were life-changing often creates positive energy in the class and stimulates a willingness to improve themselves.

Questions to Trigger Reflection and Discussion:

- ❒ What did you learn about yourselves by participating in this exercise? What became clarified that was less clear before?
- ❒ What did you uncover that you had not known regarding your strengths and inclinations?
- ❒ What kinds of peak experiences were most significant to you? Is there a theme in the experiences that seemed to have the biggest impact on you?
- ❒ What level of dissatisfaction exists with scores on the assessment instruments? What does this tell you about yourselves?

Discussion Objective: Challenge the students to use the experience to reflect on their own traits and strengths. Consider having small groups discuss them to foster more self-disclosure. Allow the students to explore how the exercise provides insights into their real-life experiences.

Following are supplemental activities that do not appear in the textbook, but serve as a resource that instructors can use in class.

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Entrepreneurial Locus of Control

Purpose: To help students understand how locus of control relates to entrepreneurial initiative. By predicting and then testing assumptions about the internal locus of control of a small business owner, students will gain a deeper appreciation for the way this attitude toward change can affect an entrepreneur's outlook and accomplishments.

Procedure: Ask each student to select a small business owner they know (such as the owner of a small store, restaurant, repair service, or other business). Based on what they know of that entrepreneur, have students complete the locus of control questionnaire (in the assessment section of Chapter 1) before they meet with him or her.

Next, students should arrange to meet with the entrepreneur they have chosen and ask whether his or her business success has come about largely as a result of his/her own initiative or as a result of outside forces (such as being in the right place at the right time). Have students record the entrepreneur's response. Then students should ask the owners to complete the locus of control questionnaire (or respond as the students pose each question). Before leaving the owner's office or place of business, students should look around and consider what the furnishings and personal items say about the occupant.

In preparation for class discussion, ask students to score both the predicted and the actual answers and compare the results. For which questions did students correctly predict the entrepreneur's answers? How did these predictions compare with the message conveyed by the furnishings and mementos in the owner's office? Now have students compare the predicted and actual results with the scores for corporate business executives shown in Appendix 1. What differences do students observe? Students should also compare the actual answers with the entrepreneur's statement about the source of his or her business success.

During the class discussion, have students consider the entrepreneurs' self-awareness by determining how many of the entrepreneurs' statements match the results of their responses to the questionnaire and match the message conveyed by their office. Also ask them to collect the scores and calculate the average of all the entrepreneurs interviewed by the class. How does this average compare with the scores for corporate business executives and with other scores? What conclusions about locus of control and entrepreneurial activity do students draw from this exercise?

Self-Introduction Role Play

Purpose: To help students practice conveying their strengths and achievements so they will be more comfortable in job application situations. This is an opportunity for students to play the role of interviewer as well as the role of applicant so they can develop a deeper understanding of the influence of self-awareness on both roles.

Procedure: Ask students to pair up (ideally, with someone who is not a close friend), with one student assuming the role of a job applicant and the other assuming the role of a manager interviewing to fill an open position. Each pair should role-play the initial meeting between the applicant and the interviewer, in which the interviewer asks the applicant to take no more than two minutes to "tell me about yourself." As the applicant speaks—without notes—the interviewer should take notes about what the self-introduction covers. After two minutes, the interviewer reads over the notes and offers feedback about what strengths, accomplishments, and values were conveyed by the applicant's self-introduction. Did the interviewer get a favorable or unfavorable impression of the applicant? Now ask the students to switch roles, with the interviewer becoming the job applicant. After both role plays, students can discuss the results in their pairs and then prepare a one-page summary of what they have learned about self-awareness and self-introductions in employment situations.

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Cultural Values

Purpose: To help students identify the influence of cultural values dimensions in management situations. By analyzing publicly reported statements and actions, students will see the effect of key value dimensions on executive behavior and company performance.

Procedure: Ask students to gather two in-depth news articles: one about a senior executive from a company based in the United States and one about a senior executive of a firm based in another country, such as Japan. Have them scan the stories for information and quotes related to *one* of the following:

- ❒ Each executive's comparison of the company's past with its future
- ❒ Each executive's comments on the value of individual vs. team contributions
- ❒ Each executive's behavior regarding displaying emotions
- ❒ Each executive's behavior regarding segregation or integration of life roles

Now ask students to prepare an oral or written report contrasting the U.S. and non-U.S. executive's attitudes and behavior on the value dimension they have selected. What are the similarities and differences between the two executives? Based on the discussion of cultural values in Chapter 1, how well do these executives exemplify their countries' dominance on the selected value dimension? According to the news reports, how is each company performing? Hold a class discussion to discuss the influence of each leader's cultural values on his or her own management behavior and on company performance.

SKILL APPLICATION

This is the capstone of the five-step skill development process set forth in this text/course. Giving students an opportunity to apply what they have learned in personally relevant settings (work, college activities, family, etc.) and to reflect on what when well and not so well encourages further application. Be sure to review the general guidance in this IM for using Skill Application exercises.

Suggested Activities

These exercises provide opportunities for students to extend the learning experience outside the classroom. Assignment 1.19 is especially important. In fact, much of the rest of the textbook assumes that your students will keep a journal. Not only does a journal provide a good mechanism for evaluating and grading students' work, but it also frequently proves invaluable to students as they progress through this course.

A journal is not a diary. It need not be written in every day, or even every week. Instead, it is a place where students can record insights and experiences that contribute to their skill competency. We usually require students to record at least one skill application exercise in the journal, and then we evaluate the report as part of the grading process for the course. We expect students to make entries regularly, not just at the end of a chapter or (at worst) at the end of the course. Therefore, we ask to see the journal periodically throughout the course to monitor progress and learning. You may find good feedback to help improve the class or your teaching methods. A good reference for the value of keeping a journal as an aid to self-awareness and insight is Ira Progoff's, *At a Workshop* (Dialogue House, 1975).

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Assignments 1.20–1.22 provide alternative opportunities for students to further explore the core aspects of self-awareness discussed in the chapter. Assignments 1.23 and 1.24 encourage students to teach what they have learned to someone else. Teaching others is a reliable method for increasing students' understanding of the material.

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Application Plan and Evaluation

One of the best ways to generate application exercises that help students transfer their skill learning to a real-life setting is to have them create their own assignments. This application exercise is designed to help students identify the specific skills associated with the chapter that they want to improve. Students should identify specific behaviors, a specific time frame, and specific reporting mechanisms that can help them actually implement a change in their skill behaviors outside the classroom environment.

Step 1 asks students to identify the specific skill(s) that they want to improve. Writing this down helps clarify it in ways that would not occur otherwise. Ask them to write the skill(s) behaviorally, using the behavioral guidelines as a model—as well as a source of ideas.

Step 2 asks students to identify the circumstances in which the improvement efforts will occur. This focuses their attention on a particular problem or issue, a particular work situation, or a specific set of individuals. Students should indicate when they will begin this application activity; otherwise it is easy for them to procrastinate.

Step 3 asks the student to identify specific behaviors in which they will engage to improve their skill performance. Completing this step will take some analysis and time; it should not be done hurriedly or perfunctorily. This step essentially operationalizes the improvement activity into observable actions.

Step 4 asks the student to identify specific outcomes that will signal success. This is not easy for skills without a quantifiable outcome, but that is why this step is so important. Identifying the ways, they know they have improved helps students see more clearly what improvement requires. Appropriate outcomes might include increased satisfaction with a relationship or improved understanding, but do not let students use changes in another person's behavior serve as the criteria for success. Instead, they should focus on outcomes that they can control.

Steps 5 through 7 ask students to analyze, evaluate, and record their improvement in a journal. These steps not only foster learning and self-understanding, they can also lead to continued improvement as students discover new ways to enhance their performance.
We usually have students hand in at least some of these skill application analyses as part of their grade for the course. By doing so, you reinforce immediate application and also get a chance for giving students written feedback and encouragement.

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***Developing Management Skills, 11e* (Whetten)**
Chapter 1 Developing Self-Awareness

1) Self-awareness is at the foundation of personal life management skills.
Answer: TRUE
Explanation: Though self-awareness is not in itself sufficient for good life management, other management skills (such as self-control, time management, stress mitigation) build upon strong self-awareness skills.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Key Dimensions of Self-Awareness
Skill: Concept
AACSB: Application of knowledge

2) Empirical evidence indicates that people who are more self-aware are healthier, perform better in leadership roles, and are more productive at work.
Answer: TRUE
Explanation: This is true because we cannot improve ourselves or develop new capabilities unless and until we know what level of capability we currently possess.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Enigma of Self-Awareness
Skill: Concept
AACSB: Application of knowledge

3) A study found that while most people do not rate themselves as highly self-aware, about 50 to 60 percent actually are.
Answer: FALSE
Explanation: One study of 500 participants across 10 different studies found that most people rated themselves as highly self-aware, but only 10 to 15 percent actually are. This is one reason we begin this book with the skill of self-awareness.
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Concept
AACSB: Application of knowledge

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4) It is only recently that techniques and methods for achieving self-awareness and self-knowledge have become readily available.
Answer: FALSE
Explanation: A host of techniques and methods for achieving self-awareness and self-knowledge have long been available–including mindfulness training, group methods, meditation and contemplation techniques, altered consciousness procedures, aromatherapy, assorted massages, physical exercise regimens, and biofeedback.
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Application
AACSB: Application of knowledge

5) Self-awareness can be managed by exercising minimal control over when and what kind of information one receives about oneself and by not involving others in the pursuit of self-understanding.
Answer: FALSE
Explanation: Self-awareness is best achieved through self-disclosure, which allows one to receive feedback and additional information from others. A quote from the text states that "Our self-reflection in a mirror does not tell us what we are like, only our reflection in other people."
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Application
AACSB: Application of knowledge

6) Simone will be viewed as an effective manager if she uses her ability to recognize, appreciate, and act on key fundamental differences among her employees.
Answer: TRUE
Explanation: These attributes (recognizing, appreciating, and acting on fundamental employee differences) are known generally as managing diversity. Effectively managing diversity allows Simone to better utilize the differences (perspectives, strengths, and skills) she finds in her employees.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Understanding and Appreciating Individual Differences
Skill: Concept
AACSB: Diverse and multicultural work environments

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7) In order to help her newer and more experienced employees understand their differences, a manager focuses on pointing out how more experienced employees are given extra privileges for scheduling. She is successfully managing diversity by understanding differences and focusing on distinctions.
Answer: FALSE
Explanation: Creating and evaluating distinctions creates barriers between people. Focusing on recognizing differences allows us to utilize individual's strengths, whereas creating distinctions reinforces advantages and disadvantages.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Understanding and Appreciating Individual Differences
Skill: Application
AACSB: Diverse and multicultural work environments

8) Emotional intelligence has been identified as a moderately unimportant factor in accounting for success in leaders and managers.
Answer: FALSE
Explanation: Emotional intelligence has been identified as one of the most important factors in managerial and leadership success.
Diff: 1
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

9) The meaning and measurement of emotional intelligence have become more well-defined and distinct.
Answer: FALSE
Explanation: Emotional intelligence has become a very popular topic that suffers from the problem that almost all trendy concepts encounter: its meaning and measurement have become confusing and ambiguous.
Diff: 1
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

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10) Emotional intelligence has come to encompass almost everything that is not IQ.
Answer: TRUE
Explanation: Emotional intelligence has become a very popular topic that suffers from the problem that almost all trendy concepts encounter: its meaning and measurement have become confusing and ambiguous. Emotional intelligence has come to encompass almost everything that is not IQ.
Diff: 1
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

11) Emotional intelligence can be developed and improved.
Answer: TRUE
Explanation: Unlike IQ, which remains relatively constant over a lifetime, emotional intelligence can be enhanced with practice and concerted effort.
Diff: 1
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

12) An instrument to assess emotional intelligence has not yet been developed.
Answer: FALSE
Explanation: The number of instruments available to assess emotional intelligence is voluminous (more than 100), although only three or four have been scientifically validated and used in any systematic investigations.
Diff: 1
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

13) Little research has been done on the subject of people's levels of moral maturity or values development.
Answer: FALSE
Explanation: A variety of studies have uncovered the ways in which individuals differ in their level of moral maturity or values development. It was discovered that people tend to progress from one level of maturity to another as they age, and as they grow older, their value priorities change.
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Diverse and multicultural work environments

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14) Individuals at lower maturity levels have a different set of values than those who have advanced to higher levels.
Answer: FALSE
Explanation: Individuals who have progressed to more mature levels of moral development possess a qualitatively different set of values than those at less mature levels.
Diff: 3
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Diverse and multicultural work environments

15) The moral maturity framework identifies two major levels of moral maturity, each of which contains three stages.
Answer: FALSE
Explanation: The moral maturity framework identifies the kind of reasoning used to reach a decision about what is right or wrong or what is good or bad. The framework identifies three major levels of moral maturity, each of which contains two stages.
Diff: 1
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Application of knowledge

16) You are cheating on this test because you hold to the principle of "every man for himself" and principles supersede rules and laws for principled individuals. Your stage of values maturity is the highest (level 6).
Answer: FALSE
Explanation: Cheating on a test is a means to an end and is self-centered. Principled individuals don't break the law just for personal advantage. They may break the law because the law violates a greater human value or is morally unjustifiable.
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Application
AACSB: Ethical understanding and reasoning

17) If you judge right and wrong on the basis of a set of core values developed from personal experience, you are at the principled level of maturity.
Answer: TRUE
Explanation: Principled maturity is the level in which moral values reside in a commitment to freely selected standards, rights, and duties. At the highest stage of maturity, this set of values is comprehensive, consistent, and universal.
Diff: 1
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Concept
AACSB: Ethical understanding and reasoning

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18) Assume you are a male during the late 1960s. If you joined the protests against the Vietnam War because you didn't want to go (you had college to finish), your level of maturity was self-centered.
Answer: TRUE
Explanation: At the principled level, you may join the protests out of a sense that the war was inherently wrong. At the conformity level, you may join the protests out of a sense of duty to society and soldiers. Here, your reason for protesting is to fulfill your own immediate interests, which is self-centered or preconventional.
Diff: 1
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Concept
AACSB: Ethical understanding and reasoning

19) Almost always trade-offs are required between two desired outcomes or between two competing motives.
Answer: TRUE
Explanation: Ethical decisions would be relatively simple if all trade-offs were between an obvious right and an obvious wrong. The trouble is, this is seldom the case. Almost always trade-offs are required between two desired outcomes or between two competing motives. That's why moral maturity is relevant.
Diff: 3
Learning Objective: 1.4 Identify your dominant character strengths.
Topic: Ethical Decision Making
Skill: Concept
AACSB: Ethical understanding and reasoning

20) By not cheating on a particular test, you are exhibiting character strengths in line with values of honesty.
Answer: TRUE
Explanation: Character strengths emerge from your values and are the means by which your values are manifested.
Diff: 1
Learning Objective: 1.4 Identify your dominant character strengths.
Topic: Character Strengths
Skill: Application
AACSB: Diverse and multicultural work environments

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21) The primary dimensions of cognitive style include (1) the manner in which you gather information, and (2) the way in which you evaluate and process information.
Answer: TRUE
Explanation: The primary dimensions of cognitive style include the manner in which you gather information and the manner in which you interpret and act on information.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Cognitive Style
Skill: Concept
AACSB: Application of knowledge

22) Someone who is strong on the knowing dimension of cognitive style tends to seek agendas, outlines, and clear processes.
Answer: FALSE
Explanation: The knowing dimension tends to emphasize facts, details, and data. Someone with a planning style would prefer using agendas, outlines, and clear processes.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Planning Style
Skill: Concept
AACSB: Application of knowledge

23) Someone who is strong on the creating dimension of cognitive style prefers experimentation, seeks novelty, and is comfortable with ambiguity.
Answer: TRUE
Explanation: Individuals who score high on the creating style tend to prefer experimentation and creativity. They seek uniqueness and novelty, and they are comfortable with ambiguity. They tend to search for information broadly and from many sources, so they are usually more social and extroverted.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Creating Style
Skill: Concept
AACSB: Application of knowledge

24) The assessment tool for core self-evaluation is shorter and easier to administer than measuring the Big Five personality traits separately.
Answer: TRUE
Explanation: Core self-evaluation is as predictive of behavior as are the Big Five measured separately, but the assessment instrument is much shorter and easier to administer.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Tolerance for Ambiguity
Skill: Concept
AACSB: Application of knowledge

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25) Locus of control describes people's feelings about the degree to which they can manage their own experiences.
Answer: TRUE
Explanation: Core self-evaluation is comprised of four components, one of which is locus of control. It refers to people's beliefs about the extent to which they can control their own experiences.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Concept
AACSB: Application of knowledge

26) The concept of personality refers to the relatively enduring combination of traits that produces consistencies in thoughts and behaviors.
Answer: TRUE
Explanation: This combination of traits is what makes each of us unique. Some of our unique traits are genetic, others are learned, but it is our personality traits that manifest differences to others and inform them who we are.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

27) Core self-evaluation is less predictive of behavior as are the Big Five attributes measured separately.
Answer: FALSE
Explanation: Core self-evaluation is as predictive of behavior as are the Big Five measured separately, but the assessment instrument is much shorter and easier to administer.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

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28) To become a better manager, what is one of the first things one should do?
A) Improve one's communication skills
B) Seek knowledge of oneself
C) Manage one's time better
D) Empower one's employees
E) Build employee's self-confidence
Answer: B
Explanation: Correct. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Key Dimensions of Self-Awareness
Skill: Concept
AACSB: Application of knowledge

29) _____ lies at the heart of the ability to master oneself and therefore to lead and manage others effectively.
A) Self-consciousness
B) Selfishness
C) Self-awareness
D) Emotionality
E) Self-preservation
Answer: C
Explanation: Correct. Considerable empirical evidence suggests that individuals who are self-aware
are healthier, perform better in managerial and leadership roles, have greater psychological health, stronger interpersonal relationships, make sounder decisions, and are more productive at work.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Enigma of Self-Awareness
Skill: Concept
AACSB: Application of knowledge

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30) About how much do Americans spend each year on self-help therapies?
A) $10 million
B) $34 million
C) $10 billion
D) $34 billion
E) $1 trillion
Answer: D
Explanation: Correct. More than one million self-help books are currently available on Amazon, and the National Institutes of Health Newsletter (2021) estimates that Americans spend approximately $34 billion out-of-pocket annually on self-help therapies.
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Application
AACSB: Application of knowledge

31) Low self-disclosers _____ than high self-disclosers.
A) are healthier physically
B) are healthier emotionally
C) are liked better
D) are perceived to be more enjoyable
E) have less-close relationships
Answer: E
Explanation: Correct. Several studies have shown that high self-disclosers are healthier physically and emotionally than low self-disclosers. Individuals who are high self-disclosers are liked better, have closer relationships, and are perceived to be more similar and more enjoyable than individuals who display either excessive or insufficient self-disclosure.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Concept
AACSB: Application of knowledge

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32) Which statement about differences among people is true?
A) Recognizing differences is the same as evaluating distinctions.
B) Differences are individual uniquenesses.
C) People observe distinctions.
D) People create differences.
E) Focusing on distinctions reinforces the opportunity to get to know and understand others.
Answer: B
Explanation: Correct. Recognizing differences is not the same as evaluating distinctions. One is helpful, the other often hurtful. Differences are individual uniquenesses. Distinctions are categories and classifications. We observe differences. We create distinctions. Recognizing differences allows us to capitalize on others' unique contributions, whereas creating distinctions fosters social barriers among people, usually to reinforce advantages and disadvantages. Focusing on differences reinforces the opportunity to get to know and understand others. Focusing on distinctions usually categorizes others and reduces understanding and interest.
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Application
AACSB: Application of knowledge

33) George has returned from his two-week trip to India. He believes his trip has provided an introspection that increased his self-knowledge. When you begin to question him about his experiences, he becomes defensive and states, "I don't want to talk about it with you!" Based on the review of self-awareness in the text, what would be the *most accurate* conclusion?
A) Yes, it probably has increased his self-knowledge. Now he is protective of that knowledge.
B) No, it probably has not increased his self-knowledge.
C) Maybe, maybe not, depends upon what rituals he practiced.
D) Yes, because he has become more self-assertive and aware of what he wants to talk about.
E) Perhaps he understands himself well enough to decide not to share personal details.
Answer: B
Explanation: Correct. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge. If he truly had gained awareness, he would be eager and willing to share it.
Diff: 3
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Analytical
AACSB: Application of knowledge

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34) Self-knowledge requires all of the following EXCEPT _____.
A) an understanding of differences
B) a valuing of differences
C) self-disclosure
D) the creation of distinctions
E) trusting conversations
Answer: D
Explanation: Self-awareness and understanding differences cannot occur without self-disclosure,
sharing, and trusting conversations. Self-knowledge requires an understanding and valuing of differences–not the creation of distinctions.
Diff: 3
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Understanding and Appreciating Individual Differences
Skill: Application
AACSB: Interpersonal relations and teamwork

35) George made the following comment to Sarah, one of his co-workers: "Gene's recommendation to cut costs by eliminating travel to training seminars just shows he really isn't aware of how important training is. His lack of insight shows that people of his background aren't savvy enough to figure out the business world." George's comment is _____.
A) observing a difference
B) creating a distinction
C) focusing on an artificial social barrier
D) creating a false value for a particular background
E) self-disclosing
Answer: B
Explanation: A distinction is more than just being aware of a difference. It is creating a barrier between groups of people based on generalized (and usually unwarranted) assumptions. In this case, George creates a social barrier around people of Gene's "background."
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Understanding and Appreciating Individual Differences
Skill: Application
AACSB: Diverse and multicultural work environments

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36) Which of the following is NOT one of the most studied areas of self-awareness that are strongly related to successful management?
A) Emotional intelligence
B) Personal values
C) Cognitive style
D) Core self-evaluation
E) Personal habits
Answer: E
Explanation: Correct. In this chapter, we chose four of the most studied areas of self-awareness that have been found in research to be strongly related to successful management. These areas are: emotional intelligence, personal values, cognitive style, and core self-evaluation. These dimensions of self-awareness have been found to be among the most important predictors of effective personal and managerial performance.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Important Areas of Self-Awareness
Skill: Concept
AACSB: Application of knowledge

37) According to a study, emotional intelligence competencies, including self-awareness, are _____ as important in contributing to excellence as IQ and technical expertise.
A) half
B) one-third
C) twice
D) five times
E) ten times
Answer: C
Explanation: Correct. One study, for example, tried to identify differences between star performers and average managers in 40 companies. Emotional intelligence competencies, including self-awareness, were twice as important in contributing to excellence as cognitive intelligence (IQ) and technical expertise.
Diff: 1
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Important Areas of Self-Awareness
Skill: Concept
AACSB: Application of knowledge

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38) Which statement about emotional intelligence is true?
A) Emotional intelligence cannot be measured.
B) Researchers are currently working on the first instrument to measure emotional intelligence.
C) A few instruments have been developed to measure emotional intelligence, but none have been used in systematic investigations.
D) Over 100 instruments have been developed to measure emotional intelligence, and a few of those are scientifically validated.
E) At last count, almost 1,000 instruments to measure emotional intelligence had been scientifically validated and used in systematic investigations.
Answer: D
Explanation: Correct. The number of instruments available to assess emotional intelligence is voluminous (more than 100), although only three or four have been scientifically validated and used in any systematic investigations.
Diff: 2
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

39) Which of the following is NOT included in the definition of emotional intelligence adopted by the textbook authors?
A) The ability to diagnose and recognize your own emotions
B) The ability to control your own emotions
C) The ability to recognize and diagnose the emotions displayed by others
D) The ability to control the emotions displayed by others
E) The ability to respond appropriately to the emotional cues of others
Answer: D
Explanation: Correct. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.
Diff: 2
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

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40) According to a study, emotional intelligence was the most salient characteristic for what percent of successful managers?
A) 16 percent
B) 31 percent
C) 55 percent
D) 74 percent
E) 95 percent
Answer: D
Explanation: Correct. Emotional intelligence has also been found to be an important predictor of managerial success. In a study of managers on three continents, for example, 74 percent of successful managers had emotional intelligence as their most salient characteristic, and they outperformed yearly revenue targets by 15 to 20 percent.
Diff: 2
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Application
AACSB: Application of knowledge

41) Lana was sitting somberly in her office. Her face had an angry expression and she had a tear in her eye. One of her co-workers asked her how she was doing. Lana responded, "I am fine." Concerned, the co-worker asked, "Are you sure?" Lana again responded, "Yes, there is nothing wrong, I am fine." Which emotional intelligence ability does Lana *most likely* need to develop?
A) Ability to diagnose and recognize your own emotions
B) Ability to control your emotions
C) Ability to recognize and diagnose emotions displayed by others
D) Ability to respond appropriately to others' emotional cues
E) Ability to repress your own emotions
Answer: A
Explanation: Correct. Though Lana is clearly upset, she responds twice that nothing is wrong. Recognizing your own emotions is the first step to controlling them.
Diff: 3
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Application
AACSB: Application of knowledge

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42) Javier was getting a drink from the water cooler when Hartman approached excitedly and exclaimed, "Guess what, Javier? I got the deal ... I got the big contract ... we finally closed the sale with that giant computer company. I am so excited." Javier responded in a soft voice, "That's nice." Which emotional intelligence ability does Javier *most likely* need to develop?
A) Ability to diagnose and recognize your own emotions
B) Ability to control your emotions
C) Ability to recognize and diagnose emotions displayed by others
D) Ability to respond appropriately to others' emotional cues
E) Ability to repress your own emotions
Answer: D
Explanation: Correct. It appears that Javier recognized Hartman's excitement but did not respond appropriately.
Diff: 2
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Application
AACSB: Application of knowledge

43) In the moral maturity framework, the first stage relates to _____.
A) individual instrumental purpose
B) mutual interpersonal expectations
C) punishment and obedience
D) universal ethical principles
E) social system
Answer: C
Explanation: Correct. The framework identifies three major levels of moral maturity, each of which contains two stages, for a total of six stages. They are, in order:
1. Punishment and obedience
2. Individual instrumental purpose and exchange
3. Mutual interpersonal expectations, relationships, and conformity
4. Social system and conscience maintenance
5. Prior rights and social contract or utility
6. Universal ethical principles

Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Analytical reasoning

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44) In the moral maturity framework, the _____ level represents the most advanced level of moral reasoning.
A) preconventional
B) self-centered
C) conventional
D) conformity
E) postconventional
Answer: E
Explanation: Correct. Third is the postconventional or principled level which represents the most advanced level of moral reasoning and the most mature set of values. Right and wrong are judged on the basis of the internalized principles of the individual.
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Analytical reasoning

45) In the moral maturity framework, the _____ level is the preconventional, or self-centered, level.
A) first
B) second
C) third
D) fourth
E) fifth
Answer: A
Explanation: Correct. The levels in the moral maturity framework are called the preconventional, conventional, and postconventional levels. The first level of maturity, the preconventional or self-centered level, includes the first two stages.
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Analytical reasoning

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46) What is the fifth stage of the moral maturity framework?
A) Universal ethical principles
B) Prior rights and social contract or utility
C) Punishment and obedience
D) Individual instrumental purpose and exchange
E) Social system and conscience maintenance
Answer: B
Explanation: Correct. The framework identifies three major levels of moral maturity, each of which contains two stages, for a total of six stages. They are, in order:
1. Punishment and obedience
2. Individual instrumental purpose and exchange
3. Mutual interpersonal expectations, relationships, and conformity
4. Social system and conscience maintenance
5. Prior rights and social contract or utility
6. Universal ethical principles
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Analytical reasoning

47) Which stage of the moral maturity framework sees relevance in the golden rule?
A) Universal ethical principles
B) Prior rights and social contract or utility
C) Punishment and obedience
D) Mutual interpersonal expectations, relationships, and conformity
E) Social system and conscience maintenance
Answer: D
Explanation: Correct. The framework identifies three major levels of moral maturity, each of which contains two stages, for a total of six stages. The third stage is mutual interpersonal expectations, relationships, and conformity. It posits that what is right is determined by others' feelings and maintaining trust as a result of keeping expectations and commitments. The golden rule is relevant.
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Concept
AACSB: Analytical reasoning

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48) During the 1992 riots in Los Angeles where many individuals took merchandise, some argued that looters took only what they needed, like food and diapers, whereas others argued looters took only what they had been denied by the system, like TVs and stereos. If these looters were focusing on their own needs, what was their level of values maturity?
A) First level of maturity
B) Second level of maturity
C) Third level of maturity
D) Fourth level of maturity
E) Fifth level of maturity
Answer: A
Explanation: Correct. The first level of maturity is called the self-centered level and focuses on personal needs and wants.
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical understanding and reasoning

49) You need a little extra money, so you added an extra $100 to your expense reimbursement statement before handing the receipts over to accounting. Your co-worker Sara added over $1,000 to her statement. If you believe Sara's actions are worse than yours, what is your level of values maturity?
A) First level of maturity
B) Second level of maturity
C) Third level of maturity
D) Fourth level of maturity
E) Fifth level of maturity
Answer: A
Explanation: Correct. Under the self-centered level, stealing $1,000 is worse because it has more negative consequences to your company.
Diff: 3
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical understanding and reasoning

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50) You added an extra $100 to your expense statement and Sara added an extra $1,000 to her expense statement. If you believe both of you are equally wrong (this does violate company policy), what is your level of values maturity?
A) First level of maturity
B) Second level of maturity
C) Third level of maturity
D) Fourth level of maturity
E) Fifth level of maturity
Answer: B
Explanation: Correct. Though you would hold the behaviors equally wrong under both the second and third levels of maturity, the difference is that under the second level, it is wrong because it violates a rule or policy, rather than because it violates universal principles of right and wrong.
Diff: 3
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical understanding and reasoning

51) If you stole something to save a stranger's life (you received no compensation), what would be your level of moral judgment?
A) First level of maturity
B) Second level of maturity
C) Third level of maturity
D) Fourth level of maturity
E) Fifth level of maturity
Answer: C
Explanation: Correct. You made a judgment that human life is more important than laws against stealing, which seems to be based on universal principles of right and wrong.
Diff: 3
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical understanding and reasoning

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52) Your boss was arrested for embezzlement at the office. As he walks past you handcuffed, he states, "You know, you and I possess the same values, I just didn't stick to mine." Which is the boss an example of?
A) Lack of character strengths
B) Poor ethical decision making
C) Poor information gathering
D) Conformity level of values maturity
E) Lack of boundaries
Answer: B
Explanation: Correct. This indicates that he has a value system that emphasizes honesty and company loyalty. However, he failed to act in accordance with it.
Diff: 3
Learning Objective: 1.4 Identify your dominant character strengths.
Topic: Ethical Decision Making
Skill: Application
AACSB: Ethical understanding and reasoning

53) As manager, you have decided to enforce a new policy restricting dating in the office. You are comfortable with the policy and have decided that the policy will affect you also. Which ethical test did you *most likely* employ?
A) Personal gain test
B) Equal treatment test
C) Cost-benefit test
D) Golden rule test
E) Good night's sleep test
Answer: D
Explanation: Correct. The golden rule test asks whether you would be willing to be treated in the same manner.
Diff: 2
Learning Objective: 1.4 Identify your dominant character strengths.
Topic: Ethical Decision Making
Skill: Application
AACSB: Ethical understanding and reasoning

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54) According to the VIA framework, wisdom encompasses _____.
A) creativity, curiosity, and love of learning
B) bravery, honesty, and zest
C) kindness, love, and social intelligence
D) fairness, leadership, and teamwork
E) forgiveness, humility, and prudence
Answer: A
Explanation: Correct. According to the table in the text, wisdom is associated with creativity, curiosity, and love of learning, as well as judgment and perspective.
Diff: 2
Learning Objective: 1.4 Identify your dominant character strengths.
Topic: Character Strengths
Skill: Application
AACSB: Application of knowledge

55) If you believe a government policy would benefit those that are less advantaged than yourself, what view of ethics is this?
A) Golden rule test
B) Equal treatment test
C) Cost-benefit test
D) Personal gain test
E) Front page test
Answer: B
Explanation: Correct. This policy appears to give full consideration to the rights and needs of the less advantaged.
Diff: 2
Learning Objective: 1.4 Identify your dominant character strengths.
Topic: Ethical Decision Making
Skill: Application
AACSB: Ethical understanding and reasoning

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56) Your personal cognitive style is based on which of the following two dimensions?
A) The manner in which you gather information and whether you think it is true
B) The manner in which you gather information and the way in which you act on that information
C) Horizontal and vertical
D) The manner in which others gather information about you and the way you react to their behaviors
E) Your sense of right and wrong
Answer: B
Explanation: Correct. Cognitive style refers to the inclination each of us has to perceive, interpret, and respond to information in a certain way. The three dimensions of cognitive style are knowing, planning, and creating.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Cognitive Style
Skill: Concept
AACSB: Application of knowledge

57) Which are possible liabilities associated with the planning cognitive style?
A) Slow to make decisions
B) Stressed by complexity
C) Not very creative
D) Tends to break rules
E) Resistant to structure
Answer: B
Explanation: Correct. Being stressed by ambiguity is a possible liability associated with the planning cognitive style. The others are frustration by the status quo, intolerance of ambiguity, and difficulty handling illogical issues.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Cognitive Style
Skill: Concept
AACSB: Application of knowledge

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58) At the beginning of your team's first meeting, Kecia said, "I think it's really important that we develop a clear agenda for what we want to accomplish and then decide who is going to do what." Based on this comment, you suspect that Kecia is strongest on which dimension of cognitive style?
A) Knowing
B) Planning
C) Creating
D) Assimilating
E) Intuitive
Answer: B
Explanation: Correct. People with a strong planning style emphasize agendas and structured planning.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Planning Style
Skill: Application
AACSB: Application of knowledge

59) Your co-worker Ali plans her vacations 12 months in advance and is the first to volunteer to create agendas for team meetings. Which cognitive style does Ali's behavior exhibit?
A) Creating cognitive style
B) Obsessive cognitive style
C) Planning cognitive style
D) Assimilating cognitive style
E) Intuitive cognitive style
Answer: C
Explanation: Correct. Planning cognitive style is exhibited by structure, preparation, and planning. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.
Diff: 2
Learning Objective: 1.5 Determine your cognitive style.
Topic: Planning Style
Skill: Application
AACSB: Application of knowledge

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60) During a meeting, Bruce turns to you and comments, "We really shouldn't be making a decision until we have got a better handle on the facts and data. New ideas are fine, but if we can't back them up with credible and precise analysis, we shouldn't be taking the risk." Based on this comment, you recognize that Bruce is probably strongest on which dimension of cognitive style?
A) Knowing
B) Planning
C) Creating
D) Accommodating
E) Intuiting
Answer: A
Explanation: Correct. People with a strong knowing style tend to emphasize facts, details, and precise data analysis. They often are skeptical of innovation.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Knowing Style
Skill: Application
AACSB: Application of knowledge

61) Individuals who tend to prefer jobs in fields such as social work where personal interactions predominate have which cognitive style?
A) Creating cognitive style
B) Knowing cognitive style
C) Planning cognitive style
D) Assimilating cognitive style
E) Intuiting cognitive style
Answer: A
Explanation: Correct. People with a creating cognitive style are likely to prefer experimentation, nonrational thinking, and creativity. This leads them to choose careers where personal interactions predominate.
Diff: 1
Learning Objective: 1.5 Determine your cognitive style.
Topic: Creating Style
Skill: Application
AACSB: Application of knowledge

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62) _____ studies a month are published on the topic of self-esteem.
A) Close to 10
B) Almost 25
C) About 50
D) More than 100
E) At least 500
Answer: D
Explanation: Correct. A review of the psychological literature found that more than 50,000 studies had been conducted on just three attributes of personality–self-esteem, locus of control, and neuroticism or emotional stability. More than 100 studies a month are published on the topic of self-esteem alone!
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Tolerance for Ambiguity
Skill: Application
AACSB: Application of knowledge

63) The concept of personality refers to _____.
A) a person's strongly held values
B) the inclination one has to perceive, interpret, and respond to information in a certain way
C) the relatively enduring combination of traits that makes an individual unique
D) inconsistencies in a person's thoughts and behaviors
E) the kind of reasoning used to reach a decision about what is right or wrong
Answer: C
Explanation: Correct. Every person has a distinct personality. The concept of personality refers to the relatively enduring combination of traits that makes an individual unique and at the same time produces consistencies in his or her thoughts and behaviors.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Tolerance for Ambiguity
Skill: Concept
AACSB: Application of knowledge

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64) Which statement about personality is true?
A) Studies have determined the degree to which personality is biologically determined.
B) There is not a genetic component to personality.
C) Researchers agree that personality is half learned and half inherent.
D) One's behavioral makeup cannot be changed.
E) A sizable portion of our behavioral makeup is learned.
Answer: E
Explanation: The concept of personality refers to the relatively enduring combination of traits that makes an individual unique and at the same time produces consistencies in his or her thoughts and behaviors. There is much disagreement about how much of our personality is learned as opposed to being biologically or genetically determined. Some explanation for what makes us unique can certainly be attributed to the genetic predispositions we bring with us when we are born. Yet, a sizable portion of our behavioral makeup is learned and can be changed.
Diff: 3
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Tolerance for Ambiguity
Skill: Application
AACSB: Application of knowledge

65) How many studies have been conducted on self-esteem, locus of control, and neuroticism?
A) Less than 5
B) Almost 100
C) Exactly 500
D) Close to 1,000
E) More than 50,000
Answer: E
Explanation: Correct. A review of psychological literature found that more than 50,000 studies had been conducted on just three attributes of personality–self-esteem, locus of control, and neuroticism or emotional stability. More than 100 studies a month are published on the topic of self-esteem alone!
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Tolerance for Ambiguity
Skill: Concept
AACSB: Application of knowledge

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66) Which of the following is one of the Big Five personality traits?
A) Extroversion
B) Core self-evaluation
C) Locus of control
D) Self-esteem
E) Self-efficacy
Answer: A
Explanation: Correct. The Big Five attributes are the most researched and they include extroversion (the extent to which people are inclined toward gregariousness and sociability instead of quiet and reserved); agreeableness (the extent to which people are friendly and affable as opposed to being disagreeable and aggressive); conscientiousness (the extent to which people are careful, task oriented, and orderly as opposed to being disorganized, flexible, and unreliable); neuroticism (the extent to which people are emotionally fragile, negative, and fearful as opposed to being optimistic, positive, and emotionally stable); and openness (the extent to which people are curious and open to new ideas as opposed to being rigid or dogmatic).
Diff: 3
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Tolerance for Ambiguity
Skill: Analytical
AACSB: Application of knowledge

67) _____ expresses the extent to which people are friendly and affable as opposed to being disagreeable and aggressive.
A) Extroversion
B) Agreeableness
C) Conscientious
D) Neuroticism
E) Openness
Answer: B
Explanation: Correct. The Big Five attributes are the most researched and they include extroversion (the extent to which people are inclined toward gregariousness and sociability instead of quiet and reserved); agreeableness (the extent to which people are friendly and affable as opposed to being disagreeable and aggressive); conscientiousness (the extent to which people are careful, task oriented, and orderly as opposed to being disorganized, flexible, and unreliable); neuroticism (the extent to which people are emotionally fragile, negative, and fearful as opposed to being optimistic, positive, and emotionally stable); and openness (the extent to which people are curious and open to new ideas as opposed to being rigid or dogmatic).
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Concept
AACSB: Application of knowledge

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68) Which of the Big Five personality traits expresses the degree to which people are inclined toward gregariousness and sociability instead of quiet and reserved?
A) Extroversion
B) Agreeableness
C) Conscientious
D) Neuroticism
E) Openness
Answer: A
Explanation: Correct. The Big Five attributes are the most researched and they include extroversion (the extent to which people are inclined toward gregariousness and sociability instead of quiet and reserved); agreeableness (the extent to which people are friendly and affable as opposed to being disagreeable and aggressive); conscientiousness (the extent to which people are careful, task oriented, and orderly as opposed to being disorganized, flexible, and unreliable); neuroticism (the extent to which people are emotionally fragile, negative, and fearful as opposed to being optimistic, positive, and emotionally stable); and openness (the extent to which people are curious and open to new ideas as opposed to being rigid or dogmatic).
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Concept
AACSB: Application of knowledge

69) The degree to which people are careful, task oriented, and orderly as opposed to being disorganized, flexible and unreliable is related to which of the Big Five personality traits?
A) Extroversion
B) Agreeableness
C) Conscientious
D) Neuroticism
E) Openness
Answer: C
Explanation: Correct. The Big Five attributes are the most researched and they include extroversion (the extent to which people are inclined toward gregariousness and sociability instead of quiet and reserved); agreeableness (the extent to which people are friendly and affable as opposed to being disagreeable and aggressive); conscientiousness (the extent to which people are careful, task oriented, and orderly as opposed to being disorganized, flexible, and unreliable); neuroticism (the extent to which people are emotionally fragile, negative, and fearful as opposed to being optimistic, positive, and emotionally stable); and openness (the extent to which people are curious and open to new ideas as opposed to being rigid or dogmatic).
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Concept
AACSB: Application of knowledge

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70) After the professor graded the midterm exam, you heard a student remark, "I didn't do well because the professor gave us tricky questions." Which locus of control does this student *most likely* have?
A) Internal locus of control
B) External locus of control
C) Hybrid locus of control
D) Small locus of control
E) Large locus of control
Answer: B
Explanation: Correct. An external believes that environmental factors and other people are in control of his or her performance. Here, the student's remark shows that he or she is blaming the professor for the low test score.
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

71) Which comment would you expect from someone with an internal locus of control?
A) I've got this.
B) I never have good luck.
C) I'm sure she'll get the promotion because the boss likes her more.
D) The economic health of this country is beyond the control of the individual.
E) Some things are just meant to be.
Answer: A
Explanation: An internal locus of control means that individuals see themselves as having control over their circumstances. An external locus of control assumes that something or someone else is the cause of their success or failure.
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

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72) The extent to which people are emotionally fragile, negative, and fearful as opposed to being optimistic, positive, and emotionally stable is _____.
A) extroversion
B) agreeableness
C) conscientious
D) neuroticism
E) openness
Answer: D
Explanation: Correct. The Big Five attributes are the most researched and they include extroversion (the extent to which people are inclined toward gregariousness and sociability instead of quiet and reserved); agreeableness (the extent to which people are friendly and affable as opposed to being disagreeable and aggressive); conscientiousness (the extent to which people are careful, task oriented, and orderly as opposed to being disorganized, flexible, and unreliable); neuroticism (the extent to which people are emotionally fragile, negative, and fearful as opposed to being optimistic, positive, and emotionally stable); and openness (the extent to which people are curious and open to new ideas as opposed to being rigid or dogmatic).
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Concept
AACSB: Application of knowledge

73) _____ is the extent to which people are curious and open to new ideas as opposed to being rigid or dogmatic.
A) Extroversion
B) Agreeableness
C) Conscientious
D) Neuroticism
E) Openness
Answer: E
Explanation: Correct. The Big Five attributes are the most researched and they include extroversion (the extent to which people are inclined toward gregariousness and sociability instead of quiet and reserved); agreeableness (the extent to which people are friendly and affable as opposed to being disagreeable and aggressive); conscientiousness (the extent to which people are careful, task oriented, and orderly as opposed to being disorganized, flexible, and unreliable); neuroticism (the extent to which people are emotionally fragile, negative, and fearful as opposed to being optimistic, positive, and emotionally stable); and openness (the extent to which people are curious and open to new ideas as opposed to being rigid or dogmatic).
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Concept
AACSB: Application of knowledge

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74) Nobody seems to know what their role is and what they are supposed to do in one of your divisions. Two people have applied for the job as manager of this struggling division. They are equal in experience and knowledge; however, Robert has been classified as external and Susan has been classified as internal. Who should you hire?
A) You should hire Susan.
B) You should hire Robert.
C) You should continue your job search outside the division, as neither Susan nor Robert are qualified for the job.
D) These classifications do not help in selecting the right candidate for this job.
Answer: B
Explanation: Correct. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the better choice.
Diff: 3
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

75) Janet reads her horoscope and calls the psychic hot line for advice every day. Which would *most likely* apply to Janet?
A) Internal locus of control
B) External locus of control
C) Specific self-efficacy
D) High self-esteem
E) Openness
Answer: B
Explanation: Correct. Janet's behavior is most applicable to an external locus of control (she is seeking to discover what her future holds).
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

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76) Which is NOT one of the most researched Big Five personality attributes?
A) Extroversion
B) Agreeableness
C) Ego
D) Neuroticism
E) Conscientiousness
Answer: C
Explanation: Correct. The Big Five personality attributes are extroversion, agreeableness, neuroticism, conscientiousness, and openness to experience.
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

77) _____ scores tend to be a very important predictor of personality differences, job satisfaction, and life happiness.
A) Core self-evaluation
B) Cognitive style
C) Personal value
D) Emotional intelligence
E) Personality
Answer: A
Explanation: Correct. Core self-evaluation scores tend to be a very important predictor of personality differences, job satisfaction, job performance, leadership success, and life happiness.
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Application
AACSB: Application of knowledge

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78) Individuals with high core self-evaluation scores tend to _____.
A) be unsatisfied with their jobs
B) select less challenging jobs
C) experience poor health
D) earn lower salaries
E) outperform others in stressful situations
Answer: E
Explanation: Correct. Individuals with high core self-evaluation scores tend to be more satisfied with their jobs, select more challenging jobs, find work to be more intrinsically fulfilling, have better relationships with their managers, enjoy better health, experience less job strain, experience more position mobility (promotions and job changes), earn higher salaries, are more likely to be leaders in groups, outperform others in stressful situations, engage in more entrepreneurial activity, perform more successfully at work as managers, are more active in managing their own careers, and have higher levels of academic success.
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Application
AACSB: Application of knowledge

79) Which is NOT one of the components of core self-evaluation?
A) Self-esteem
B) Locus of control
C) Conscientiousness
D) Generalized self-efficacy
E) Neuroticism
Answer: C
Explanation: Correct. Core self-evaluation is comprised of four components: (1) locus of control, referring to people's beliefs about the extent to which they can control their own experiences; (2) self-esteem, or the extent to which people see themselves as capable, successful, and worthy; (3) generalized self-efficacy, or the sense of individuals' ability to perform capably across a variety of circumstances; and (4) neuroticism, which is reverse-scored, and refers to the tendency to have a negative outlook and pessimistic approach to life which leads to emotional instability. Conscientiousness is one of the Big Five personality attributes.
Diff: 2
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

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80) What is neuroticism?
A) The extent to which people see themselves as capable and successful
B) The tendency to have a negative outlook and pessimistic approach to life
C) The belief that one can control his or her experiences
D) The generalized sense of one's ability to perform capably across a variety of circumstances
E) The extent to which people are careful, task oriented, and orderly
Answer: B
Explanation: Correct. Because this is a negative, rather than a positive, attribute, it is reverse-scored. That is, a higher neuroticism score will lower one's core self-evaluation.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

81) What is self-efficacy?
A) The extent to which people see themselves as capable and successful
B) The tendency to have a negative outlook
C) The belief that one can control his or her experiences
D) The generalized sense of one's ability to perform capably across a variety of circumstances
E) The extent to which people are curious and open to new ideas
Answer: D
Explanation: Correct. Though it is possible to have varying levels of self-efficacy depending on the task, core self-evaluation refers to generalized self-efficacy, which refers to general confidence in one's abilities.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

82) Which of the following is true concerning people who have higher core self-evaluation scores?
A) They tend to be selfish.
B) They tend to possess an overabundance of positive self-regard.
C) They tend to avoid diagnosing others' emotions.
D) They tend to choose complex and more challenging work.
E) They tend to experience more job strain.
Answer: D
Explanation: Correct. This is because high core self-evaluation scores are associated with motivation, persistence, and productivity.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

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83) Which of the following Big Five personality traits is the strongest predictor of job performance?
A) Conscientiousness
B) Openness
C) Extroversion
D) Agreeableness
E) Neuroticism
Answer: A
Explanation: Correct. Research shows that there is a strong relationship between conscientiousness and overall job performance.
Diff: 1
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Application of knowledge

84) Discuss individual differences and distinctions.
Answer: Recognizing differences is not the same as evaluating distinctions. One is helpful, the other often hurtful. Differences are individual uniquenesses. Distinctions are categories and classifications. We observe differences. We create distinctions. Recognizing differences allows us to capitalize on others' unique contributions, whereas creating distinctions fosters social barriers among people, usually to reinforce advantages and disadvantages. Focusing on differences reinforces the opportunity to get to know and understand others. Focusing on distinctions usually categorizes others and reduces understanding and interest.

To repeat, self-awareness and understanding differences cannot occur without self-disclosure, sharing, and trusting conversations. Self-knowledge requires an understanding and valuing of differences–not the creation of distinctions.
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: The Sensitive Line
Skill: Application
AACSB: Application of knowledge

85) Discuss the Defining Issues Test.
Answer: To help you determine your own level of values maturity, an instrument developed by James Rest at the University of Minnesota's Moral Research Center is included in the Assessment section, the Defining Issues Test. It has been used extensively in research on moral maturity because it is easier to administer than a more comprehensive instrument developed by the author of the moral maturity framework. Rather than placing a person on one single level of values maturity, Rest's instrument identifies the stage that you rely on most.
Diff: 3
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Application
AACSB: Application of knowledge

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86) Describe a story (either fictional or from real life) that depicts an individual developing through the three major phases of value maturity.
Answer: Students should describe an example that exhibits how an individual might develop over time through the three phases of Kohlberg's model of cognitive moral development. Specifically, they should depict an individual at the preconventional level (making choices based on self-interest and punishment avoidance), at the conventional level (making choices based on social obligation) and at the postconventional level (making choices based on appeals to universal principle). The best answers provide background and detail to demonstrate that the student understands the unique behaviors and attitudes that accompany each stage of Kohlberg's model.
Diff: 3
Learning Objective: 1.3 Explain moral and values maturity.
Topic: The Values of National Cultures
Skill: Application
AACSB: Application of knowledge

87) You are considering cheating on your taxes. Provide reasoning for why this would be acceptable, and why it would be unacceptable, from the perspective of someone at each of the three phases of Kohlberg's model of cognitive moral development. That is, you will provide six arguments in total: three for and three against.
Answer: Students should create arguments which exhibit how an individual might justify cheating on taxes, or not, using all three phases of Kohlberg's model of cognitive moral development. For example, someone at the preconventional level (making choices based on self-interest and punishment avoidance) might decide to cheat because it would give them more money and they don't think they would be caught. An argument for not cheating would be that they would be punished if caught. Someone at the conventional level (making choices based on social obligation) might argue that cheating is okay because everyone does it (or at least others that they know), and they might argue against cheating because it violates the laws of society. An individual at the postconventional level (making choices based on appeals to universal principle) might justify cheating based on an unwillingness to support a corrupt regime. They might argue to pay taxes as the money is used for the greater good and to assist those less fortunate. The best answers provide background and detail to demonstrate that the student understands the unique behaviors and attitudes that accompany each stage of Kohlberg's model.
Diff: 3
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Application
AACSB: Application of knowledge

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88) Tell a story (either fictional or based on real life) that depicts how three people with different cognitive styles might interact with each other as they work together to solve a problem. Clearly label each cognitive style as you depict it.
Answer: Students should describe an example that exhibits how three people who are discussing a single problem would approach it differently based on knowing style, planning style, and creative style. The best answers provide background and detail to demonstrate that the student understands the unique approaches that accompany each cognitive style.
Diff: 3
Learning Objective: 1.5 Determine your cognitive style.
Topic: Cognitive Style
Skill: Application
AACSB: Application of knowledge

89) Share a story (either fictional or based on real life) that depicts two people on opposite extremes of locus of control. Clearly label which extreme each individual falls on.
Answer: Students should describe an example that illustrates differences between two people, one of whom has an extremely internal locus of control, and one of whom has an extremely external locus of control. Locus of control measures a "generalized expectancy" that people develop regarding the extent to which they are in control of their own outcomes or destinies. The best answers provide background and detail to demonstrate that the student understands that people with an internal locus see themselves as having control over their circumstances while people with an external locus of control assume that something or someone else is the cause of their success or failure.
Diff: 3
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

90) Discuss what it means to have a positive core self-evaluation.
Answer: A positive core self-evaluation includes sensitivity to others and to the environment so that relationships with others are strengthened rather than weakened, developed rather than destroyed. Confident people are better able to lead, manage, and form supportive relationships with others. Evidence for this fact comes from a large number of studies regarding the relationships between core self-evaluation and the effectiveness of individuals at work. Individuals with high core self-evaluation scores tend to be more satisfied with their jobs, select more challenging jobs, find work to be more intrinsically fulfilling, have better relationships with their managers, enjoy better health, experience less job strain, experience more position mobility (promotions and job changes), earn higher salaries, are more likely to be leaders in groups, outperform others in stressful situations, engage in more entrepreneurial activity, perform more successfully at work as managers, are more active in managing their own careers, and have higher levels of academic success.
Diff: 3
Learning Objective: 1.6 Determine your core self-evaluation score.
Topic: Tolerance for Ambiguity
Skill: Application
AACSB: Application of knowledge

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91) Explain the key areas of self-awareness. For each key area of self-awareness, provide a real-life example to support your description.
Answer: The student should describe (1) Emotional intelligence: the ability to diagnose and recognize your own emotions, the ability to control your own emotions, the ability to recognize and diagnose the emotions displayed by others, and the ability to respond appropriately to those emotional cues; (2) Personal values: all attitudes, orientations, and behaviors arise out of an individual's values; (3) Cognitive style: the manner in which individuals gather and process information; (4) Attitudes toward change: focuses on the methods people use to cope with change in their environment; and (5) Core self-evaluation: overall positive self-regard or the extent to which people value themselves and feel proficient as individuals. Also, the student should provide one appropriate real-life example for each key area of self-awareness.
Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Important Areas of Self-Awareness
Skill: Application
AACSB: Application of knowledge

92) A manager wishes to exhibit a high level of emotional intelligence in the workplace. Researchers have identified four key abilities related to EI. For each ability, give a specific example to demonstrate how the manager could demonstrate this ability during performance appraisal interviews or when giving feedback to workers.
Answer: The four abilities are: (1) the ability to diagnose and recognize your own emotions, (2) the ability to control your own emotions, (3) the ability to recognize and diagnose emotions displayed by others, and (4) the ability to respond appropriately to those emotional cues. The answer should give clear examples of how these abilities can be applied in typical manager-worker interactions.
Diff: 2
Learning Objective: 1.2 Explain emotional intelligence.
Topic: Emotional Intelligence
Skill: Application
AACSB: Interpersonal relations and teamwork

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93) Compare and contrast the key differences in the major levels of Kohlberg's model of values maturity.
Answer: The moral maturity framework identifies the kind of reasoning used to reach a decision about what is right or wrong or what is good or bad. The framework identifies three major levels of moral maturity, each of which contains two stages. The levels are simply called the preconventional, conventional, and postconventional levels of moral maturity. The first level of maturity, the preconventional or self-centered level, includes the first two stages. Moral reasoning is based on personal needs or wants and on the consequences of an act. For example, something is judged as right or good if it helps an individual obtain a reward or avoid punishment. If I can get away with it and no one cares, I don't feel that it is wrong. For example, I can shoplift from a store because rich people can afford the goods but I can't, and I deserve to be equal to others. However, stealing $50,000 is worse than stealing $500 in this stage of development because the punishment is greater, and avoiding punishment is a major consideration. Behavior is mostly focused on meeting my own needs. Most young children operate at this level of values maturity. The second level of maturity, the conventional or conformity level, is based on conforming to and upholding the conventions, rules, and expectations of society. A shift occurs from meeting individual needs to gaining social approval. This level emphasizes adherence to laws, norms, and expectations of others. Moral decisions are based on whether or not behaviors are consistent with the rules of those in authority. Maintaining social order and gaining respect from others are prized outcomes. Stealing $50,000 and stealing $500 are judged as equally wrong in this level because both violate the law, contradict society's expectations, and earn the title of criminal. Most American adults function at this level of moral maturity. Third is the 0 or principled level which represents the most advanced level of moral reasoning and the most mature set of values. Right and wrong are judged on the basis of the internalized principles of the individual. These are often grounded in transcendent principles or of the standards of a higher power. Judgments are made on the basis of a set of internally held moral values that are comprehensive (they cover all contingencies), consistent (they are never violated), and universal (they do not change with the situation or circumstance). Thus, stealing $50,000 and stealing $500 are still judged to be wrong, but the basis for the judgment is not the violation of laws or rules. Rather, it is the violation of a set of comprehensive, consistent, universal principles that are grounded in something more important than the immediate circumstances (e.g., spiritual well-being, religious tenets, etc.). Few individuals, according to Kohlberg, reach this highest level of maturity on a consistent or continual basis. The third stage may be reached temporarily in certain circumstances but usually not permanently.
Diff: 2
Learning Objective: 1.3 Explain moral and values maturity.
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical understanding and reasoning

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94) Assume that you are charged with the orientation of a cohort of new managers in your organization. How would you help them understand their own strengths and inclinations and how they could *best* contribute?
Answer: Answers to this question should include a discussion of key individual differences described in the chapter. For instance, a manager could help a new cohort better understand themselves by teaching them about locus of control, tolerance for ambiguity, cognitive moral development, cognitive style, cultural differences, and/or the Big Five personality traits. The best responses demonstrate that students understand the meaning of these terms, and how to articulate them in a way that others can understand them.
Diff: 3
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Entire Chapter
Skill: Analytical
AACSB: Application of knowledge

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Communist Prison Camp

To understand the development of increased self-awareness, it is helpful to consider the opposite process: the destruction of self-awareness. Understanding the growth process is often enhanced by understanding the deterioration process. In the case below, a process of psychological self-destruction is described as it occurred among prisoners of war during the Korean War. Consider how these processes that destroy self-awareness can be reversed to create greater self-awareness. The setting is a prisoner of war camp managed by the Communist Chinese.

In such prisons the total regimen, consisting of physical privation, prolonged interrogation, total isolation from former relationships and sources of information, detailed regimentation of all daily activities, and deliberate humiliation and degradation, was geared to producing a confession of alleged crimes, the assumption of a penitent role, and the adoption of a Communist frame of reference. The prisoner was not informed what his crimes were, nor was he permitted to evade the issue by making up a false confession. Instead, what the prisoner learned he must do was reevaluate his past from the point of view of the Communists and recognize that most of his former attitudes and behavior were actually criminal from this point of view. A priest who had dispensed food to needy peasants in his mission church had to "recognize" that he was actually a tool of imperialism and was using his missionary activities as a cover for exploitation of the peasants. Even worse, he had used food as blackmail to accomplish his aims.

The key technique used by the Communists to produce social alienation to a degree sufficient to allow such redefinition and reevaluation to occur was to put the prisoner into a cell with four or more other prisoners who were somewhat more advanced in their "thought reform" than he. Such a cell usually had one leader who was responsible to the prison authorities, and the progress of the whole cell was made contingent on the progress of the least "reformed" member. This condition meant in practice that four or more cell members devoted all their energies to getting their least "reformed" member to recognize "the truth" about himself and to confess. To accomplish this, they typically swore at, harangued, beat, denounced, humiliated, reviled, and brutalized their victim 24 hours a day, sometimes for weeks or months on end. If the authorities felt that the prisoner was basically uncooperative, they manacled his hands behind his back and chained his ankles, which made him completely dependent on his cellmates for the fulfillment of his basic needs. It was this reduction to an animal-like existence in front of other humans that constituted the ultimate humiliation and led to the destruction of the prisoner's image of himself. Even in his own eyes he became something not worthy of the regard of his fellow man.

If, to avoid complete physical and personal destruction, the prisoner began to confess in the manner desired of him, he was usually forced to prove his sincerity by making irrevocable behavioral commitments, such as denouncing and implicating his friends and relatives in his own newly recognized crimes. Once he had done this, he became further alienated from his former self, even in his own eyes, and could seek security only in a new identity and new social relationships. Aiding this process of confessing was the fact that the crimes gave the prisoner something concrete to which to attach the free-floating guilt which the accusing environment and his own humiliation usually stimulated.

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A good example was the plight of the sick and wounded prisoners of war who, because of their physical confinement, were unable to escape from continual conflict with their interrogator or instructor, and who often ended up forming a close relationship with him. Chinese Communist instructors often encouraged prisoners to take long walks or have informal talks with them and offered as incentives cigarettes, tea, and other rewards. If the prisoner was willing to cooperate and become a "progressive," he could join with other "progressives" in an active group life.

Within the political prison, the group cell not only provided the forces toward alienation but also offered the road to a "new self." Not only were there available among the fellow prisoners individuals with whom the prisoner could identify because of their shared plight, but once he showed any tendency to seek a new identity by trying to reevaluate his past, he received a whole range of rewards, of which the most important was the interpersonal information that he was again a person worthy of respect and regard.

Source: Schein, E. H. (1960). Interpersonal communication, group solidarity, and social influence. *Sociometry,* 23, 148-61.

95) What specific techniques were used to bring about the destruction of self-awareness among the prisoners?
Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.
- Self-concept is argued by many to be almost completely a socially constructed concept. The adage, "I am what I think you think I am," points to our dependence on our perceptions of what we think others think of us for our feeling of self-worth and our development of a self-concept.
- The more self-aware, the more comfortable and confident individuals are and the more they are likely to resist social pressure. Self-understanding leads to stability and consistency.
- A well-developed, consistent set of values also creates confidence and stability, and the prisoners without this foundation were the first to fold when social pressures were brought to bear. They relied heavily on social perception for the definitions.

The major technique used by the Chinese Communists in changing self-concepts include:
- Form a cohesive team that individuals identify with and feel very much a part of.
- Use the group to break down the self-concept and self-identity of the individual, mainly by identifying weaknesses, transgressions, faults, and shortcomings. Do this by isolating the individual, requiring public confessions, writing personally critical autobiographies, and subjecting the individual to many group interrogations and defenses of actions.
- Substitute a new ideology as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Diff: 3
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Entire Chapter
Skill: Analytical
AACSB: Application of knowledge

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96) What mechanisms do people use, and what mechanisms could the prisoners of war have used, to resist a change in their self-concepts?
Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.
- Self-concept is argued by many to be almost completely a socially constructed concept. The adage, "I am what I think you think I am," points to our dependence on our perceptions of what we think others think of us for our feeling of self-worth and our development of a self-concept.
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Diff: 2
Learning Objective: 1.7 Increase personal awareness of your core self-evaluation.
Topic: Core Self-Evaluation
Skill: Analytical
AACSB: Application of knowledge

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97) What could be done to reform or rebuild the self-awareness of these prisoners? What can be done to help individuals without self-awareness to improve that skill?
Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.
- Self-concept is argued by many to be almost completely a socially constructed concept. The adage, "I am what I think you think I am," points to our dependence on our perceptions of what we think others think of us for our feeling of self-worth and our development of a self-concept.
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Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Important Areas of Self-Awareness
Skill: Application
AACSB: Application of knowledge

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98) In the situation of these prisoners of war, what demonstrates that individuals tend to avoid new self-knowledge?
Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.
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Diff: 2
Learning Objective: 1.1 Understand the need for self-awareness.
Topic: Important Areas of Self-Awareness
Skill: Analytical
AACSB: Application of knowledge

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99) Which of the five core aspects of self-concept were the prison camps structured to change? Provide justification for your answer.
Answer: The case illustrates the value of self-awareness and the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. One of the strongest points is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading answers, keep in mind the following.
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Diff: 2
Learning Objective: 1.7 Increase personal awareness of your core self-evaluation.
Topic: Core Self-Evaluation
Skill: Analytical
AACSB: Application of knowledge

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