Canadian Organizational Behaviour (Canadian) 10th edition McShane Test Bank

SKU: 9781259271304-TEST-BANK

Chapter 02
Individual Behaviour, Personality, and Values

True / False Questions

1. Motivation is an external force on the person that causes him or her to engage in specific behaviours.
FALSE

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

2. Persistence is an element of motivation.
TRUE

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-02 Employee Motivation

3. Learned capabilities refer to the skills and knowledge that you have actually acquired.
TRUE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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5. Learned capabilities are skills and knowledge that you possess. Therefore, they do not diminish over time when not in use.
FALSE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

6. Competencies refer to the extent to which people understand the job duties assigned to or expected of them.
FALSE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

7. According to the MARS model, ability is the most important force influencing individual behaviour and results.
FALSE

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

8. Competencies refer to the complete set of motivations, abilities, role perceptions, and situational factors that contribute to job performance.
FALSE

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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9. The MARS model identifies the four main factors that influence individual behaviour.
TRUE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

10. According to the MARS model of individual behaviour and performance, employee performance will remain high even if one of the four factors significantly weakens.
FALSE

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

11. Providing training is a person-job matching strategy.
TRUE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

12. One person-job matching strategy is to select applicants whose existing competencies best fit the required task.
TRUE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

13. A recent global study suggests that most employees do not lack role clarity.
FALSE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-04 Role Perceptions

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14. Employee role perception affects how one performs his or her job.
TRUE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-04 Role Perceptions

15. Role clarity is essential for coordination with co-workers and other stakeholders.
TRUE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-04 Role Perceptions

16. Companies can improve employee role perceptions by describing the employee's assigned tasks clearly and providing meaningful performance feedback.
TRUE

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-04 Role Perceptions

17. Situational factors are working conditions within the employee's control.
FALSE

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-05 Situational Factors

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18. While there may be many varieties of individual behaviours, most can be organized into five categories: task performance, organizational citizenship behaviours, counterproductive work behaviours, joining and staying with the organization, and maintaining work attendance.
TRUE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-06 Types of Individual Behaviour

19. Task performance refers to goal-directed behaviours under the individual's control that support organizational objectives.
TRUE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-07 Task Performance

20. Proficient task performance refers to how well employees modify their thoughts and behaviour to align with and support a new or changing environment.
FALSE

Difficulty: Hard
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-07 Task Performance

21. Organizational citizenship behaviours are usually described clearly in job descriptions.
FALSE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-08 Organizational Citizenship

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22. Employees are more likely to engage in organizational citizenship behaviours if these are outlined in their formal job duties.
FALSE

Difficulty: Hard
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-08 Organizational Citizenship

23. Organizational citizenship is less likely to occur in a work environment where high cooperation already exists.
FALSE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-08 Organizational Citizenship

24. Dark-side workplace behaviours are collectively known as counterfeit citizenship work behaviours (CWBs).
FALSE

Difficulty: Hard
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-09 Counterproductive Work Behaviours

25. Those who engage in counterproductive work behaviours do so voluntarily.
TRUE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-09 Counterproductive Work Behaviours

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26. Recent studies have found that counterproductive work behaviours have a very small negative effect on organizational performance.
FALSE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-09 Counterproductive Work Behaviours

27. Joining the organization is a type of work-related behaviour.
TRUE

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-10 Joining and Staying With the Organization

28. Research has found that absenteeism is rarely, if ever, caused by situational factors.
FALSE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-11 Maintaining Work Attendance

29. Sick leave policies affect the employee's motivation to attend work.
TRUE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-11 Maintaining Work Attendance

30. Presenteeism occurs when people attend work even though their capacity to work is significantly diminished by illness, fatigue, personal problems, or other factors.
TRUE

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-11 Maintaining Work Attendance

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31. Personality is a relatively stable pattern of behaviours and internal states that help explain a person's behavioural tendencies.
TRUE

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-12 Personality in Organizations

32. Personality traits are more evident in situations where social norms and reward systems constrain behaviour.
FALSE

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-12 Personality in Organizations

33. There is almost complete agreement among psychologists that personality is mostly formed by a person's childhood socialization.
FALSE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-13 Personality Determinants: Nature Versus Nurture

34. The five-factor model "Big Five" personality dimensions represent five clusters that represent most personality traits.
TRUE

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

36. People with a low score on the neuroticism personality dimension tend to be more relaxed, secure, and calm.
TRUE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

37. Neuroticism, sensing, and locus of control are three of the "Big Five" personality dimensions.
FALSE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

41. The relationship between personality and workplace behaviour is weak, because so much about behaviour is dependent on situational factors.
FALSE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

42. Employees who are conscientious tend to have higher levels of organizational citizenship.
TRUE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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43. Our personalities influence how well we cope with stress.
TRUE

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

44. Agreeableness is a personality dimension that describes people who are outgoing, talkative, sociable, and assertive.
FALSE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

45. The Myers-Briggs Type Indicator is a personality test that measures the "Big Five" personality dimensions.
FALSE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

46. According to the Myers-Briggs Type Indicator, some people are "sensing-thinking" types whereas others may be "intuitive-feeling" types.
TRUE

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

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47. The Myers-Briggs Type Indicator measures the personality traits described by Swiss psychiatrist Carl Jung.
TRUE

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

48. In the Myers-Briggs Type Indicator, "judging" types have a strong desire for order and want to resolve problems quickly.
FALSE

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

49. Today, personality testing has become so popular that some experts warn we may have gone too far in organizational settings.
TRUE

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

50. Some organizations now use applicants' writings on blogs and other social media to estimate their personalities.
TRUE

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

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51. Values are stable, long-lasting beliefs about what is important in a variety of situations.
TRUE

Difficulty: Easy
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-16 Values in the Workplace

52. People arrange values into a needs hierarchy.
FALSE

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-16 Values in the Workplace

53. One dimension of Schwartz's values model has openness to change at one extreme and conservation at the other extreme.
TRUE

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

54. In Schwartz's circumplex model, self-enhancement refers to how much a person is motivated by self-interest.
TRUE

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

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55. In Schwartz's circumplex model, the opposing quadrant to openness to change is self-enhancement.
FALSE

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

56. One influence on the values-behaviour link is situation.
TRUE

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-18 Values and Individual Behaviour

57. Values indirectly motivate behaviour by framing our perceptions of reality.
TRUE

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-18 Values and Individual Behaviour

58. Reminding ourselves of our dominant personal values ensures that we apply those values.
TRUE

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-18 Values and Individual Behaviour

59. Research indicates that values incongruence—differences between an employee's personal values and the organization's values—is fairly common.
TRUE

Difficulty: Easy
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-19 Values Congruence

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

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-19 Values Congruence

61. Organizations that don't align corporate values with the dominant values of the society in which they operate may experience increased employee turnover.
TRUE

Difficulty: Easy
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-19 Values Congruence

62. Too much value congruence between an employee and an organization can create a "corporate cult" that potentially undermines creativity.
TRUE

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-19 Values Congruence

63. Employees typically choose honesty/ethics as the most important characteristic of effective leaders.
TRUE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-20 Ethical Values and Behaviour

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64. Egalitarianism is one of three types of ethical principles.
FALSE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

65. Utilitarianism judges morality by the consequences of our actions, not the means to attaining those consequences.
TRUE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

66. Utilitarianism and egalitarianism are personality dimensions of ethics.
FALSE

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

67. The utilitarian principle advises us to seek the greatest good for the greatest number of people.
TRUE

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

68. The utilitarian principle is sometimes known as a consequential principle.
TRUE

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

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69. When choosing the most ethically correct action in a particular situation, the distributive justice principle overrules (is more important than) the others.
FALSE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

70. One problem with the distributive justice principle is that it is difficult to agree on who is similar and what factors are relevant in making that determination.
TRUE

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

71. It is sometimes difficult to apply the individual rights principle of ethical decision making because one individual's rights may conflict with another.
TRUE

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

72. The distributive justice principle of ethical decision making is based largely on a cost-benefit analysis of each decision alternative.
FALSE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

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

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

74. Proximity is considered a moral intensity factor.
TRUE

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

75. Moral intensity refers to the difficulty associated with making certain decisions.
FALSE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

76. Some managerial issues involve no moral intensity.
TRUE

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

77. Morally sensitive people tend to have more empathy and knowledge about the situation.
TRUE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

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78. Research indicates that people almost always make ethical decisions even when under pressure to make unethical decisions.
FALSE

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

79. Mindfulness increases moral sensitivity.
TRUE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

80. Ethics experts say the only way to ensure that employees engage in ethical behaviour is to introduce ethical codes of conduct.
FALSE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

81. Corporate leaders have a strong influence on the moral conduct of employees in that organization.
TRUE

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

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82. The most effective way organizations can support ethical conduct is to have a set of shared values that reinforce ethical conduct.
TRUE

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

83. When leaders role-model ethical standards, employees are more likely to follow.
TRUE

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

84. Supplementing ethical codes of conduct with ethical training eliminates wrongdoing in the workplace.
FALSE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

85. Research shows that having ethical codes of conduct prevents wrongdoing in the workplace.
FALSE

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

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86. In terms of cross-cultural values, Canadians tend to have relatively high individualism with an achievement orientation and low power distance.
TRUE

Difficulty: Hard
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-24 Values Across Cultures

87. Cultures with high collectivism must also have low individualism.
FALSE

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-25 Individualism and Collectivism

88. Two countries with low collectivism are Japan and Canada.
TRUE

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-25 Individualism and Collectivism

89. Power distance refers to the physical proximity that is comfortably tolerated between subordinates and their supervisors.
FALSE

Difficulty: Hard
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-26 Power Distance

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

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-27 Uncertainty Avoidance

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

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-28 Achievement-Nurturing Orientation

92. One limitation with cross-cultural values information is that it incorrectly assumes that everyone within a specific country holds similar values.
TRUE

Difficulty: Easy
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-29 Caveats About Cross-Cultural Knowledge

93. There is evidence to show that English and French Canadian values are converging.
TRUE

Difficulty: Easy
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

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94. Research indicates that Americans tend to be more liberal and egalitarian than are Canadians.
FALSE

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

95. Organizations with First Nations founders and leaders tend to have high collectivism and low power distance values.
TRUE

Difficulty: Easy
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

Multiple Choice Questions

96. According to the MARS model, _____ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behaviour.
A. motivation
B. personality
C. values
D. ethics
E. ability

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

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

Difficulty: Hard
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-02 Employee Motivation

98. In the MARS model, all of the following factors directly influence an employee's voluntary behaviour and performance, EXCEPT:
A. motivation.
B. role perceptions.
C. situational factors.
D. moral intensity.
E. ability.

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

99. Which of the following identifies the four factors that directly influence individual behaviour and performance?
A. Utilitarianism
B. MARS model
C. Schwartz's model
D. Holland's model
E. Myers-Briggs Type Indicator

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

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100. Which of these factors directly influences an employee's voluntary behaviour and performance?
A. Motivation
B. Role perceptions
C. Uncertainty avoidance
D. Uncertainty avoidance and power distance
E. Motivation and role perceptions

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-02 Employee Motivation

101. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
A. Hire applicants with appropriate aptitudes.
B. Train employees so they develop appropriate aptitudes.
C. Motivate employees to have appropriate aptitudes.
D. Provide resources that allow employees to perform their jobs.
E. Provide employees with inexpensive human capital.

Difficulty: Hard
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

102. Ability includes which of the following?
A. Aptitudes and learned skills
B. Natural aptitude and intensity
C. Persistence and direction
D. Intensity and learned capabilities
E. Direction and intensity

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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103. Aptitudes, skills, and competencies all fall under which of the following concepts?
A. Motivation
B. Personality
C. Values
D. Ethics
E. Ability

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-02 Employee Motivation

105. _____ is the amount of effort allocated to the goal.
A. Persistence
B. Direction
C. Intensity
D. Aptitude
E. Competency

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-02 Employee Motivation

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106. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine. This course will improve job performance mainly by altering employee:
A. aptitudes
B. role perceptions
C. motivation
D. organizational citizenship
E. learned capabilities

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

107. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
A. Hire applicants with appropriate aptitudes to begin with.
B. Train employees so they develop appropriate aptitudes.
C. Motivate employees to have appropriate aptitudes.
D. Provide resources that allow employees to perform their jobs.
E. Educate incumbents so they can learn appropriate attitudes.

Difficulty: Hard
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

108. Competencies include:
A. a person's aptitudes.
B. a person's learned abilities.
C. a person's skills.
D. All of the answers are correct.
E. None of the answers apply.

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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109. Customer orientation, social skills, and need for achievement are examples of:
A. aptitudes
B. competencies
C. role perceptions
D. situational factors
E. internal dilemmas

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

111. The MARS model explicitly identifies which of the following factors?
A. Rewards
B. Recreational activities
C. Neuroticism
D. Situational factors
E. Power distance

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

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112. According to the MARS model of individual behaviour, which of the following is NOT a role perception problem?
A. The employee lacks the proper tools to perform the job.
B. The employee knows two different ways to perform a particular task, but unknowingly chooses the method that the organization does not want its employees to use.
C. The employee doesn't realize that a particular task is part of his or her job.
D. The employee places more emphasis on the quantity of work whereas the organization wants more emphasis placed on the quality of work.
E. The employee believes that the company wants him or her to spend more time with clients, whereas the company really wants client requests processed more quickly.

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-04 Role Perceptions

113. Competencies relate most closely to which element in the MARS model of behaviour and performance?
A. Motivation
B. Situational factors
C. Role perceptions
D. Ability
E. Competencies are not related at all to any element of the MARS model

Difficulty: Easy
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-02 Employee Motivation

114. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. According to the MARS model, these new employees will likely:
A. emphasize the utilitarianism principle in their decision making.
B. have lower job performance due to poor role perceptions.
C. have high job performance because they are motivated and able to perform the work.
D. have above average organizational citizenship.
E. have a high degree of differentiation according to Holland's classification of occupations.

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-04 Role Perceptions

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

Difficulty: Hard
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-05 Situational Factors

116. Which of these refers to a person's beliefs about what behaviours are appropriate or necessary, in a particular situation?
A. Natural aptitudes
B. Role perceptions
C. Competencies
D. Locus of control
E. Situational factors

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-04 Role Perceptions

117. Companies can improve employee performance through situational factors by:
A. asking employees about the things that motivate them.
B. testing employee skills and knowledge before they are hired.
C. providing training so employees learn the required competencies.
D. redesigning the job so employees are only given tasks within their capabilities.
E. asking employees to identify problems they experience with time and resources, then removing those obstacles to job performance.

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-05 Situational Factors

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118. Which of the following is NOT a work-related behaviour?
A. Competencies
B. Absenteeism
C. Joining the organization
D. Showing up for work at scheduled times
E. Performing required tasks

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-06 Types of Individual Behaviour

119. Which of the following refers to goal-directed activities under the individual's control that support organizational objectives?
A. Competencies
B. Task performance
C. Aptitudes
D. Direction
E. Motivation

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-07 Task Performance

120. Which of the following would be considered a work-related behaviour?
A. Completing required job duties above the minimum performance standard.
B. Showing up for work at scheduled times.
C. Accepting the organization's offer of employment.
D. Helping a coworker even though it isn't part of your job.
E. All of the answers are correct.

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-06 Types of Individual Behaviour

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121. Which of the following statements about task performance is FALSE?
A. Employees are evaluated against a performance standard.
B. Task performance refers to goal-directed activities under the individual's control.
C. Employees are almost always evaluated on just one performance dimension.
D. Employees are expected to perform their work above a minimum acceptable level.
E. Each performance dimension requires specific skills and knowledge.

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-07 Task Performance

122. Organizational citizenship refers to:
A. the employee's right to vote for the company president.
B. employee behaviours that extend beyond normal job duties.
C. the organization's obligations to society.
D. the organization's attachment to a particular country rather than being a global entity.
E. the organization's obligations to society and the organization's attachment to a particular country rather than being a global entity.

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-08 Organizational Citizenship

123. Employee behaviours that extend beyond normal job duties:
A. should be discouraged by organizational leaders.
B. are usually performed by people with low conscientiousness.
C. are the most important characteristics of people with an external locus of control.
D. are common in small businesses but never occur in large firms.
E. are called organizational citizenship.

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-08 Organizational Citizenship

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124. Sabotage, threatening harm, and insulting others represent:
A. three forms of counterproductive work behaviours.
B. the most common forms of organizational citizenship.
C. three dimensions of Schwartz's values model.
D. evidence of people with an introverted personality.
E. behaviours that are no longer found in organizations.

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-09 Counterproductive Work Behaviours

125. Which of the following is considered counterproductive work behaviour?
A. Insulting others.
B. Theft.
C. Deliberately withholding one's approval to inconvenience another person and cause them stress.
D. Theft and deliberating performing work incorrectly so the organization suffers a loss.
E. All of the answers are correct.

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-09 Counterproductive Work Behaviours

126. Which of the following is NOT one of the five categories of individual behaviour in organizations that is discussed in your text?
A. Task performance.
B. Organizational citizenship.
C. Counterproductive work behaviours.
D. Obeying orders.
E. Joining and staying with the organization.

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-10 Joining and Staying With the Organization

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127. Generous sick leave policies are known to:
A. increase employee lateness
B. improve organizational citizenship
C. increase absenteeism
D. increase voluntary turnover
E. increase absenteeism and voluntary turnover

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-11 Maintaining Work Attendance

128. Showing up at work when one's capacity to perform is significantly diminished by sickness, fatigue, personal problems, or other factors is an example of:
A. organizational citizenship behaviour
B. counterproductive work behaviour
C. employee loyalty
D. workaholic behaviour
E. presenteeism

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-11 Maintaining Work Attendance

129. Which of the following statements about personality traits is FALSE?
A. An individual's personality is relatively stable from one year to the next.
B. Personality traits cause people to behave in almost exactly the same way in all situations.
C. The most common view is that personality is shaped by both heredity and environment.
D. An individual's personality is identified by his or her behaviours.
E. An individual's personality cannot be observed.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-12 Personality in Organizations

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130. The relatively stable pattern of behaviours and consistent internal states that explain a person's behavioural tendencies refers to:
A. personality.
B. values.
C. motivation.
D. locus of control.
E. job satisfaction.

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-12 Personality in Organizations

131. An individual's personality:
A. changes several times throughout the year.
B. is formed only from childhood socialization and the environment.
C. is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.
D. is stable throughout their lifetime.
E. is formed only from childhood socialization and the environment and is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-12 Personality in Organizations

132. One ongoing dispute among psychologists is whether personality:
A. is formed completely from genetic code or is partly influenced by socialization and environmental conditions.
B. is stable over several years or changes a few times each year.
C. is evident in all situations or is less constrained in some situations.
D. is evident through a person's behaviours or is only evident through blood tests.
E. really exists or is just a myth.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-13 Personality Determinants: Nature Versus Nurture

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133. The main explanation why personality becomes more stable over time is that:
A. as we age we form a clearer and more rigid, self-concept.
B. life experiences cause personality to become more hidden from view.
C. people become less open to new experiences.
D. people become less adaptable to change as they get older.
E. with the passage of time our human capital deteriorates.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-13 Personality Determinants: Nature Versus Nurture

134. Which of the following statements about personality is FALSE?
A. One's personality becomes more hidden over time.
B. Personality is heavily influenced by heredity.
C. Personality is influenced by both nature and nurture.
D. On average, when people reach the age of 30 personality stabilizes.
E. Some personality development and change occurs when people are young.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-13 Personality Determinants: Nature Versus Nurture

135. The "Big Five" personality dimensions represent:
A. all of the personality traits found in an ideal job applicant.
B. the aggregated clusters representing most known personality traits.
C. the personality traits caused by the environment rather than heredity.
D. the entire spectrum of negative and positive personality dimensions.
E. the aggregated clusters representing most known personality traits and the personality traits caused by the environment rather than heredity.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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136. The "Big Five" personality dimensions are identified by the acronym:
A. MBTIA
B. CANOE
C. VALUE
D. MARSE
E. HAPPY

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

137. Which of the following is a "Big Five" personality dimension?
A. Extraversion
B. Openness to experience
C. Locus of control
D. Grumpiness
E. Extraversion and openness to experience

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

138. All of these are "Big Five" personality dimensions EXCEPT:
A. openness to experience.
B. agreeableness.
C. locus of control.
D. emotional stability.
E. extraversion.

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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139. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
A. Openness to experience
B. Agreeableness
C. Locus of control
D. Emotional stability
E. Extraversion

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

140. Conscientiousness is one dimension of:
A. the MARS model.
B. Schwartz's values model.
C. Myers-Briggs Type Indicator.
D. All of the answers are correct.
E. None of the answers apply.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

141. Neuroticism is explicitly identified in:
A. the MARS model.
B. Schwartz's values model.
C. "Big Five" personality dimensions.
D. Holland's theory of vocational choice.
E. the MARS model and the "Big Five" personality dimensions.

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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142. Most employees in the social services department of a provincial government have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?
A. High neuroticism.
B. External locus of control.
C. High introversion.
D. High agreeableness.
E. External locus of control and high agreeableness.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

143. Which "Big Five" personality dimension is most valuable for predicting job performance?
A. Extraversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Agreeableness

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

144. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
A. Extraversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Agreeableness

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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145. Which of the following is a "Big Five" personality dimensions?
A. Openness to new experiences.
B. Self-transcendence.
C. Locus of control.
D. Self-enhancement.
E. Narcissism.

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

146. Extraversion is one dimension of:
A. the MARS model.
B. Schwartz's values model.
C. Myers-Briggs Type Indicator.
D. "Big Five" personality dimensions.
E. Cross-cultural values.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

147. _____ characterizes people who are quiet, shy, and cautious.
A. Introversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Intellectualism

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-14 Five-Factor Model of Personality

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

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

149. Myers-Briggs Type Indicator (MBTI) includes all of these dimensions EXCEPT:
A. sensing/intuition.
B. judging/perceiving.
C. thinking/feeling.
D. extraversion/introversion.
E. internal/external locus.

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

150. Sensing, thinking, and judging represent three dimensions of:
A. Schwartz's values model.
B. the MARS model.
C. Holland's model of occupational choice.
D. the "Big Five" personality dimensions.
E. the Myers-Briggs Type Indicator

Difficulty: Easy
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

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151. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is FALSE?
A. The MBTI measures the personality traits in Jung's psychological types.
B. The MBTI is one of the most widely used personality tests in organizations.
C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
E. The MBTI combines four pairs of traits.

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

152. The Myers-Briggs Type Indicator (MBTI) measures psychological types first proposed by _____.
A. Victor Vroom
B. Carl Jung
C. Sigmund Freud
D. The "Big Five" personality trait model
E. Milton Rokeach

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

153. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is TRUE?
A. The MBTI measures a person's self-esteem and self-efficacy.
B. The MBTI is no longer used in organizations.
C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
E. The MBTI combines 16 pairs of traits into four distinct types.

Difficulty: Hard
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-15 Jungian Personality Theory and the Myers-Briggs Type Indicator

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154. It has been reported in various studies that specific Big Five personality dimensions can predict which of the following?
A. leadership.
B. organizational citizenship.
C. training performance.
D. team performance.
E. All of the answers are correct.

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-16 Values in the Workplace

155. Which of the following is NOT a concern about personality testing discussed in your text?
A. Most personality tests are self-reported scales.
B. Depending on how the results are used, the tests could unfairly discriminate against a specific group of people.
C. Personality testing might convey an unfavourable image of the company.
D. Some experts maintain there are better predictors of job performance than tests.
E. Such tests have the potential to violate one's right to privacy.

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-16 Values in the Workplace

156. Which of the following statements about values is FALSE?
A. Values help define what is right or wrong and good or bad in the world.
B. Values are arranged into a hierarchy of preferences.
C. The values that dominate a person's preferences differ across cultures.
D. Values guide our decisions and actions.
E. A person's hierarchy of values typically changes a few times each year.

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-16 Values in the Workplace

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157. Which of the following is LEAST connected to the topic of values?
A. organizational culture.
B. moral intensity.
C. collectivism.
D. ethical sensitivity.
E. neuroticism.

Difficulty: Easy
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-16 Values in the Workplace

158. Values are defined in your text as:
A. stable, evaluative beliefs that guide our preferences for outcome in a variety of situations.
B. beliefs about what is moral.
C. a person's beliefs about the amount of control they have over their actions.
D. an accounting concept imported into the field of organizational behaviour.
E. personality dimensions that stabilize up to at least the age of 30 and possibly to age 50.

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-16 Values in the Workplace

159. Schwartz's values model includes all of the following, EXCEPT:
A. Universalism.
B. Hedonism.
C. Security.
D. Utilitarianism.
E. Self-direction.

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

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160. Schwartz's model organizes ____ into _____.
A. personality traits, six dimensions
B. values, a hierarchy
C. needs, three statistical formulas
D. values, ten dimensions
E. emotions, a time line

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

161. All of the following are domains in Schwartz's values model EXCEPT:
A. Tradition.
B. Power.
C. Conscientiousness.
D. Conformity.
E. Stimulation.

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

162. The main reason why a person's values do not always influence his or her behaviour is that:
A. the values are too specific.
B. values never affect behaviour under any circumstances.
C. values affect a person's ability but not his or her motivation to act.
D. values usually conflict with each other, making it difficult to determine which value to apply.
E. values tend to be too abstract to see the connection to specific situations.

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-18 Values and Individual Behaviour

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163. Employees are more likely to apply their personal values to their behaviour when:
A. someone reminds them of those values.
B. those values conflict with the organization's values.
C. the values are abstract.
D. All of the answers are correct.
E. None of the answers apply.

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-18 Values and Individual Behaviour

164. The dominant model of personal values that is used today was developed and tested by:
A. Shalom Schwartz
B. Milton Friedman
C. Karl Jung
D. B.F. Skinner
E. Milton Rokeach

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

165. Incongruence between a company's dominant values and an employee's values is known to:
A. increase employee stress.
B. increase the employee's probability of quitting.
C. increase the chance that the employee's decisions will differ from the organization's preferences.
D. affect the employee's job satisfaction.
E. All of the answers are correct.

Difficulty: Easy
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-19 Values Congruence

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166. Whom of the following is a social psychologist who developed two lists of values, distinguishing instrumental values from terminal values?
A. Milton Rokeach
B. Shalom Schwartz
C. Milton Friedman
D. Carl Jung
E. Abraham Maslow

Difficulty: Hard
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-17 Types of Values

167. Ethics is most closely related to:
A. values.
B. locus of control.
C. the Myers-Briggs type Indicator.
D. personality.
E. ability.

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-20 Ethical Values and Behaviour

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

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-20 Ethical Values and Behaviour

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169. Which of the following is identified in the textbook as an ethical principle?
A. Utilitarianism.
B. Environmentalism.
C. Moralism.
D. Humanitarianism.
E. Egalitarianism.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

170. One problem with the utilitarian principle of ethics is that:
A. not all utilitarian rights are protected by law.
B. it is impossible to determine what factors should be relevant when distributing rewards.
C. it is difficult to predict the "trickle down" benefits to the least well off in society.
D. it judges morality by the results but not by the means to attaining those results.
E. the utilitarian principle has never been accepted by ethics experts as an ethical principle.

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

171. Which of the following is NOT a factor that influences perceived moral intensity?
A. Concentration of effect.
B. Magnitude of consequences.
C. Proximity.
D. Economic impact.
E. Temporal immediacy.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

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172. When assessing the ethics of a decision, you should:
A. rely mainly on the utilitarianism principle.
B. consider its implications against all three principles described in the textbook.
C. rely mainly on your level of collectivism.
D. avoid considering the decision's moral intensity until after the decision has been made.
E. apply any one—but NEVER more than one—of the four ethics principles to evaluate the decision.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

173. Which of the following is an ethical principle stating that people have entitlements allowing them to act in a certain way?
A. Utilitarianism.
B. Individual rights.
C. Moral intensity.
D. Distributive justice.
E. Ethical sensitivity.

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

174. The main limitation of the individual rights principle is that:
A. it really isn't an ethical principle at all.
B. some individual rights conflict with other individual rights.
C. it pays attention to whether consequences are ethical, but not to whether the means to those consequences are ethical.
D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
E. it can degenerate into unjust favouritism.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

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

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

176. Moral intensity is higher when:
A. the issue produces good decisions but not bad decisions.
B. the decision has little or no effect on other people.
C. the decision maker is neutral and far removed from the issue or its consequences.
D. All of the answers are correct.
E. None of the answers apply.

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

177. People who have high moral sensitivity:
A. are always more ethical than people with a moderate or low level of ethical sensitivity.
B. tend to have higher empathy.
C. tend to have more information about the specific situation.
D. always have low moral intensity.
E. tend to have higher empathy and tend to have more information about the specific situation.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

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178. According to your text, which of the following is considered a moral intensity factor?
A. Social consensus.
B. Environmental impact.
C. Economic impact.
D. Social impact.
E. Diversity.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

179. The ability to recognize the presence and determine the relative importance of an ethical issue is known as:
A. neuroticism.
B. moral intensity.
C. moral sensitivity.
D. utilitarianism.
E. uncertainty avoidance.

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

180. Which of the following statements about ethical codes of conducts is FALSE?
A. They establish the organization's ethical standards and inform employees.
B. They signal how seriously the organization views the issue of ethics.
C. Written ethical codes prevent unethical behaviour.
D. Most large and medium-size organizations in Canada have such codes.
E. Many organizations provide ethics training.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

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181. Moral intensity is higher when:
A. it takes longer to make an ethical decision.
B. the decision is made by a few people who are highly ethical.
C. there are no clear legal guidelines to guide decision makers.
D. many people agree the action is ethically good or bad.
E. moral intensity is absent.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

182. According to your text, the most effective way for organizations to establish a foundation that supports ethical conduct is by:
A. providing ethics training.
B. writing codes of ethics.
C. communicating ethical codes of conduct to employees.
D. punishing wrongdoers.
E. establishing a set of shared values that reinforce ethical conduct.

Difficulty: Medium
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

183. Which moral intensity factor best relates to the question, "How many people are affected by this action?"
A. Immediacy of effect
B. Concentration of effect
C. Probability effect
D. Butterfly effect
E. Magnitude effect

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-22 Moral Intensity, Moral Sensitivity, and Situational Influences

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

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-25 Individualism and Collectivism

185. Which of the following statements about cross-cultural values is TRUE?
A. People with a high achievement-orientation emphasize relationships and the well-being of others.
B. People with high individualism can have any level (high or low) of collectivism.
C. People with high power distance value independence and personal uniqueness.
D. People with low uncertainty avoidance must also have high power distance.
E. People in almost all cultures have high uncertainty avoidance.

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-25 Individualism and Collectivism

186. People with high collectivism:
A. accept unequal distribution of power.
B. also have low individualism.
C. value harmonious relationships in the groups to which they belong.
D. value thrift, savings, and persistence.
E. also have low individualism and value harmonious relationships in the groups to which they belong.

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-25 Individualism and Collectivism

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

Difficulty: Hard
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-26 Power Distance

188. The cross-cultural value describing the degree to which people in a culture accept unequal distribution of power in a society refers to _____.
A. power imbalance tolerance
B. inequality tolerance
C. power distance
D. power differential
E. submissiveness

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-26 Power Distance

189. The degree to which people tolerate ambiguity and uncertainty refers to the cross-cultural value called _____.
A. risk tolerance
B. ambiguity tolerance
C. high uncertainty avoidance
D. uncertainty avoidance
E. self-confidence

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-27 Uncertainty Avoidance

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190. People with a high _____ value assertiveness, competitiveness, and materialism.
A. individualism
B. collectivism
C. power distance
D. uncertainty avoidance
E. achievement orientation

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-28 Achievement-Nurturing Orientation

191. Which of the following countries generally has high achievement orientation values?
A. Canada
B. Russia
C. Japan
D. Sweden
E. The Netherlands

Difficulty: Hard
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-28 Achievement-Nurturing Orientation

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

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-28 Achievement-Nurturing Orientation

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193. Which of the following values represents people who value duty to groups to which they belong, and to group harmony?
A. High individualism.
B. High uncertainty avoidance.
C. Low uncertainty avoidance.
D. High nurturing orientation.
E. High collectivism.

Difficulty: Easy
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-25 Individualism and Collectivism

194. Canadians tend to have:
A. a high collectivism value orientation.
B. a high nurturing-orientation value.
C. a low individualistic value orientation.
D. a high individualistic value orientation.
E. a high nurturing-orientation value and a low individualistic value orientation.

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

195. In the section on cross-cultural values, the authors warn that:
A. the cross-cultural data presented are based on a very small sample (less than 10 people in each country studied).
B. the definitions of most values have changed over the past decade, so most cross-cultural information has little meaning anymore.
C. several cultures don't have any values.
D. multicultural societies such as Canada have a wide range of values even though the information presented assumes that everyone in the country has similar values.
E. Canadians are slowly losing their value system as the country becomes increasingly diverse.

Difficulty: Hard
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-29 Caveats About Cross-Cultural Knowledge

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196. In Canada, Anglophone and Francophone values:
A. are identical to each other.
B. have become increasingly different from each other in recent years.
C. are almost completely opposite to each other.
D. have converged (become more similar) in recent years.
E. do not really exist.

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

197. Which of these cultures within Canada has a high collectivist value orientation?
A. Anglophone Canadians
B. Francophone Canadians
C. First Nations people in Canada
D. Allophone Canadians
E. None of these cultures has a high collectivist orientation.

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

198. Which of the following cultures has/have the strongest preference for patriarchal authority?
A. Anglophone Canadians
B. Francophone Canadians
C. Americans
D. Japanese
E. Anglophone and Francophone Canadians

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

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199. Compared with Americans, Canadians are more likely to:
A. question authority.
B. be associated with a religious institution.
C. value patriarchal authority.
D. be materialistic.
E. blindly accept the direction of their leaders.

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

200. Studies comparing American and Canadian values indicate that:
A. American and Canadian values have become more similar in recent years.
B. American values are closer to Francophone than Anglophone values.
C. Canadians have lower tolerance for moral permissiveness than do Americans.
D. All of the answers are correct.
E. None of the answers apply.

Difficulty: Easy
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

Short Answer Questions

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201. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late at the office each morning. Some sales reps go directly to visit clients rather than showing up at the office as required by company policy. Others arrive several minutes after their appointed start time. The vice president of sales doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behaviour, diagnose the possible reasons why salespeople may be engaging in this "lateness" behaviour.
Answer: The MARS model suggests that individual behaviour and performance are a function of ability, motivation, role perceptions, and situational factors. With respect to lateness, all four of these factors may be relevant. Salespeople may be late for work because of incorrect role perceptions. Specifically, they might not know that they must show up at the office before visiting clients. Others may be late in the morning because they incorrectly believe they can do so after working late the previous day. (While both policies should be reviewed, the point here is that sales rep role perceptions may be inconsistent with the executive's expectations.)
Lateness may also occur because sales reps are not motivated to attend work. Perhaps there are stressful conditions at work or the jobs are not interesting to the people in those jobs. Similarly, there might be a "lateness culture" in which other employees support those who show up late. A third factor may be situational factors. In the short term, some employees might be late due to road construction, conflicts with family responsibilities, and so forth. This is usually a short-run explanation, however, because employees should be able to adjust their schedule in the longer term. Ability is the least likely explanation for lateness. It would occur if an employee lacked the capacity to show up for work on time.

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

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202. Employees in the company's warehouse are making numerous errors in inventory control and breaking items shipped. An analysis of the situation reveals that individual competencies are poorly matched with the job requirements. Describe three different strategies that would potentially improve this person-job matching.

The textbook identifies the following three strategies. Students should describe each of these:

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

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-03 Ability

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

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

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

Difficulty: Medium
Learning Objective: 02-01 Describe the four factors that directly influence individual behaviour and performance.
Topic: 02-01 Mars Model of Individual Behaviour and Performance

Canadian Organizational Behaviour (Canadian) 10th edition McShane Test Bank

204. Contrast organizational citizenship behaviour with task performance.

Task performance refers to goal-oriented activities that are under the individual's control. As goals, job performance standards and objectives are explicitly required by the organization for employees in those jobs.
Organizational citizenship behaviours, on the other hand, are activities that extend beyond the task normally required by the organization. They include avoiding unnecessary conflicts, helping others without selfish intent, gracefully tolerating occasional impositions, being involved in organizational activities and performing tasks that extend beyond normal role requirements.

Difficulty: Easy
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-07 Task Performance

205. What are the main causes of absenteeism and lateness?

Employees often point to situational factors, such as bad weather, transit strike, personal illness, and family demands (e.g., sick children). These are usually valid explanations, but some people still show up for work because of their strong motivation to attend, whereas others take sick leave at the slightest sign of bad weather or illness. Some absenteeism occurs because employees need to get away from workplace bullying, difficult customers, boring work, and other stressful conditions.
Absenteeism is also higher in organizations with generous sick leave because this benefit minimizes the financial loss of taking time away from work. Another factor in absenteeism is the person's values and personality. Finally, studies report that absenteeism is higher in teams with strong absence norms, meaning that team members tolerate and even expect co-workers to take time off.

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-11 Maintaining Work Attendance

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206. Presenteeism is common among which type of employees?

Presenteeism is more common among employees with low job security (such as new and temporary staff), employees who lack sick leave pay or similar financial buffers, and those whose absence would immediately affect many people. Personality also plays a role, some people possess traits that motivate them to show up for work when others would gladly recover at home.

Difficulty: Hard
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-11 Maintaining Work Attendance

207. Explain why you agree or disagree with the following statement: "Hiring and keeping talented employees is the most important task for managers."

a) Task performance, organizational citizenship, and the lack of counterproductive work behaviours are obviously important, but if qualified people don't join and stay with the organization, none of these performance-related behaviours would occur.
b) Attracting and retaining talented people is becoming particularly important as worries about skills shortages heat up. As skill shortages increase, attracting and retaining talent will logically become a critical factor in an organization's success.
c) Much of an organization's intellectual capital is the knowledge employees carry around in their heads. Long-service staff members, in particular, have valuable information about work processes, corporate values, and customer needs. Very little of this is documented anywhere. Thus, knowledge management involves keeping valuable employees with the organization.

Difficulty: Medium
Learning Objective: 02-02 Summarize the five types of individual behaviour in organizations.
Topic: 02-10 Joining and Staying With the Organization

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

Students should be evaluated not only on factual knowledge from the textbook, but also their logic and persuasive argument skills. Factually, the textbook presents two arguments in favour of using personality testing in selection. First, some personality dimensions, particularly conscientiousness and internal locus of control, predict job performance in almost every job group. This suggests that if we can accurately measure people who have this trait, we can better determine whether they will perform their job well. Second, personality traits may affect the types of jobs in which people are interested. In fact, vocational counsellors use personality testing to determine vocational interests. Placing people in jobs that match their personalities would potentially reduce employee turnover and perhaps absenteeism. If employees are happier in their jobs as a result of better vocational fit, then the improved job satisfaction might also result in better performance and organizational citizenship behaviours (see Chapter 1).

Difficulty: Medium
Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behaviour in organizations.
Topic: 02-16 Values in the Workplace

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209. Explain the three distinct types of ethical principles and discuss the limitations of each:

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

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

Difficulty: Hard
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-21 Three Ethical Principles

Canadian Organizational Behaviour (Canadian) 10th edition McShane Test Bank

210. Comment on the accuracy of the following statement and explain your answer: "Organizations are most successful when employee values are identical to the company's dominant values."

This statement is FALSE. To answer this question fully, students should note both the benefits of having values congruence and the problems with having perfect congruence.
In terms of benefits of congruence, the textbook explains that incongruence causes several negative outcomes. Values are guideposts, so employees whose values differ significantly from the organization's values might make decisions incompatible with the organization's goals. Incongruence also leads to lower job satisfaction and organizational commitment, as well as higher stress and turnover among employees.
The problem with identical values—that is, perfect congruence—is that employees with diverse values offer different perspectives to issues, which may lead to better decision making. The conflict resulting from values incongruence among employees can sharpen everyone's thinking about the definition of the problem and the rationale for preferred choices. Moreover, too much congruence can create a "corporate cult" that potentially undermines creativity, organizational flexibility, and business ethics.

Difficulty: Medium
Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behaviour.
Topic: 02-18 Values and Individual Behaviour

Canadian Organizational Behaviour (Canadian) 10th edition McShane Test Bank

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

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

Difficulty: Easy
Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behaviour.
Topic: 02-23 Supporting Ethical Behaviour

Canadian Organizational Behaviour (Canadian) 10th edition McShane Test Bank

212. A middle manager in Malaysia is about to be stationed for two years to Canada. Canada has relatively low power distance whereas employees in Malaysia have quite high power distance. Advise the Malaysian manager about what to expect from Canadian employees based on the differences in power distance. Your answer should also define power distance.

Power distance is the extent that people accept unequal distribution of power in a society. This answer should provide specific information about how employees interact differently in Canada versus Malaysia in terms of power distance.
In Malaysia, employees tend to value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate. They also prefer resolving differences or contradict their boss indirectly through formal procedures rather than directly. In contrast, Canadians (at least those with a low power distance value) expect relatively equal power sharing. They view the relationship with their boss as one of their interdependence, not dependence, that is, they believe their boss is also dependent on them, so they expect power sharing and consultation before decisions affecting them are made. Those with low power distance readily approach and contradict boss.

Difficulty: Medium
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-26 Power Distance

Canadian Organizational Behaviour (Canadian) 10th edition McShane Test Bank

213. A visiting professor in international business recently spoke to students in an organizational behaviour class about cultural differences between Canadians and Japanese employees. Relying on a famous study in the 1960s, the scholar explained that Japanese employees have a high degree of collectivism. The visitor then pointed out how this is completely opposite to the values of Canadian employees. The visitor concluded by saying that by identifying someone's nationality, such as Canadian, one can easily determine a person's level of collectivism, individualism, uncertainty avoidance, and achievement-nurturing orientation. Identify and discuss three concerns about cross-cultural knowledge the visiting professor's statements should pay attention to.

Here are the three areas of concerns:
One is that many research studies have relied on small, convenient samples, and these studies may draw conclusions that might not generalize to the cultures they represent.
Second is that cross-cultural studies often assume that each country has one culture, while in reality many countries are culturally diverse. While this assumption may be true, in some countries, (particularly if isolated and lack immigration) it certainly does not apply to Canada and many other countries. People have diverse values within Canada, so statements about Canada's cultural values represent very broad generalizations.
A third concern is that cross-cultural research and writing continues to rely on a major study conducted almost 40 years ago, the findings of which may have become out of date as values in some cultures have shifted over the years.

Difficulty: Hard
Learning Objective: 02-06 Describe five values commonly studied across cultures, and discuss the diverse cultures within Canada.
Topic: 02-30 Cultural Diversity Within Canada

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