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SKU: 9781266580222-TEST-BANK

Correct answers located at the end of the chapter.

1) Self-awareness involves a capacity to monitor and control biases that potentially affect your decision making.
   - ◎ true
   - ◎ false

2) Collectivists define themselves as independent of group affiliation.
   - ◎ true
   - ◎ false

3) Managers who have low self-awareness are superior performers.
   - ◎ true
   - ◎ false

4) Typically, Westerners are collectivists, and people from Asian countries are individualists.
   - ◎ true
   - ◎ false

5) Patterns of behavior develop through reactions to events and actions over a period of time.
   - ◎ true
   - ◎ false

6) Personality traits of an individual are highly unstable; they change frequently depending on the situation.
   - ◎ true
   - ◎ false

7) If a person is cold and uncaring in one situation, he or she is likely to behave similarly in other situations.
   - ◎ true
   - ◎ false

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8) Individuals who score high on conscientiousness are more likely to be viewed as uncaring and disrespectful.
   - ◎ true
   - ◎ false

9) High self-monitors are *least* interested in what others think of them.
   - ◎ true
   - ◎ false

10) Low self-monitors usually hide their true selves to conform to a situation.
   - ◎ true
   - ◎ false

11) Our attitudes are easier to influence and change than our behaviors or values.
   - ◎ true
   - ◎ false

12) At work, the *best* managers are those who augment their own perspectives with the views of others.
   - ◎ true
   - ◎ false

13) Selective perception facilitates communication with others.
   - ◎ true
   - ◎ false

14) Stereotyping involves attributing one's own attitudes, characteristics, or shortcomings to others.
   - ◎ true
   - ◎ false

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15) Projecting our beliefs onto others allows them to provide us with a unique and fresh perspective.
- ◎ true
- ◎ false

16) Self-serving bias causes us to overestimate external factors for successes and blame internal factors for failures.
- ◎ true
- ◎ false

17) Fundamental attribution error involves underestimating the influence of internal factors when evaluating the behavior of others.
- ◎ true
- ◎ false

18) The social mirror is based on our memory of how others have reacted toward us or treated us.
- ◎ true
- ◎ false

19) The social mirror is designed to help you learn about yourself. Hence it is important to accept everything that others say to you as reality.
- ◎ true
- ◎ false

20) Self-awareness can be increased by acquiring multiple experiences in diverse situations and with diverse others.
- ◎ true
- ◎ false

21) Being aware of your core drivers will not help you modify your behavior, as they are unchangeable.
- ◎ true
- ◎ false

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22) Fundamental attribution error causes us to underestimate the impact of internal factors and overestimate the influence of external factors when evaluating the behavior of others.
- ◎ true
- ◎ false

23) Self-serving bias causes us to underestimate internal factors for successes and blame external factors for failures.
- ◎ true
- ◎ false

24) It is important to evaluate both internal and controllable factors before jumping to conclusions.
- ◎ true
- ◎ false

25) _____ is *best* described as the capacity for introspection and the ability to reconcile oneself as an individual separate from the environment and other individuals.
- A) Self-actualization
- B) Self-awareness
- C) Self-disclosure
- D) Self-isolation

26) _____ involves a person stepping back and objectively observing what influences his or her thoughts, feelings, behaviors, attitudes, and interactions.
- A) Self-actualization
- B) Self-analysis
- C) Projection
- D) Selective perception

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27) _____ describes the relatively stable set of characteristics, tendencies, and temperaments of an individual that have been formed by heredity and by social, cultural, and environmental factors.
A) Attitude
B) Personality
C) Efficacy
D) Virtue

28) Becoming self-aware by understanding your modes of thinking primarily involves being aware of how you
A) express your reaction to unexpected things that happen.
B) respond to people, stimuli, and events.
C) become aware of your core drivers and hence understand the roots of your behavior.
D) take in and make sense of information that helps you make judgments.

29) Nancy is aware that her morale is down when she is working in a large group. This is mainly because she is not confident sharing her opinions with others or opposing their ideas. She realizes that to be able to perform better she needs to tactfully communicate with her team members. Which of the following components of behavior is Nancy primarily aware of in this situation?
A) motivation
B) modes of interacting
C) modes of thinking
D) cognition

30) Which of the following is a primary component of the Big Five personality model?
A) uncertainty avoidance
B) locus of control
C) intelligence quotient
D) emotional stability

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31) In the Big Five personality model, _____ assesses the degree to which you are social or antisocial, outgoing or shy, assertive or passive, active or inactive, and talkative or quiet.
A) empathy
B) collectivism
C) extroversion
D) conscientiousness

32) Jacob and Gareth are new employees in an information technology (IT) firm. Gareth is outgoing and likes to assert his authority over others. Jacob is shy and hardly socializes with his peers. Both Gareth and Jacob are punctual and hardworking. In the context of the Big Five personality traits, which of the following statements is true about this scenario?
A) Gareth is emotionally stable.
B) Jacob is an introvert.
C) Gareth ranks high on agreeableness.
D) Jacob ranks high on change to altruism

33) In the context of the Big Five personality traits, _____ represents the degree to which an individual is dependable, can be counted on, follows through on commitments, and keeps promises.
A) conscientiousness
B) extroversion
C) introversion
D) altruism

34) Shenaz remains calm with her customers who are intolerant and rude toward her. She always has a positive attitude and is able to quickly find solutions to her customers' issues. In the context of the Big Five personality traits, which of the following statements is *most* likely true about Shenaz?
A) Shenaz ranks low on conscientiousness.
B) Shenaz is an extrovert.
C) Shenaz has a high level of intelligence quotient.
D) Shenaz is emotionally stable.

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35) Rosa's coworkers have often complained that it is difficult to work with her. This is mainly because Rosa is highly rigid in nature and intolerant toward others' opinions and ideas. In the context of the Big Five personality model, which of the following does Rosa best illustrate?
A) high openness
B) high conscientiousness
C) low agreeableness
D) low uncertainty avoidance

36) A person's low score on the _____ component of the Big Five personality model is closely associated with the fact that he or she is insecure, anxious, and short-tempered.
A) openness
B) intelligence quotient
C) emotional stability
D) extroversion

37) Jacob, an employee at a consumer electronics company, is highly enthusiastic about learning new skills, meeting new people, and approaching work-related tasks in a novel way. In the context of the Big Five personality model, which of the following does Jacob best illustrate?
A) low agreeableness
B) low conscientiousness
C) high openness to experience
D) high uncertainty avoidance

38) Justin's enthusiasm toward challenging projects has earned him a good reputation among his seniors at work. His coworkers agree that he is highly dependable, organized, and focused about work. In the context of the Big Five personality model, which of the following does this scenario best illustrate?
A) low agreeableness
B) low collectivism
C) high conscientiousness
D) high uncertainty avoidance

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39) The tendency to adjust our behavior relative to the changing demands of social or environmental situations is known as
A) social regulation.
B) self-actualization.
C) self-monitoring.
D) social realization.

40) Sophie is highly concerned about what others think of her. She is extremely careful about freely expressing her feelings and opinions in public. She tactfully adapts her responses and interactions to suit the situation and the audience. On the basis of the given information, we can conclude that Sophie would score
A) low on openness to experience.
B) high on uncertainty avoidance.
C) high on self-monitoring.
D) low on agreeableness.

41) Which of the following statements is true of low self-monitors?
A) They are very sensitive to external cues.
B) They often hide their true selves to conform to a situation.
C) They are not at all interested in what others think.
D) They constantly adapt to meet a set of expectations.

42) _____ are *best* described as "settled ways of thinking about someone or something, typically reflected in a person's behavior."
A) Morals
B) Ethics
C) Attitudes
D) Rituals

43) Which of the following statements is true about attitudes?
A) Attitudes can vary from situation to situation.
B) Attitudes are the most stable facets of our personality.
C) Attitudes are more difficult to influence than our behaviors or values.
D) Attitudes in people are independent of their family background.

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44) _____ means making assumptions about an individual or a group based on generalized judgments rather than based on facts.
A) Projecting
B) Hacking
C) Stereotyping
D) Bootstrapping

45) Mark's boss has shortlisted three employees—Jack, Justin, and Grace—who are eligible for a promotion. It is Mark's duty to promote any two employees from the chosen three. Mark decides not to promote Grace because he believes that women are not achievement-oriented and that they cannot completely focus on their work. Making such generalized assumptions that influence an individual's perceptions is known as
A) selective perception.
B) whistleblowing.
C) stereotyping.
D) projection.

46) Josephine works as a software engineer at a large information technology company. She is working on a project that has to be completed within the next 24 hours. When her manager sends her an email about her next project, which is to be taken up once the current project is completed, she ignores it before even reading the details specified in it. This scenario best exemplifies
A) fundamental attribution error.
B) self-monitoring.
C) selective perception.
D) self-serving bias.

47) _____ is *best* described as attributing one's own attitudes, characteristics, or shortcomings to others.
A) Self-description
B) Projection
C) Selective perception
D) Individualization

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48) Derek always arrives late for meetings and conferences. He believes that everyone else will also arrive late. In this scenario, Derek's perception is primarily influenced by
A) fundamental attribution error.
B) projection.
C) selective perception.
D) self-serving bias.

49) _____ is referred to as forming an opinion about how we would like an event to unfold, a situation to develop, or a person to act, think, or feel.
A) Stereotyping
B) Expectation
C) Projection
D) Ethnocentrism

50) Judy, a college graduate, is looking for a job. Previously, she never paid attention to any job advertisements. Now, however, she keeps an eye out for job advertisements in newspapers, outside offices, and on the Internet. This is a result of a common perception filter known as
A) projection.
B) stereotyping.
C) interest.
D) expectation.

51) The _____ demonstrates that individuals tend to decide that a behavior is caused by a particular characteristic or event.
A) expectancy theory
B) equity theory
C) two-factor theory
D) attribution theory

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52) Richard runs a supermarket chain. All his stores have been experiencing declining sales for the past one year. Richard blames this depletion in sales on the increasing competition in the market. Which of the following theories *best* explains Richard's behavior in this scenario?
A) attribution theory
B) two-factor theory
C) equity theory
D) expectancy theory

53) Javier's friend incurred a huge loss because he invested in a stock that later crashed in the stock market. Javier believes that the loss was because of the poor decisions made by his friend rather than the external events affecting the performance of the stock. This is an example of
A) the bandwagon effect.
B) a fundamental attribution error.
C) self-serving bias.
D) the recency effect.

54) Whenever Ray gets good grades, he attributes his good performance to his skills and determination. When he performs poorly, he blames it on his friends and peers. In this case, Ray's behavior *best* illustrates
A) the bandwagon effect.
B) fundamental attribution error.
C) self-serving bias.
D) the decoy effect.

55) Stephen Covey refers to the concept of gaining self-awareness through understanding how others view us and how we are shaped by others' opinions of us as the
A) glass ceiling.
B) social mirror.
C) learning curve.
D) catch-22 situation.

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56) _____ is *best* described as the act of sharing your thoughts, feelings, and ideas with others without self-deception and without distortion.

A) Self-disclosure
B) Groupthink
C) Self-realization
D) Stereotyping

57) Which of the following is *not* an effective way of increasing self-awareness?

A) keeping your thoughts and feelings to yourself without sharing them with others
B) working in a country other than your home country
C) reading books on subjects that are beyond your career field
D) discussing your failures with your friends

58) Our behavior is affected by which factor?

A) public policy rules and regulations
B) individual differences
C) institutional expectations
D) All of the answer choices are correct.

59) List a few ways in which self-awareness can help a person.

60) Discuss the primary components of the Big Five model.

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61) Define attitude. How does it affect our professional life?

62) Describe some of the *most* common filters that can influence our perceptions.

63) Write a short description of the attribution theory.

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Answer Key

Test name: Chapter 01

1) TRUE
2) FALSE
3) FALSE
4) FALSE
5) TRUE
6) FALSE
7) TRUE
8) FALSE
9) FALSE
10) FALSE
11) TRUE
12) TRUE
13) FALSE
14) FALSE
15) FALSE
16) FALSE
17) FALSE
18) TRUE
19) FALSE
20) TRUE
21) FALSE
22) FALSE
23) FALSE
24) FALSE
25) B
26) B
27) B
28) D
29) B
30) D
31) C
32) B
33) A
34) D
35) C
36) C
37) C

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38) C
39) C
40) C
41) C
42) C
43) A
44) C
45) C
46) C
47) B
48) B
49) B
50) C
51) D
52) A
53) B
54) C
55) B
56) A
57) A
58) D
59) Essay
60) Essay
61) Essay
62) Essay
63) Essay

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Chapter One
Journey into Self-awareness

Chapter Overview

A central thesis of our book is that managers must first understand themselves in order to be effective in working with others. In this chapter we introduce the concept of self-awareness: what it is, why it's important, benefits of self-awareness and means to gain self-awareness. We discuss ways to build self-awareness and strategies for being effective at identifying strengths and overcoming limitations. We also address how strong self-knowledge can enhance one's ability to manage others. The chapter begins with a case and discussion questions and concludes with a number of exercises that can be used in groups or as individual assignments.

Learning Objectives

After reading this chapter, the student/reader will be able to:

- List strengths and understand how these might enhance their career readiness -- guiding them to or confirming an academic major, career path or career advancement opportunity.
- Identify personal motivators that define personal and professional happiness.
- Assess personal limitations and develop a plan for improving in these areas.
- Identify preferred work style and how this affects working relationships with others.
- Identify personal biases that might hinder understanding and appreciation of diverse others.

Chapter Outline

What is Self-awareness?

The extent to which people are consciously aware of their internal states as well as their interactions or relationships with others. The capacity for introspection and the ability to reconcile oneself as an individual separate from the environment and other individuals. Knowing your motivations, preferences and personality and understanding how these affect judgment, decisions and interactions with others.

Why Self-awareness is important

- Understanding yourself in relation to others
- Building confidence, esteem, and resilience
- Developing and implementing a sound self-improvement program
- Setting meaningful life and career goals
- Developing relationships with others
- Understanding the value of diversity
- Managing others effectively, in-person and remotely
- Increasing productivity

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- Increasing ability to contribute to organization, community and family
- Developing a career that is satisfying
- Increasing global leadership competencies
- Creating trusting and productive work environments
- Supporting others in their development
- Enhanced emotional intelligence
- Increased personal authenticity
- Processing challenging life events
- Managing change

Lack of Self-awareness

It is also important to assess the negative effects of a lack of, or faulty, self-awareness. These can include:

- Making poor decisions
- Developing unrealistic notions of your competencies and strengths
- Derailing your career

Strategies for gaining Self-awareness

Self-analysis – analyzing and reflecting on behaviors, personality, attitudes and perceptions.

Behavior – the way in which we conduct ourselves or act.

- Four components:
  - *Motivation* – the drive to pursue one action over another.
  - *Modes of thinking* – the way you process inputs and external stimuli.
  - *Modes of acting* – the course of action you apply in a given situation.
  - *Modes of interacting* – the way in which you communicate and share ideas, opinions and feelings with others.

Personality – the relatively stable set of characteristics, tendencies and temperaments that have been inherited or formed by heredity and by social, cultural and environmental factors.

- *Big Five Model* – five broad personality factors that are representative of the characteristics that can be linked with satisfaction and success.
  - *Extroversion* – the degree to which a person is social or outgoing.
  - *Agreeableness* – the degree to which a person is friendly or reserved, cooperative or guarded.
  - *Emotional Stability* – the degree of consistency or inconsistency in reacting to certain events or situations.
  - *Conscientiousness* – the degree to which an individual is dependable, reliable, or committed.
  - *Openness to Experience* – the degree to which one is interested in broadening horizons, open to new ideas, people, or situations.

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Self-Monitoring – the ability to regulate your thinking before speaking or acting. The tendency to adjust behavior relative to the changing demands of social situations, dangerous at either end of the continuum.

- *High Self-monitors* – sensitive to external cues and constantly adapt or conform to situations or a set of expectations.
- *Low Self-monitors* – display feelings, attitudes, and behaviors in every situation. Never adjusting or conforming to situations, not interested in what others think.

Attitudes – are settled ways of thinking about someone or something, reflected in a person's behavior. The emotions we choose to act on determine our attitude.

Perception – the process by which individuals select, evaluate, and organize information to make sense of it. One's perception is not necessarily reality, it is an individual's view of reality.

Factors that affect perception:

- *Stereotyping* – making assumptions about individuals or a group based on generalized judgments rather than facts.
- *Selective Perception* – interpreting information for meaning and accuracy and discarding that which is threatening or non-relevant.
- *Projection* – the attributing of one's own attitudes, characteristics or shortcomings to others.
- *Expectations* – forming an opinion about how we would like an event or situation to develop or a person to act, feel or think.
- *Interest* – basing our activities and inputs on things that are likeable or appealing to us.

Unconscious Bias – making instant assessments of an individual or group based on things like ethnicity, race, age, gender, gender identity, sexual orientation, religion, disability, body weight, cognitive ability, political beliefs, educational level, family background, or economic or class status, etc.

Attribution Theory – developing perceptions based on whether we believe the perceived causes which result in specific behavior in others or ourselves are internal or external.

- *Self-serving Bias* – individuals tend to blame external factors for failure and credit internal factors for success when evaluating themselves.
- *Fundamental Attribution Error* – individuals tend to overestimate the impact of internal factors and underestimate external factors when evaluating others.

Others' Perceptions – gaining self-awareness through understanding how others view us and understanding how we are shaped by other's opinions.

- *Social Mirror* – a process of viewing ourselves based on other people's views.

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Self-Disclosure – gaining awareness through sharing ideas, thoughts and feelings with others without self-deception or distortion.

Diverse Experiences – increasing self-awareness through acquiring multiple experiences in diverse situations and with diverse others.

Teaching Notes

Motivating the discussion:

- At the start of the session, ask students, "How many of you could easily describe your best friend's strengths, weaknesses, style, etc.?" (Probably most could.) Then ask, "How many of you could do the same for yourselves? How well do you know yourselves? What you like, what you hate, what you're good at, etc." As a follow-on probe, ask students to consider how others would view their personal strengths and weaknesses; how would others view them? Our best friend? A parent? A teacher?

- "Why is self-awareness important?" First, in order to be effective interpersonally (with others), you need to be effective intrapersonally—comfortable with yourself and able to understand yourself and how you interact with others. How can you interact well with others if you don't know yourself? You need to know what your work style is and how you relate to others, both personally and professionally, in order to be able to work with and manage others. You might think others see you as warm, open and easy to talk to, yet others might have a different impression of you. You might think coworkers and superiors see you as a competent and capable manager. Yet promotions seem to go to others.

  Second, understanding and monitoring your strengths and skills over time is critical to being considered a "valuable commodity" in the workplace. As technology and competition evolve, so too does the need for new and different skills. Self-awareness enables you to stay marketable by understanding your strengths and keeping your skills current.

- Knowing yourself has lifelong consequences as well. Why live sub-optimally? By knowing what makes you tick, you can work toward and select a career that suits you best, allowing you to achieve greater satisfaction and happiness in your professional work, and by extension, your personal life!

- The best managers are those who understand their strengths and limitations and know how to complement these with the skills and qualities of others in the workplace. They undertake a "continuous improvement" approach to self-development. One suggestion is to take a self-assessment test or class at least once per year. It's a great way to demonstrate willingness to grow, learn and change.

- Emphasize the importance of self-improvement. Some qualities are innate. But many qualities can be fostered or enhanced if we are committed to doing so. Change takes time, commitment, and personal change work on yourself, but it can be done.

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- Acknowledge that some may be less comfortable with self-awareness than others. Those who are naturally more reserved will be less inclined at the outset to share about themselves personally. This is OK; remind them that many CEOs are introverts! But self-awareness is important because those who are able to relate personally to others and who can appreciate their own and others' strengths and weaknesses are more effective in business, and in life.

Ideas for presenting material:

- Self-awareness is an important tool in students' and managers' career toolkits. Ask participants how self-awareness of one's strengths and interests can be used to identify career paths and options that are particularly suited to them. Encourage students to visit their campus career center (online or in person) and employees to visit their employee resource center for information and resources that may be useful in helping them to explore particular career or career advancement options. Ask them to bring in information about resources that were particularly interesting or helpful to share with fellow students or employees.

- Discuss the connection between self-awareness and career readiness. Ask participants about some of the jobs (summer, part- or full-time, self-employment, etc.) they've held. Which ones suited them and why? Which ones did they dislike and why? What strengths did they find they have? What skills did they develop? What ideas did these jobs give them about the type of work they want to do in the future? About the type of organization in which they want to work? About the type of people with whom they want to work? About what they're interested in and what's important to them? About career/life goals they want to pursue? About how they want to make an impact and make a contribution?

- Another approach is to ask participants to complete one or more personality-type assessments (from the chapter, exercises, or others available on the Internet) and then try to make sense of their findings. Do the results resonate with them? Why or why not?

  Ask what they learned about themselves from the assessments. Which career options were mentioned that might fit their personality and interests? How can their strengths and interests be used to identify potential career or career advancement options?

  When using any self-assessment test with individuals or in groups, acknowledge that they won't always agree with the results, nor should they. Any S/A test is simply a way to use words to describe similarities and differences. We're all unique. None of us like to be labeled. If we don't agree with a result, we can ask, "Is there anything here that might be true?" And if not, then what other answer or result would we prefer? Even a "wrong" answer can be a good source of learning.

  There is no one "right" solution that fits everyone. Keep trying until they find an assessment that resonates with their experience and preferences. Examples of assessments (listed in the book) are The Big Five, Myers-Briggs, Insights, DISC, Strengths Finder, Keirsey, CareerLeader, Holland Code and Career Anchors. Participants can research and bring other options to class and share with each other.

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- Discuss how self-awareness can help with resume building (e.g. identify core strengths, list an objective, emphasize unique talents and qualities that are pertinent to what employers or graduate schools seek), and with interviewing (focus on key skills and experiences that have shaped them into who they are today and who they aspire to be). In class, participants can critique each other's resumes or conduct mock interviews, offering feedback to each other on what's working and what can be improved.

Discussion Questions

Why is self-awareness so important?

- Understanding yourself in relation to others
- Developing and implementing a sound self-improvement program
- Setting meaningful life and career goals
- Developing relationships with others
- Understanding differences
- Managing others effectively
- Increasing productivity
- Increasing ability to contribute to organization, community and family
- Increasing global, managerial and organizational effectiveness
- Understanding the organization in which you are working
- Creating trusting and productive work environments

Research is showing that self-awareness is even more important now that many people are working remotely. What are some ways you can enhance your level of self-awareness while working from home or away from a traditional office set-up?

- Seek feedback directly from others
- Learn continuously; sign up for online certificate programs to keep current with marketplace needs
- Strive continuously for personal development; keep skills up to date
- Seek ways to work with others (virtually or in person) on team projects, either within your area or in another department
- Use the exercises and assessments mentioned in Chapter One, and some of the resources mentioned at the end of this Instructor Manual chapter

You may have heard the term "personality clash" before. What does this mean and how can this be avoided?

- When two individuals with opposite personal characteristics or traits have a hard time communicating, making decisions and in general working together, we might call that a "clash".

- By knowing your and others' uniqueness, you can be strategic about how you approach certain situations and how to respond to others whose styles are different from yours.

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- Take the personality assessments mentioned in this chapter and read about your and others' styles to better understand how to work with people whose styles differ from yours.

- Be patient, kind, and open to others. Be accepting of and try to learn from people who are different from you.

- Instead of immediately arguing (when you disagree), take a step back and (non-emotionally) "lead with curiosity." Ask questions to understand where the other person is coming from, instead of digging your heels in and aggressively defending your position.

We contend that knowing yourself is critical to a successful and satisfying professional and personal life. Why is this so?

- Selecting a career that best suits you (you're happy, valued, effective, using your talents, making a contribution, making a difference) comes from knowing yourself well—who you are and what you have to offer.

- Having insight about yourself enables you to be a better manager, team member, leader and—most important—a better person.

- This insight also helps you create better, more authentic, intimate relationships with loved ones.

Why do different people interpret the same situation or conversation differently? Is one person smarter or more intuitive than another?

- Perception refers to our frame or filter. What we take in from a situation is impacted by a host of things (culture, childhood, travel, past experiences, religion, gender identity, ethnicity, goals, and feelings about the specific object or event). If you really like your boss, you might take her comments about your performance as helpful and constructive. If you really hated your boss, you might perceive her comments as "yet another lecture…what complaints does she have this time?"

- We see and hear what we are conditioned to see and hear.

Notes on Selected Exercises

Exercise 1-A JOURNAL WRITING

Purpose: To allow participants to record their thoughts, perceptions and insights and to evaluate their strengths and weaknesses with the skill areas while setting goals for interpersonal development.

Time: Will vary with the type and length of criteria to be included in each journal entry.

Resources/Set-up: A notebook or journal (the type may vary dependent on the need of the instructor – tear out pages, etc.), or an on-line ongoing document.

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Activity Instructions: Instruct the participants to complete an initial journal entry. Give them a list of criteria or examples of what should be covered in this and in subsequent entries. You can assign a time frame for completion as well as when entries should be written and how many entries should be included. For example – an entry after each class meeting or a journal entry after certain topic areas or exercises etc. This should be coordinated with your syllabus.

Discussion/Debrief: See questions in chapter.

Some instructors may choose to assign the journal as part of course requirements. Since most journals are pretty private, we do not recommend class-based discussions of journal entries. Instead, you may ask participants to turn in their journals periodically for feedback/grading. Alternatively, you can ask them to share in small or large groups select insights such as something they learned or a new behavior they want to try out.

Exercise 1-B THE BIG FIVE PERSONALITY TEST

Purpose: To begin to examine personality profile and identify personal strengths and weaknesses.

Time: 15-20 minutes to complete and score questionnaire.

Resources/Set-up: Copy of the Big Five Personality Test with scoring and interpretation from chapter.

Activity Instructions: Have participants complete the questionnaire (a homework assignment, perhaps) and obtain a score using the scoring information that appears after the questionnaire.

Discussion/Debrief: Discuss advantages or disadvantages of results in each of the five dimensions of personality in small groups. Ask groups to make notice of any themes or similarities among group members. In addition, ask groups to discuss strengths and weaknesses of the dimensions relative to types of jobs or careers. For example, while salespeople likely benefit from being sociable, authors need not be quite as sociable to be effective.

Discuss means to gain awareness of potential weaknesses and ways to improve in areas that they identify as ineffective.

Exercise 1-C SELECTIVE PERCEPTION

Purpose: To illustrate how each person will have a unique perception and how various filters can affect our perceptions.

Time: 30 min.

Resources/Set-up: Participants will need the worksheet to write out their perceptions.

Activity Instructions: Read the following situations to the class (or you may develop your own scenarios):

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1. A man is walking down a street at dusk near the beach. His jeans are a little grimy…he is wearing sandals with white socks …his hair is a little matted and dirty, just like his coat. He walks toward you….

2. A father and daughter are sitting and discussing dating. If you were eavesdropping on their discussion, what would you see/hear, etc?

- Have participants complete the scenario according to the criteria in the worksheet.
- Create a flipchart with the three columns (see below) and ask participants for input on each scenario.
- Have them complete the questions individually, as a small group, or use as a debrief with the entire group.
- Offer or solicit variations to the situations to see how perception can change.

Discussion/Debrief: (see questions following exercise in chapter)

- Why do different people interpret the same scenario differently? (history, biases, values, experience, upbringing, education)

- Managers are supposed to be objective; is this possible? (No, but knowing your filters is the first step in becoming aware of all that's going on in a team or work setting). This opens up a discussion to introduce the various filters discussed in the chapter.

- Why is it important to know what our biases are, in general, and as a manager, in particular? (Need to know how our/others' communication, behavior, etc. is influenced by these filters. Goal of communication is to achieve common ground yet with our collective biases, this is tough.)

Exercise 1-D THE SOCIAL MIRROR

Purpose: To identify how others' perceptions and views have affected and shaped our personalities, identities and self-image.

Time: 20-30 minutes

Resources/Set-up: This activity can be done as a homework/reflection exercise or as a remote or in person class activity.

Activity Instructions: You can assign this to be completed before the class meeting to allow time for reflection.

With a class that is comfortable disclosing, you may put them in small groups to discuss the questions, reminding them to disclose only that information with which they feel comfortable.

As a large group discussion, you could ask for generalizations and discuss the process of how the social mirror could affect or has affected them.

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Discussion/Debrief:

- Were any questions more difficult to complete than others? Which ones and why?
- What did you learn about yourself in this exercise?
- What are some specific steps you could take to turn your weaknesses into strengths?
- Who could help you make these changes or give you feedback about your progress?

Exercise 1-E EXPANDING SELF-AWARENESS

Discuss questions listed in the chapter and assign activities.

Exercise 1-F INTERPERSONAL SKILLS CHECKLIST

Follow instructions as described in text and facilitate discussion.

Exercise 1-G REFLECTION/ACTION PLAN

This can be done by the participants as an assignment or discussed in pairs or a class discussion can be facilitated by the instructor.

Additional Resources: [NOTE: some of these resources are older and are included because they are considered "landmark" thought leadership sources relevant for educators. Feel free to supplement with more current articles and posts when citing for use by students and corporate program participants.]

Michael Arthur (with Svetlana Khapova and Julia Richardson), *An Intelligent Career*, Oxford University Press (2017).

Thomas Bachhuber, *Transpirations: Guidance for the Head & Heart Through Career and Beyond,* Caritas Communications (2017).

Richard N. Bolles with Katharine Brooks, *What Color Is your Parachute?* (2021).

Isabel Briggs-Myers, creator of the *Myers Briggs personality test* based on the work of pioneer psychologist Carl G. Jung. http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/.

Tim Butler and Jim Waldroop, www.CareerLeader.com.

James G. Clawson, *Finding Fit*, Darden Business Publishing, Darden Graduate School of Business, University of Virginia (2013).

Steve Dalton, *The 2-Hour Job Search,* Ten Speed Press (2020).

DISC Profile, Inscape Publishing, http://www.onlinediscprofile.com. Personality assessment test frequently used in business by individuals and teams.

Karen Dowd and Sherrie Gong Taguchi, *The Ultimate Guide to Getting the Career You Want*, New York, NY: McGraw-Hill (2003). Older book but useful self-assessment exercises and information on resumes and interviewing.

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Michael J. Driver, Kenneth R. Brousseau and Phillip L. Hunsaker, *The Dynamic Decision-Maker*, San Francisco, CA: Jossey-Bass (1993).

https://www.emergenetics.com/. Profile assessment that measures thinking style and behavioral preferences. Emergenetics was developed to specifically test and assess the way personality emerges through life experiences from the building blocks of genetics.

Tasha Eurich, "What Self-awareness Really Is (and How to Cultivate It)," *Harvard Business Review*, January 4, 2018.

Daniel Goleman, Richard Boyatzis, Annie McKee, "Primal Leadership: The Hidden Driver of Great Performance," *Harvard Business Review* 79, no.11 (December 2001), pp. 42–51.

Bernard Haldane, *Career Satisfaction and Success*, Indianapolis, IN: JIST Works (1996).

Barrie Hopson, resources on transition management (UK)

https://www.insights.com/us/: a self-assessment instrument administered through a consulting firm of the same name based in Scotland. Insights helps individuals gain deep insight into yourself and your colleagues, uncover meaning in preferences and behavior, and learn to adapt and connect with others to create strong and effective relationships.

Mansour Javidan, "Global Mindset," self-assessment of global competencies, Thunderbird School of Management, Phoenix, AZ.

Amy Kan, "How to Be a Success at Everything," *Fast Company*, www.FastCompany.com, December 14, 2020.

Robert E. Kelley, *How to be a Star at Work: 9 Breakthrough Strategies You Need to Succeed*, Times Books (1999).

Keirsey Temperament sorter online http://www.keirsey.com/. Interactive Web site on personality and work style.

David H. Montross and Christopher J. Shinkman, eds. *Career Development Theory and Practice*, Charles C. Thomas, publisher, Springfield, IL (1992).

Myers-Briggs Type Indicator, Consulting Psychologists Press, Palo Alto, CA.

(The) National Association of Colleges and Employers, https://www.naceweb.org.

(The) National Career Development Association, https://www.ncda.org

Robert Nozick, *The Examined Life: Philosophical Meditations*, Simon and Schuster (1989).

NextAvenue, where grown-ups keep growing, http://www.nextavenue.org/channel/work-and-purpose/.

Tom Rath, *StrengthsFinder 2.0*, New York: Gallup Press (2007).

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Jack Rayman & Gary D. Gottfredson, *My Life with A Theory, John Holland's Autobiography and Theory of Careers*, National Career Development Association.

Edgar Schein, *Career Anchors*, San Diego, CA: John Wiley & Sons (2006).

Strong Interest Inventory, Consulting Psychologists Press, Palo Alto, CA.

Paul D. Tieger and Barbara Barron-Tieger, *Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type*, Little Brown & Co; 2nd edition (September 1, 1995). The authors show you how to use personality type to find the right career.

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