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Test bank

Chapter 2: Managing individuals

Multiple-choice questions

For each of the following questions read each question carefully then choose the answer you believe is *most* correct.

1. Much of the theorizing in psychology implicitly deals with the question of what makes us who we are. Some argue we are the way we are because of genetics, while others say it is because of our learning and environment. This debate is commonly known as the _____ debate.
a. nature versus nurture
b. biology versus psychology
c. who versus what
d. all of these
Ans: a

2. What is the term that reflects the belief that humans naturally seek to ensure their genes prevail over their competitors?
a. competition
b. cooperation
c. the survival of the fittest
d. the survival of the fastest
Ans: c

3. _____ are desirable goals, varying in importance, which serve as guiding principles in people's lives?

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a. Beliefs
b. Attitudes
c. Values
d. Assumptions
Ans: c

4. Which of the following is NOT characteristic of values?
a. Values serve as guiding principles in people lives
b. Values can create tension between subjective values and societies values
c. Values are transituational
d. Values are easy to change to suit the situation
Ans: d

5. What is the 'tension' relating to values highlighted by Aronson (1960)?
a. Humans are social animals living in a state of tension between values associated with their individuality and values associated with social conformance
b. Humans are social animals that control tension because they create values to establish norms of how to get along as individuals and as a society
c. Humans are social animals that use values as the building blocks of their culture which they use to control tension
d. all of these
Ans: a

6. Schwartz uses the term _____ to represent the idea that irrespective of the situation in which one finds themselves, their value priorities do not change.
a. situational
b. tensions
c. transituational
d. terminal

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Ans: c

7. According to Schwartz if a person values personal success, ambition, and capability above all else, that person would give the highest priority to the values of _____.
a. benevolence
b. achievement
c. power
d. universalism
Ans: b

8. You tell a base jumper that there is a good chance he will die the more times he jumps. He says, 'That just makes it more exciting' and then he jumps. Schwartz would argue that this person's value priority is _____.
a. tradition
b. stimulation
c. benevolence
d. hedonism
Ans: b

9. What is meant by the term 'value priorities'?
a. that we only ever behave in ways consistent with those values important to us
b. that we should constantly re-evaluate which values are important to us
c. that our values are ordered in terms of their importance to us in guiding us through life
d. that we change which values are important to us to suit the situation in which we find ourselves
Ans: c

10. Which one of the words below defines 'the stable patterns of behaviour and internal states of mind that help explain a person's behavioural tendencies'?

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a. values
b. behaviour
c. personality
d. cognition
Ans: c

11. Your textbook identifies four general approaches to personality. Which of the following is not one of those?
a. trait
b. behavioural
c. socio-cognitive
d. postmodern
Ans: d

12. The belief that a person's personality is the result of a number of innate characteristics is typical of which approach to personality?
a. socio-cognitive
b. psychoanalytic
c. trait
d. humanist
Ans: c

13. Which of the following is one of the most popular and respected trait theories of personality developed by McCrae and Costa (1986)?
a. the Myers Briggs Typology Indicator
b. the 16 Personality Factors
c. the Big Five Personality Factors
d. the Minnesota Multiphasic Personality Inventory
Ans: c

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14. Which of the following is NOT a 'Big Five' personality factor?
a. emotional stability
b. openness
c. agreeableness
d. introversion
Ans: d

15. According to the 'Big Five' personality factor theory, a person who is characterized as calm, self-satisfied, and self-secure would be someone who scores highly on the _____ factor.
a. extraversion
b. openness
c. agreeableness
d. emotional stability
Ans: d

16. The belief that a person's personality is the result of their learning, experience and social relationships in life is typical of which approach to personality?
a. humanist
b. trait
c. socio-cognitive
d. psychoanalytic
Ans: c

17. What does Alfred Bandura mean by the term reciprocal determinism?
a. Personality is already determined when we are born, and so it shapes how we view and interact with our environment

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b. Personality is determined by our behaviour, our thoughts and feelings, in interaction with our environment

c. Personality is the result of the environment, and only the environment can determine a person's personality

d. Personality is determined by our behaviour, our thoughts and feelings, in interaction with our environment and is the result of the environment, and only the environment can determine a person's personality

Ans: b

18. Which personality theory was Rotter (1966) integral to developing?

a. the Big Five Personality Factor

b. locus of control

c. Type A, Type B behaviour

d. psychoanalytic theory

Ans: b

19. The belief that events that happen in life are the result of outside forces, even chance, is typical of individuals with _____.

a. internal locus of control

b. external locus of control

c. aggression

d. hopes

Ans: b

20. What does research on locus of control show about individuals who are internals compared to externals?

a. They are higher achievers

b. They are less independent

c. They enjoy lower levels of psychological wellbeing and cope better with stress

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d. They are lower achievers
Ans: a

21. The belief that all individuals are unique, such that each person's personality is the result of properties relative to one's self-concept, is characteristic of which approach to personality?
a. humanist
b. trait
c. socio-cognitive
d. psychoanalytic
Ans: a

22. Use the statements below to complete the following: We have an 'idealized self' – which represents what we strive to be like – and an 'actual self' – which represents who we feel we are.
a. We are said to have a positive self-image if we act in ways consistent with concepts of our ideal self.
b. We are said to have a negative self-image if we act in ways inconsistent with our ideal self.
c. We are said to have a positive self-image if we act in ways consistent with our actual self.
d. Both we are said to have a positive self-image if we act in ways consistent with concepts of our ideal self and we are said to have a negative self-image if we act in ways inconsistent with our ideal self.
Ans: d

23. According to Carl Rogers (1967) our environment should provide three basic conditions to enable self-growth. Which of the following is NOT one of those?
a. People must be authentic about their feelings
b. People must be accepting of themselves and others – even of failures and shortcomings
c. People must practice empathy

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d. People must believe in and practice their religion
Ans: d

24. The field of research and theory that seeks to understand and foster civic virtues, social responsibility, altruism, tolerance, happiness, authenticity and psychological wellbeing is known as _____.
a. positive power
b. abnormal psychology
c. positive organizational behaviour
d. organizational behaviour
Ans: c

25. Which two psychologists are credited with the development of positive psychology?
a. Katz and Khan
b. Frost and Dutton
c. Seligman and Csikszentmihalyi
d. Siegfried and Roy
Ans: c

26. Which one of the following people is credited with the development of emotional intelligence?
a. George Bush
b. Stewart Clegg
c. Daniel Goleman
d. Sigmund Freud
Ans: c

27. The term _____ refers to feelings in response to, or expectation of, an event or object
a. projection

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b. emotion

c. moodiness

d. hope

Ans: b

28. According to your textbook, which of the following is considered part of the definition of happiness?

a. calmness

b. joy

c. contentment

d. all of these

Ans: d

29. According to your textbook, the difference between emotions and moods is _____.

a. intensity of feeling

b. duration of feeling

c. there is no difference

d. joy

Ans: b

30. The process by which you receive, process and store stimuli to make sense of the world is called:

a. Evaluation

b. Retention

c. Perception

d. Senses

Ans: c

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31. The tendency to project emotions into the future and to over-generalize the intensity of the emotion to be felt is known as _____.

a. impact bias

b. anxiety bias

c. affective bias

d. social bias

Ans: a

32. Which of the following is the definition of affective forecasting offered in your textbook?

a. basing your decision on future behaviour on past emotional experiences

b. basing your decision on current behaviour on expected emotional experiences

c. basing your past behaviours based on expected emotional experiences

d. all of these

Ans: b

33. Which of the following is NOT an example of focal error?

a. a man who has been reluctant to make an appointment to see his doctor because he fears that the result will be bad finds out that he actually is gravely ill

b. a woman is disappointed by her wedding day, especially after she had spent so much effort to organize an elaborate wedding because she was determined to make it the most special day of her life

c. a student feels relieved that the exam he was so worried about actually was not that bad

d. the highly positive expectations that a manager had set around the completion of a project were not experienced, even though the project was a success

Ans: a

Short answer questions

The section lists five short answer questions with an outline of what might be expected in a model answer. Students often will ask ‘how long should the answer be?’ Typically, answers should be around a page in length.

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1. List and describe Schwartz's ten universal values. How might our values priorities influence our behaviour?

Ans: An acceptable answer will define values, and list and describe the 10 values. The better student will show how different value priorities might influence people to behave in different ways. A superior answer will also discuss the 'transituational' and 'continuous' properties of values.

2. What are the big five personality factors, and what are the characteristics of each of the factors?

Ans: This is a fairly simple question and so no student who has attended classes and completed the prescribed reading should have a problem writing a passing answer. Such an answer will correctly identify and describe the big five (agreeableness, openness, extraversion, emotional stability and conscientiousness). The better student will describe the characteristics of high and low scores on each dimension. Some students may also discuss the big five within the context of trait-based theories. An exceptional answer will go beyond the readings and will demonstrate wider reading and research.

3. What are emotions; can they be managed?

Ans: A good answer will define emotions, and then discuss emotional intelligence as a form of emotional management. The better answers will provide clear examples of emotions at work, and managerial attempts to control them will be discussed from a critical perspective.

4. Describe the main features of Affective Forecasting and provide some concrete examples of focal errors.

Ans: An ideal answer will list all common elements of affective forecasting, such as the positive/negative feelings attached to the prospect of the completion or realization of a future event, but which end up counter to those emotions upon actual completion or realization of that event. A good answer will also mention some of the cultural differences in affective

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forecasting. Examples can include the hype surrounding the completion of tasks, the marketing of products and the actual user experience, and so on.

Essay questions

The section is comprised of three essay questions. The answers should reflect the students' knowledge of the topic area learned in class, their readings, and other sources. The good student will demonstrate their ability to reflect upon, and analyse key ideas or issues. These questions can be incorporated into a mid-term or end-of-semester exam. Conversely, the questions can be assigned as a take-home essay assignment. The length of the expected answer will vary accordingly, but typically expect two to three pages in an exam setting, and request 2,000 words or more in a take-home essay assignment.

1. What influence has the field of positive psychology had on organizational behaviour? How does it differ from current applications of psychology to management and organization theory and research?
Ans: This is basically an examination of the psychology of the deviant and abnormal verses that related to positive subjective values and emotions. The students should use this as an opportunity to critically engage in the concept and to connect the arguments of the book to their understanding of current affairs – particular around the concept of emotional intelligence. Excellent students will draw from Seligman Csikszentmihalyi (2000) as an advocate and Ivtzan et al., (2015) as a critique to develop their answers.

2. 'Without happiness, no person would be able to function adequately within organization'. Do you agree or disagree? Be sure to justify your answer with clear examples and arguments, backed by adequate research on the topic.
Ans: The question is basically asking the student to debate the role of happiness within the organization. Students will define happiness and present the concept as one that is hotly debated and quite elusive in the literature – drawing from the references in the book and

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evidence of wider reading will be beneficial (Veenhoven, 2004; 2010; 2011). Arguments for and against happiness will need to be presented.

3. Why is an understanding of perception critical to good management?
Ans: This is a question about the role of perception in good management practice. The students should write about perception as an ability to sense what is happening and adequately respond. A summary of the basic information processing model of perception is expected and the different stages – as adapted by Reed (2009) in the book. Excellent students will be able to discuss why sensing and responding is an important managerial capability, but also discuss the difficulties and common errors associated with perception.

Integrated essay question

This section is comprised of one integrated question which requires the student to demonstrate their reading and understanding of this chapter and an ability to incorporate elements from other sections of this textbook. Ideally, this question is best administered as a major take-home assignment. The minimum length would be 3,000 words.

1. How might total institutions foster and institutionalize negative emotions at work through structure, communication, and strategy?
Ans: Drawing upon principles from positive psychology and positive power, what tools or strategies do you recommend leaders use to detoxify total institutions, both in the way they communicate and strategize?

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