Solutions to Accompany

Information Technology

Project Management,

Seventh Edition

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Course Technology MIS Series

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Table of Contents

List of solution files available and referenced in this document, in alphabetical order:

CHAPTER 1
Introduction to Project Management

DISCUSSION QUESTIONS

1. Why is there a new or renewed interest in the field of project management?

More and more projects are being done by a variety of organizations. The projects are more complex and often involve the use of new technologies. Organizations are struggling to find better ways to manage their projects.

2. What is a project, and what are its main attributes? How is a project different from what most people do in their day-to-day jobs? What is the triple constraint? What other factors affect a project?

A project is "a temporary endeavor undertaken to create a unique product, service, or result" (PMBOK® Guide, 2012). In addition to being temporary and unique, other attributes of projects are that they are developed using progressive elaboration, require resources from various areas, should have a primary customer or sponsor, and involve uncertainty. Projects are different from day-to-day activities primarily because they have focused goals and

definite beginning and ending dates. The triple constraint is managing scope, time, and cost goals. Other factors that affect a project include quality, risk, human resources, communications, and stakeholders.

3. What is project management? Briefly describe the project management framework, providing examples of stakeholders, knowledge areas, tools and techniques, and project success factors.

Project management is "the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements" (PMBOK® Guide, 2012). The project management framework graphically shows the process of beginning with stakeholders' needs and expectations, applying the nine project management knowledge areas and various tools and techniques to lead to project success and then enterprise success. For example, if a project were to implement an ERP system for a large company, the stakeholders would include managers and users from many different departments (finance, manufacturing, human resources, IT, etc.), all nine knowledge areas would be important, numerous tools and techniques would be applied (see Table 1-1), and project success might be based on implement key functions by a certain time for a certain cost or having the new system pay for itself within a certain time period.

4. What is a program? What is a project portfolio? Discuss the relationship between projects,programs, and portfolio management and the contributions they each make to enterprisesuccess.

A program is "a group of projects managed in a coordinated way to obtain benefits and controlnot available from managing them individually"(PMBOK® Guide, 2012) Project portfolio management focuses on managing projects as is as a portfolio of investments that contribute to the entire enterprise's success. Projects are part of programs which are part of portfolios.

5. What is the role of the project manager? What are suggested skills for all project managers and for IT project managers? Why is leadership so important for project managers? How is the job market for IT project managers?

The project manager is ultimately responsible for project success. Many suggested skills are listed in this chapter, including strong leadership skills, organizational skills, technical skills, and many soft skills. IT project managers require the same skills as general project managers, but they should also know something about the technology used for the project and the types of people who work on information technology projects. Leading by example is the most important trait of effective project managers. The job market for information technology project managers continues to remain strong, especially for those with strong business and leadership skills.

6. Briefly describe some key events in the history of project management. What role does the Project Management Institute and other professional societies play in helping the profession

Some people say that building the Egyptian pyramids or the Great Wall of China were projects, but modern project management began with the Manhattan Project or development of the atomic bomb. That project took about three years and cost almost $2 billion in 1946 and had a separate project manager and technical manager.Gantt charts were first used in 1917, and network diagrams were used in 1958. PMI is the main professional society for project managers, and they run the PMP certification program.

7. What functions can you perform with project management software? What are the main differences between low-end, midrange, and high-end project management tools?

Project management software can assist in developing schedules, communicating information, tracking progress, etc. Popular tools include Microsoft Project 2010, AtTask, and the Microsoft Enterprise Project Management solution, to name a few. Low-end tools are the least expensive, and several are available as apps. Midrange tools can usually create Gantt charts, perform critical path analysis, etc. High-end tools often perform portfolio management and can be used across a large organization.

EXERCISES

Answers to all of these exercises will vary. The main purpose of these exercises is to have students begin doing some independent research to further explore the field of project management. You could have students discuss the results of these exercises in class to enhance participation, assign some for homework, or do both.

CHAPTER 2
The Project Management and Information Technology Context

DISCUSSION QUESTIONS

1. What does it mean to take a systems view of a project? How does taking a systems view of a project apply to project management?

Taking a systems view means looking at the big picture of how a particular project fits into the rest of the organization. It is important for project managers to understand the broader organizational environment to ensure their projects meet organizational needs.

2. Explain the four frames of organizations. How can they help project managers understand the organizational context for their projects?

The four frames of organizations are summarized below:

- Structural: deal with how the organization is structures and focus on roles and responsibilities. It's important to understand these roles and responsibilities when dealing with project stakeholders, especially in procuring resources.
- Human resources: focuses on meeting the needs of the organization and its people. Project managers must understand various human resources policies and procedures.
- Political: addresses organizational and personal politics. Many project managers fail because they do not understand the political environment.
- Symbolic: focuses on symbols and meanings. It's important to understand an organization's culture, dress code, work ethic, and so on in managing projects.

3. Briefly explain the differences between functional, matrix, and project organizations. Describe how each structure affects the management of the project.

Functional organizations have managers or vice presidents in specialties such as engineering, manufacturing, information technology, and so on. Their staffs have specialized skills in their respective disciplines. Project organizations have project managers instead of functional managers reporting to the CEO. Matrix organizations represent the middle ground between functional and project structures. Personnel often report to both a functional manager and one or more project managers. Project managers have the most authority in project organizational structures followed by matrix, and then functional.

4. Describe how organizational culture is related to project management. What type of culture promotes a strong project environment?

Organizational culture is a set of shared assumptions, values, and behaviors that characterize the functioning of an organization. This culture can definitely impact project management. For example, if an organization values project management and follows the guidelines for applying it, it will be much easier to practice good project management. Project work is most successful in an organizational culture where employees identify more with the organization, where work activities emphasize groups, and where there is strong unit integration, high risk tolerance, performance-based rewards, high conflict tolerance, an open-systems focus, and a balanced focus on people, control, and means-orientation.

5. Discuss the importance of top management commitment and the development of standards for successful project management. Provide examples to illustrate the importance of these items based on your experience on any type of project.

Top management commitment is the number one factor associated with the success of information technology projects, so it's very important to get and maintain this support. Top management can help project managers get adequate resources, approve unique project needs, get cooperation from other parts of the organization, and provide support as a mentor and coach to project managers. Examples will vary.

6. What are the phases in a traditional project life cycle? How does a project life cycle differ from a product life cycle? Why does a project manager need to understand both?

A traditional project life cycle is a collection of project phases—concept, development, implementation, and close-out. These phases do not vary by project. Product life cycles vary tremendously based on the nature of the project. For example, the Systems Development Life Cycle (SDLC) could follow the waterfall model, spiral model, incremental release model, prototyping model, or RAD model. Using the general phases of the SDLC (information

systems planning, analysis, design, implementation, and support) there could be a project to develop a strategic information systems plan; another project to complete a systems analysis for a new system; another project to create a detailed database design; another to install new hardware or software; and another to provide new user training.

7. What makes IT projects different from other types of projects? How should project managers adjust to these differences?

IT projects are different from other types of projects because they can be very diverse in terms of size and complexity, they often include team members with very diverse backgrounds and skills, and he technologies involved are also very diverse. Project managers should adjust to these differences by paying careful attention to the goals of the project and the needs of various stakeholders.

8. Define globalization, outsourcing, virtual teams, and agile project management, and describe how these trends arechanging IT project management.

Globalization has created a "flat" world where everyone is connected and the "playingfield" is level for many more participants. Outsourcing is when an organization acquires goods and/or sources from an outside source. Agile project management is a method for managing projects when requirements are unclear or change quickly. Virtual teams occur when a group of individuals who work across time and space using communicationtechnologies. Each of these trends has affected the way in which project work is done and how projects need to be managed. It is very rare for a project team to sit in the same work area and work at the same time. Management and coordination is much more complicated.

EXERCISES

Answers to all of these exercises will vary.

Online Instructor's Manual
to accompany

Human Relations:
Interpersonal Job-Oriented Skills

Tenth Edition

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CONTENTS

PREFACE

The purpose of this instructor's manual is to enhance the teaching of *Human Relations: Interpersonal, Job-oriented Skills,* 10ᵗʰ edition. The text lends itself to a diverse approach to teaching, with its self-assessment quizzes, skill-building exercises, examples, case problems, and role-plays. Each chapter in the manual contains:

   1. A text chapter outline along with lecture notes.

   2. Answers to discussion questions, usually in the form of a comment rather than
  an absolute answer because most of the questions ask for an observation or opinion.

   3. Answers to the case questions.

   4. Brief comments about the self-assessment quizzes and skill-building exercises.
  Most of the quizzes and exercises, however, are self-explanatory.

  5. Twenty-five multiple choice, and 25 true/false questions. The test questions are based on specific pages in the text. We have attempted to reduce the number of questions for which a second answer would appear equally plausible to many students. Each set of questions follows the page sequence in the text. Prentice Hall offers a computerized test bank containing the same questions.

   An effective classroom use of this text is to make frequent use of group exercises. Skill-building exercises, discussion questions, and the cases work well with group discussion. My small-group discussion procedure includes serving as a resource person to the groups before they make their presentations. Sometimes the group may need help in interpreting a case question or in knowing how much freedom it may have in making certain assumptions about the case or question under study.

   For any questions for comments about the classroom use of *Human Relations: Interpersonal, Job-Oriented Skills* you are welcome to contact me by telephone at (585) 442-0484, or e-mail at ajdubrin@frontiernet.net.

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CHAPTER 1
A FRAMEWORK FOR INTERPERSONAL SKILL DEVELOPMENT

The first chapter sets the stage for improving interpersonal relations in organizations by presenting a framework for interpersonal skill development and training. Students who follow this framework seriously will increase the probability of enhancing their interpersonal relations in the workplace through the use of this text and its accompanying course.

CHAPTER OUTLINE AND LECTURE NOTES

Effective interpersonal relations must be combined with technical knowledge and good work habits to achieve success in any job involving interaction with people. Many people are held back from promotions and pay raises, and even lose their jobs, because of poor relationships with people.

I.   PLAN OF THE BOOK

A three-part strategy is presented for achieving interpersonal effectiveness. First, key concepts are presented. Second, the reader receives behavioral guidelines. Third, the reader does exercises such as self-quizzes, skill-builders, and analyzes cases. Much of the book is about **interpersonal skill training,** the teaching of skills in dealing with others so they can be put into practice. Interpersonal skills are sometimes referred to as *soft* skills, whereas technical skills are referred to as *hard* skills. Soft-skills training is more important than ever as organizations realize that a combination of human effort and technology is needed to produce results.

II.   A MODEL FOR IMPROVING INTERPERSONAL SKILLS

A five-part model is presented for acquiring and improving interpersonal skills.

A.   Goal or Desired State of Affairs.
The goal helps provide motivation and makes it possible to exercise the self-
discipline necessary to follow through on your plans.

B.   Assessing Reality
The person needs to assess how far away he or she is from reaching the goal.
Soliciting feedback from others about distance from the goal is helpful.

C.   An Action Plan
Actions must be taken to improve interpersonal relations. An **action plan**
is a series of steps to achieve a goal. Implementing the plan requires self-discipline.

D.   Feedback on Actions
The person obtains feedback on the consequences of his or her actions. Short- and

long-term measures of effectiveness are important.

E.   Frequent Practice
For the new skill to be long lasting it must be integrated into the
person's usual
way of conducting himself or herself. After a skill is programmed into a person's
repertoire, it becomes a habit.

III.   IDENTIFICATION OF DEVELOPMENTAL NEEDS

People are the most likely to develop new skills when they feel the need for change. A
specific area in which a person needs to change is referred to as a **developmental need.** Self-
analysis, thinking through past feedback, and soliciting new feedback are helpful in identifying
developmental needs. Feedback from performance evaluations is useful also.

A. Universal Needs for Improving Interpersonal Relations

Some areas for skill improvement in interpersonal
relations are found among
managerial, professional, technical, and sales personnel. A **universal training
need** is an area for improvement common to most people. The text is organized
around universal needs, as follows:

1.   Understanding individual differences
2.   Self-esteem and self-confidence
3.   Interpersonal communication
4.   Developing teamwork skills
5.   Group problem solving
6.   Cross-cultural relations
7. Resolving conflicts with others
8. Becoming an effective leader
9.   Motivating others
10.   Helping others develop
11.   Positive political skills
12.   Customer service skills
13.   Enhancing ethical behavior
14.   Stress management and personal productivity
15.   Job search and career management skills

IV.   DEVELOPING INTERPERSONAL SKILLS ON THE JOB

Opportunities exist in the workplace for developing interpersonal skills that can be a valuable
supplement to more formal training.

A.   Informal Learning

Informal learning is the acquisition of knowledge and skills that takes place naturally outside of a structured learning environment. One study showed that up to 70 percent of learning takes place informally. Learning interpersonal skills informally can take place though such means as observing a coworker, manager, or team leader deal with a situation. A trend in business is for employees to integrate formal classroom learning with informal learning. Formal and informal learning of interpersonal skills are useful supplements to each other.

B.   Specific Developmental Experiences

Certain workplace experiences are particularly suited to interpersonal skill development. These experiences are (1) unfamiliar responsibilities, (2) proving yourself, (3) problems with employees, (4) influencing others without authority, and (5) having a difficult manager.

ANSWERS TO QUESTIONS FOR DISCUSSION AND REVIEW

1. In recent years, several of the most prestigious business schools, such as those at Wharton, Massachusetts Institute of Technology, and the University of Virginia, have placed much more emphasis on teaching soft skills. Why do you think this change might have come about?

    A major reason for the emphasis on teaching interpersonal relations in the leading business schools is that the pendulum swung too far in the other direction. Many MBAs in the past emphasized financial results too heavily, often neglecting the human aspects of management such as   motivating people and building morale.

2. In your opinion, do supervisors of entry-level workers rely more on soft skills or hard skills to accomplish their work?

    Supervisors of entry-level workers rely more on soft skills to accomplish their work because they spend so much time motivating, training, encouraging and disciplining workers. Nevertheless, hard skills such as preparing budgets and technical problem solving are also important for supervisors of entry-level workers.

3. Why do people need soft skills in an era of high technology?

    Soft skills are important in an era of high technology for several reasons. Despite the presence of technology, human problems exist. People still need to be motivated to work at full capacity; communication problems still exist; conflicts must be resolved; and so forth. Another factor favoring soft skills is that the information technology era has created much depersonalization. Soft skills are therefore helpful in humanizing the workplace.

4.   A recent article about conducting yourself well at meetings recommended that people do not chew gum or accept cell phone calls during a business meeting. Why are some intelligent and well-educated people so rude on the job? (Or is the writer of the article simply out of touch with the modern world?)

> Rudeness, of course, depends on cultural standards. The rude behavior in organizations is part of the incivility in society that has received so much commentary. Many people do not stop to think that gum chewing or accepting outside phone calls is rude. When confronted about their rude behavior, they often become verbally aggressive. The writer of the article may be partially out of touch with the modern world, yet etiquettes specialists agree with the writer.

5.   How does a person know if the feedback he or she receives from another person is

> accurate?

> A major factor in measuring the accuracy of feedback is corroboration. If several informed individuals point to the same developmental need for an individual, he or she should take it seriously. Intuition is also an important consideration. If the feedback "feels" right, it is most likely accurate.

6.   How could doing a thorough job with Self-Assessment Quiz 1-1 have a major impact on a person's career?

> Doing thorough job with Quiz 1-1 might get a person started on the path of overcoming a developmental need that could be a career retardant. Suppose after doing Self-Assessment Quiz 1-1, the person was reminded that he or she is poor at criticizing others (Statement 14). Furthermore, the same person develops and implements an effective action plan. As a result, the person would have a better chance of succeeding as a manager.

7.   Many business executives, as well as people in public office, have been forced out of their positions because they made "inappropriate sexually-oriented comments" to young workers on their staff. What do you think is wrong with these executives and politicians with respect to interpersonal skills?

> Sometimes the reason behind these inappropriate comments is a lack of sensitivity to the impact of one's own behavior. Another reason is that some power holders believe they are entitled to do what they want because of their power. Another reason is that sexual passion so often momentarily over-rules logic.

8.   Based on what you have learned so far in this book, and your own intuition, how would you respond to the statement, "You can't learn how to get along with people from reading a book"?

The model presented in this book indicates that you can learn ideas for getting along with people from a book, but you must also obtain feedback on how well you have acquired the skills, and practice the new skills.

9.   Give an example of a skill you might have learned informally at any point in your
         life.

Students cite excellent examples of informal learning, including both hard skills and soft skills. One student explained how he learned to become a butcher by observing experienced butchers. A number of students also write that they learned how to tie their shoes through modeling. Dealing with customer complaints is another skill set many people have learned through informal learning.

10.   Why are soft skills usually not sufficient for building a successful career?

Soft skills alone are usually not sufficient for building a successful career because the path to career success usually begins with performing well in a technical or functional skill. For example, even though the field of human resource management involves a lot of soft skills, a person enters the field by doing analytical work such as analyzing turnover statistics or salary trends.

ANSWERS TO CASE QUESTIONS

Nobody Likes Me

This modest case points to a major human relations problem: some workers are so unpopular that it is a source of concern to them.

1.   What developmental needs does Phil Baxter appear to have?

Using Self-Assessment Quiz 1-1 as a guide, here are some of Baxter's development needs: (5) I make negative comments about myself too readily, (8) Very few people listen to me, (13) People find me boring, and (18) It is difficult for me to find things to talk about with others.

2.   If you were Marge Caitlin, what would you recommend that Baxter do?

Baxter' situation seems serious enough to speak with a mental health professional. At the same time he could probably benefit from reading, study, and a human relations workshop about getting along well with others.

3.   From the little evidence that you have, what is your opinion of Catlin's
                                    interpersonal skills?

The little evidence suggests positive interpersonal skills for Caitlin. Despite being under pressure with her own analytical work, she was observant enough to notice that Baxter was experiencing difficulty. Also, she asked Phil a question that suggests she has good listening skills.

How Do You Say No to Girl Scout Cookies?

This case illustrates a frequent human relations challenge in the workplace: not going along with the good causes of coworkers.

1.   What developmental needs might workers such as Bok Lei Goodman have in

relation to their dealing with charity appeals at the office?

Using Self-Assessment Quiz 1-1 as a guide, the key developmental needs are as follows: (4) I have trouble expressing my feelings, (10) When I'm in conflict with another person I usually lose, and (17) I avoid controversy in dealing with others,

2.   What developmental needs might the workers have who sell products for charity at

the office?

Using Self-Assessment Quiz 1-1 as a guide, the key developmental needs are as follows: (2) I'm too overbearing and obnoxious, and (3) I intimidate too many people. Of course, if a person believes that selling products for charity in the office is meritorious, these developmental needs do not apply.

3.   Why might this case about soliciting for charity be considered a human relations problem?

Dealing with solicitors for charity is a human relations problem because most people want to get along with their coworkers, yet sometimes coworkers place us in an uncomfortable position. We want to turn down a demand without jeopardizing the relationship.

COMMENTS ABOUT QUIZZES AND EXERCISES

Applying the Model for Improving Interpersonal Skills

This exercise helps emphasize a point that must be repeated often—for many people improving an interpersonal skill takes a lot of hard work. Going through all six steps is important to enhance the possibility that development will take place. Identification of developmental needs is an essential first step, and I have found students tend to be open rather than defensive about looking for ways to improve interpersonal skills.

What Are Your Developmental Needs?

This exercise is placed first in the text because it sets the stage for serious thinking about personal development in the interpersonal sphere. One approach to this exercise is to request each student to present one developmental need and action plan to the class. After the presentations are complete, students are asked to interpret what they heard. My experience has been that students often ask the instructor to identify his or her most pressing developmental need. So be prepared!

Selling at the Office (Role Play)

As an introductory role play to the course, this scenario has promise. Both Ricardo and Kristina probably want to preserve a good working relationship, yet they will be in minor conflict. People who sell wellness products are often obsessed about the health-benefits of their products, making it difficult for them to recognize that an associate might be not interested in purchasing the product.

EXAMINATION QUESTIONS

Multiple-Choice

(c)   1.   Jobs requiring interaction with people usually require a combination of

         a.   technical skills and developmental needs.

         b.   technical skills and universal skills.

         c.   effective skills in interpersonal relations and technical work.

         d.   technical skills and Internet skills.

(a)   2.   A key aspect of interpersonal skill training is that the
         a.   skills can be put into practice.
         b.   learner overcomes all developmental needs.

         c.   learner becomes more effective at gathering information online.

         d.   skills are placed into memory.

(a)   3.   An example of a soft skill would be
         a.   listening carefully to people.
         b.   knowing how to make frozen custard.

c. knowing how to appraise real estate.

d. developing software.

(d) 4. The difference between *soft skills* and *hard skills* refers to the distinction between

a. intellectual and mechanical skills.

b. personal and job-related skills.

c. irrelevant and relevant skills.
d. interpersonal and technical skills.

(d) 5. Many studies have show that soft skills can compensate for

a. skills in dealing with people.
b. being sensitive to other people's feelings.

c. traditional intelligence, particularly in highly analytical work.

d. traditional intelligence (within limits).

(c) 6. In the basic learning model, a goal refers to

a. what the person has already accomplished.

b. how quickly the person learns.

c. a desired state of affairs.
d. the activities required to reach an end result.

(b) 7. An example of an action plan to help Jack become more patient would be for him to

a. set a goal of becoming more patient.

b. receive counseling about his impatience.

c. ask friends if he is really impatient.

d. figure out how far he is from his goal of being more patient.

(d)   8.   In the learning model, self-discipline is an especially important
            contributor to
            a.   waiting to get started.
            b.   changing a goal.
            c.   creating an action plan.
            d.   implementing the action plans.

(c)   9.   The final step in the learning model is
                                    a.   assessing reality.
                                    b.   obtaining feedback.
                                    c.   frequent practice.
                                    d.   developing an action plan.

(b)   10.   An important requirement at each stage of the model for acquiring skills is
                                    a.   punishment for mistakes.
                                    b.   self-discipline.
                                    c.   encouragement from an
outside source.
                                    d.   reviewing past mistakes.

 (b)   11.   A developmental need refers to
                                    a.   a person's level of motivation
for change.
                                    b.   a person's need for change.
                                    c.   the goal of a person's boss.
                                    d.   the goal of a trainer.

(d)   12.   An important way of identifying developmental needs is through
                                    a.   reading biographies of leaders in
your field.
                                    b.   dreams about your future.
                                    c.   choosing the opposite of
universal developmental needs.
                                    d.   feedback from others.

(a)   13.   The first step toward change is
                                    a.   identification of the problem.
                                    b.   low self-esteem.
                                    c.   a desire for perfection.
                                    d.   satisfaction with the status
quo.

(a) 14. The purpose of the developmental need inventory is to identify needs for

development and

a. draw actions plans for bringing about needed change.

b. draw a self-portrait.

c. compare past successes with future goals.

d. compare one's own developmental needs with those of others.

(b) 15. A universal training need refers to

a. the most comprehensive type of need for change.

b. an area for skill improvement shared by most people.

c. a training need of most career failures.

d. an urgent need for development.

(d) 16. An individual's developmental need

a. must be chosen from universal training needs.

b. becomes converted into a universal training need.

c. can never be a universal training need.

d. might also be a universal training need.

(c) 17. The biggest change in recent years in how work is organized has been

a. increasing the number of levels in an organization.

b. appointing more managers and supervisors.

c. the shift from traditional departments to teams.

d. giving less responsibility to workers.

(a) 18. Political skills in the workplace refer to

a. influencing others so your interests are satisfied.

14

(b) 18.
(continued)
a. ...your way of thinking.
b. tricking other people toward your way of thinking.
c. supporting political candidates.
d. looking foolish while trying to succeed.

(b) 19. The need for leadership skills has increased in the modern organization because
a. many more permanent leadership positions have been created.
b. more people are required to exercise leadership at least part of the time.
c. many entry-level workers now have "leader" in their title.
d. companies have de-emphasized the importance of groups and teams.

(c) 20. A current trend in helping employees grow and develop is that
a. employees are instructed to "sink or swim."
b. managers expect schools to take care of all growth and development.
c. workers are expected to help coworkers.
d. employees are given three months to grow and develop.

(d) 21. A good example of informal learning would be
a. taking a course in golf or tennis.
b. attending a seminar with friends.
c. studying a text or manual as part of a course.
d. acquiring a skill by observing a more experienced worker.

(b) 22. A trend in business with respect to learning is to
a. use formal classroom learning just for hard skills.
b. integrate formal classroom learning with informal learning.
c. use informal learning to replace formal classroom learning.

d.   assign workers to either formal classroom learning or informal learning.

(a)   23.   According to a table prepared by Capital Works, which is the most frequent source of learning on the job among the following four?
a.   interaction with coworkers
b.   contact with outside professionals
c.   Internet or intranet
d.   conferences

(b)   24.   Which one of the following has been identified as a powerful on-the-job learning experience?
a.   influencing others when you have considerable authority
b.   dealing with problem employees
c.   dealing with familiar responsibilities on a regular basis
d.   having a boss who agrees with you in almost all areas

(c)   25.   Which one of the following experiences is likely to do you the most good in terms of developing job skills?
a.   being assigned familiar responsibilities
b.   dealing with routine assignments.
c.   having a boss with serious shortcomings
d.   being paid more than your peers.

True/False

(F)   1.   Interpersonal skills are referred to as soft skills because a person with good interpersonal skills has a low aptitude for technical work.

(F)   2.   As the work environment has become more technological, the demand for interpersonal skills has decreased.

(F)   3.   So long as a supervisor is highly intelligent, he or she does
not need much in

                                       the way of soft skills.

(T)   4.   To perform in an outstanding manner, a person usually
needs good soft

people.   skills because so many jobs involved dealing with

(T)   5.   Sharing ideas with coworkers would be an example of an
interpersonal skill.

(T)   6.   For purpose of interpersonal skill training, a goal can be
considered a

                                       desired state of affairs.

(T)   7.   An action plan in the learning model refers to a mechanism
for changing the

                                       relationship between the person and the
environment.

(T)   8.   Self-discipline is important for implementing the action
plans in the learning

                                       model.

(F)   9.   Short-range feedback is usually sufficient to measure the
effectiveness of

                                       skill development.

(T)   10.   True skill development takes place when a person integrates the
new skill

                                       into the usual way of conducting oneself.

(F)   11.   When an interpersonal skill becomes a habit, it loses its effectiveness.

(T)   12.   The learning model proceeds in this sequence: Goal→ assessing reality→
                                       an action plan→ feedback on actions→ frequent
practice.

(F)   13.   People are the most likely to develop new skills when they feel no
particular
                        need for change.

(T) 14. A developmental need refers to about the same idea as a weakness a person

should overcome.

(T) 15. An example of a developmental need would be, "I become flustered when I

talk to people who hold important positions."

(T) 16. Soliciting feedback is an important method for identifying developmental

needs.

(T) 17. The results of performance evaluations are a recommended source of

feedback for determining developmental needs.

(F) 18. The shift toward increasing the number of departments in organizations has

led to the increased importance of teamwork skills.

(T) 19. Ethical decision-making is a skill that can be developed.

(T) 20. An example of informal learning would be to develop your Internet search

skills through chatting about these skills with coworkers during breaks.

(F) 21. A survey of many company employees indicated that informal learning

still only accounts for about 10 percent of workplace learning.

(F) 22. You can tell that you are participating in informal learning when beverages

and snacks are served during break time at a seminar.

(F) 23. An example of informal learning would be acquiring information technology

skills with the CDs supplied by the "Video Professor." (He does extensive TV advertising.)

(T) 24. Dealing with unfamiliar responsibilities is known to be helpful in developing interpersonal skills on the job.

(F)   25.   One of the biggest inhibitors to developing effective interpersonal skills is

to have a boss you cannot get along with.

CHAPTER 2
UNDERSTANDING INDIVIDUAL DIFFERENCES

A key contributor to developing effective interpersonal relationships in organizations is understanding **individual differences**, the variations in how people respond to the same situation based on personal characteristics.

CHAPTER OUTLINE AND LECTURE NOTES

I.   PERSONALITY

Individual differences in personality greatly influence interpersonal relationships. **Personality** refers to those persistent and enduring behavior patterns that tend to be expressed in a wide variety of situations.

A. Eight Major Personality Factors and Traits

Many psychologists believe that the basic structure of human personality is represented by five broad factors, known as the Big Five (or Five Factor Model). Three more key personality factors, risk taking and thrill seeking, self-monitoring of behavior, and optimism, have received much attention and are also included here. All eight factors have a substantial impact on interpersonal relations and job performance. Despite a genetic influence, most people can improve their standing on key personality factors.

1. *Neuroticism* refers to emotional instability and identifies people prone to psychological distress and coping with problems in unproductive ways.

2. *Extraversion* reflects the quantity or intensity of social interactions, the need for social stimulation, self-confidence, and competition.

3. *Openness* reflects the proactive seeking of experience for its own sake.

4. *Agreeableness* reflects the quality of one's interpersonal orientation.

5. *Conscientiousness* reflects organization, self-restraint, persistence, and motivation toward attaining goals.

6. *Self-monitoring* of behavior refers to the process of observing and controlling how we are perceived by others.

7. *Risk taking and thrill seeking* refers to the propensity to take risks and pursue thrills.

8. *Optimism* refers to a tendency to experience positive emotional states, and to typically believe that positive outcomes will be forthcoming from most activities.

The Five Factor Model appears to apply to personality structures in different cultures. One study showed that extraversion, agreeableness, and conscientiousness are major personality factors in most cultures.

B. The Eight Factors and Traits and Job Performance

Depending on the job, any one of the preceding personality factors can be important for success. Conscientiousness relates to job performance for many different occupations, yet conscientiousness can interfere with spontaneity and imagination. Extraversion is associated with success for managers and salespersons. High self-monitors tend to receive higher performance evaluations, and they tend to engage in **organizational citizenship behavior,** a willingness to go beyond one's job description. A study with customer service employees demonstrated that having low standing on the Big Five personality factions is associated with counterproductive work behavior such as taking company property.

A combination of personality factors will sometimes be more closely associated with job success than one factor alone, such as being conscientious and agreeable. Optimism and pessimism can enhance job performance depending on the job.

C.   Psychological Types and Cognitive Styles

Personality also influences a person's **cognitive style**, or modes of problem solving. Jung's analysis of cognitive style became the basis for the Myers-Briggs Type Indicator (MBTI). Four separate dichotomies direct the typical use of perception and judgment by an individual: (1) Extraversion-introversion, (2) sensing-intuition, (3) thinking-feeling, and (4) judging-perceiving.

Combining the four types with each other results in 16 personality types, as measured by the Myers-Briggs Type Indicator. Figure 2-2 presents the personal characteristics associated with four of the sixteen types of cognitive styles. Evidence suggests that the different types are associated with occupational choice, such as the *traditionalist* often becoming an accountant or financial analyst.

Far too many people over-interpret Meyers-Briggs personality types as being definitive indicators of an individual's personality, and therefore pigeon hole that person.

D. Guidelines for Dealing with Different Personality Types

To match one's approach to dealing with a given personality type, a person must first arrive at an approximate diagnosis of the individual's personality. Fourteen suggestions are presented in the text, yet they must be regarded tentatively. Four of these suggestions are: (1) When relating to an extraverted individual, emphasize friendliness and warmth; (2) when relating to an introverted individual, move slowly, and tolerate silence; (3) when relating to a disagreeable person, be patient and tolerant; and (4) when relating to a conscientious person, grant freedom and do not nag.

II.	MENTAL ABILITY

Mental ability is one of the major sources of individual differences that affects job performance and behavior. **Intelligence** is the capacity to acquire and apply knowledge. Abstract problems can best be solved by intelligent workers. Understanding the intelligence of others can improve one's ability to relate to them.

A.	Components of Traditional Intelligence

Intelligence consists of a ***g* (general) factor** along with ***s* (special) factors** that contribute to problem-solving ability. The *g* factor helps explain why some people perform so well in so many different mental tasks. The following seven mental ability factors have been consistently identified:

1.	*Verbal comprehension:* understanding the meaning of words and information.
2.	*Word fluency:* the ability to use words quickly and easily.
3.	*Numerical acuity:* the ability to handle numbers.
4.	*Spatial:* the ability to visualize forms and objects in three dimensions.
5.	*Memory:*	having a good rote memory.
6.	*Perceptual speed:* the ability to perform tasks requiring visual perception.
7.	*Inductive reasoning:* the ability to discover a rule or principle and apply it to a problem.

B.	Practical Intelligence

To overcome the limited idea that intelligence mostly involves the ability to solve abstract problems, the concept of the **triarchic theory of intelligence** has been proposed. The analytical subtype is the traditional intelligence needed for solving difficult problems. The creative subtype is the type of intelligence required for imagination and combining things in novel ways. The practical subtype is the type of intelligence required for adapting to your environment to suit your needs. Included in practical intelligence is **intuition**, and experience-based way of knowing or reasoning in which the weighing and balancing of evidence are done automatically. Experience usually improves practical intelligence.

C.	Multiple Intelligences

According to the theory of **multiple intelligences,** people know and understand the world in distinctly different ways, and learn in different ways. The eight intelligences, or faculties, are as follows:	(1) *linguistic,* (2) *logical-mathematical,* (3) *musical,* (4) *spatial,* (5) *bodily/kinesthetic,* (6) *intrapersonal*, (7) *interpersonal,* and (8) *naturalist.*

D.	Emotional Intelligence

How effectively people use their emotions has a major impact on their success. **Emotional intelligence** refers to qualities such as understanding one's feelings, empathy for others, and the regulation of emotion to enhance living. The four key factors of emotional intelligence are:

1. *Self-awareness* (self-knowledge)
2. *Self-management* (control of one's emotions)
3. *Social awareness* (empathy for others and intuition about work problems)
4. *Relationship management* (interpersonal skills)

Emotional intelligence incorporates many of the skills and attitudes necessary to achieve effective interpersonal relations in organizations.

E. Guidelines for Relating to People of Different Levels and Types of Intelligence

Several suggestions are given for relating differently to people of different types and levels of intelligence. For example, when people are brighter, present ideas in more technical depth, use more difficult words, and ask challenging questions; do the opposite with a mentally slow question.

III.   VALUES AS A SOURCE OF INDIVIDUAL DIFFERENCES

A **value** refers to the importance a personal attaches to something, and values are another source of individual differences. Values are closely tied in with **ethics,** the moral choices a person makes. Differences in values among people often stem from age, or generational differences. Table 2-1 presents stereotypes about Baby Boomers versus members of Generation X and Generation Y.

A. How Values are Learned

One important way in which we learn values is through observing others, or modeling. Models can be parents, teachers, friends, brothers, sisters, and even public figures. Another way in which values are learned is through the communication of attitudes.

B. Clarifying Your Values

Value-clarification exercises ask you to compare the relative importance you attach to different objects and activities. Self-Assessment Quiz 2-4 provides insight into value clarification.

C. The Mesh Between Individual and Job Values

When individual and job values are congruent, job performance is likely to be higher. When the demands made by the organization or a superior clash with the basic values of the individual, the person suffers from **person-role conflict.**
D. Guidelines for Using Values to Enhance Interpersonal Relations

Values are an important driver of interpersonal effectiveness. One approach would be to establish the values a person will use in relationships with others on the job, and then use those values as a firm guideline in working with others. Also, express your concern to employers when you believe that your values are being compromised.

ANSWERS TO QUESTIONS FOR DISCUSSION AND REVIEW

1.   Why is responding to individual differences considered to be the cornerstone of effective interpersonal relations?

     Responding to individual differences is so important because the opposite is to relate to people mechanically and reflexively. When a person adapts to another person's uniqueness, good rapport is the likely result.

2.   How can knowledge of personality factors help a person form better interpersonal relationships on the job?

     A knowledge of key personality factors can help people individualize their approach to other people. As a basic example, if a person appears to be introverted, the person sizing him or her up might use a laid-back approach.

3.   Identify two job situations (or entire jobs) in which being pessimistic might be an asset.

     Pessimists make good auditors because their mental set is to think something might be wrong, and they go look for it. Being a pessimist can also be an asset for a tax accountant because it is similarly advantageous to think that mistakes might have been made by the client. As a result, the tax accountant will attempt to ferret out the errors.

4.   Suppose a high self-monitoring person is attending a company-sponsored social event and that person dislikes such events. How is he or she likely to behave?

     The high self-monitor will act like he or she is having a good time despite some inner discomfort with the situation. Self-monitoring people are tactful enough to put on a good show.

5.   Identify two business occupations for which a high propensity for risk taking and thrill seeking would be an asset.

     Business occupations where a high propensity for risk would be valuable include a broker for investments such as stock futures and commodity trading, a specialist in repossessing expensive goods, a commission-only sales person, and a venture capitalist.

6.   What kinds of problems would individuals who rely on *feelings* prefer to tackle?

   The feeling-type individual prefers to tackle problems involving details, routine and order, such as conducting an inventory audit or preparing uncomplicated tax returns.

7.   Which of the seven components of traditional intelligence represents your best mental aptitude? What is your evidence?

   Reflecting on past experience helps answer this question. An easy source of information would be school grades. A person might also reflect about work experiences and everyday experiences. Someone might be good at understanding maps and following them, suggesting good spatial intelligence as his strongest aptitude.

8.   How could you use the concept of *multiple intelligences* to raise the self-esteem of people who did not consider themselves to be very smart?

   People who do not consider themselves to be very smart typically use scholastic achievement and abstract problem solving as their frame of reference for judging intelligence. A person with such a self-evaluation might be reminded that he or she has great aptitude for dancing (or something else), this indicating high *bodily/kinesthetic intelligence* (or another of the multiple intelligences). Receiving recognition for genuine accomplishment tends to bolster self-esteem.

9.   Suppose a person is quite low in emotional intelligence. In what type of job is he or she the most likely to be successful?

   To the extent that a job does not involve much interaction with people, a person with low emotional intelligence might be successful. Many technical jobs do involve considerable interaction with people, so low emotional intelligence can be a negative factor for many technical jobs.

10.   How can you use information about a person's values to help you relate more effectively to him or her?

   Knowledge of a person's values can enhance establishing rapport with the individual by making an appeal to those values. If you know, for example, that the person has strong professional values, you can emphasize career and work in casual conversations with him or her.

ANSWERS TO CASE QUESTIONS

Capitalizing on Hidden Talent at Westmont Center

A major theme of this case is that and understanding of human capabilities can help solve an important business problem, such as staffing a home for assisted living. The case also emphasizes that being humanistic, and giving a diverse people a try, can be a good business strategy.

1. What do you recommend that the board do in terms of approving Gagnon's plan for hiring about five people with intellectual deficiencies to work at Westmont?

    A sensible point from a human relations perspective would be to give the plan a try, and closely supervise and coach the workers with intellectual deficiencies to give the plan a good chance for success.

2. Assuming that the workers with mild intellectual deficiencies are hired, what recommendations can you make to the supervisors for their training and supervision?

    Experience suggests that workers with mild mental deficiencies respond well to simple, explicit instructions that are repeated frequently. The supervisor should minimize changes of assignments. Encouragement and kindness are also likely to enhance the recruits' chances for success.

3. Gagnon mentioned a few potential jobs at the Center for workers with light intellectual deficiencies. What other tasks would you recommend?

    Workers with mild intellectual deficiencies perform the best in low-skilled, repetitive work. Some additional tasks likely to need doing at the Center include cleaning the floors and bathrooms, watering plants, raking leaves, picking up debris from the lawn, carrying back trays from the rooms of residents, and emptying waste baskets..

"We've Got to Make Our Numbers."

Here, early in the text, we present a case involving ethics, with the specific theme being role-conflict. Chapter 13 explores ethical skills in depth.

1. What is the nature of the conflict Bruce Malone is facing?

    Malone is facing role conflict. He is being asked to manipulate sales figures which conflicts with his values of wanting to be an honest professional sales representative.

2. What types of values is Lucille Whitman demonstrating?
    Whitman is demonstrating expedient values. She is succumbing to pressures from the corporate group to behave dishonestly in order to meet financial targets, presumably to satisfy the demands of stockholders.

3.   What do you recommend Bruce should have done to work his way out of the problem he was facing?

      Bruce was cornered since he was not in a position to change corporate values. Yet, he might have requested a meeting with Lucille and a corporate executive to express his concerns. If he turns down the request to fake sales figures he would be risking is job.

4.   Is Bruce being too naïve for a career in business?

      Bruce might be too naïve to work for just any industrial sales firm. However, the scandals in recent years have alerted more companies to maintaining honest financial records. As a consequence, Bruce might be able to work for a firm with high ethics.

COMMENTS ABOUT QUIZZES AND EXERCISES

The Self-Monitoring Scale

Self-monitoring is a major personality trait so it is useful for students to think about their tendencies toward self-monitoring. The significance of extreme scores is useful to ponder. Would a very low self-monitor be insensitive to people, such as telling coworkers that their children are dull-witted or ugly? Would a very high self-monitor be an inveterate office politician?

The Risk-Taking Scale

Even people in the same demographic group vary considerably in risk-taking propensity, so class members should vary in their scores. Ask for volunteers who scored very high or very low on the quiz to compare their scores to their self-evaluation. It is helpful for the volunteers to document how they are high- or low-risk takers.

Personality Role Plays

To perform these role-plays well, students will have to carefully study the guidelines for dealing with different personality types. Studying the guidelines will also give useful clues about how to behave when one has high standing on a particular personality trait such as openness. For example, the sensing type individual will be digging for details about the expense account abuses.

Adapting to Different Mental Abilities

A potential contribution of this exercise is that it sensitizes students to the importance of reacting to one of the major dimensions of behavior—mental ability. Many people have not stopped to think of the importance of dealing with people differently based on their mental abilities.

Helping an Intellectually Challenged Worker Get Started

This role play works wonders with humanistic students who also understand the concept of individual differences. The effective role player will be encouraging toward Jimmy, and give him clear instructions without presenting too many tasks during the first meeting. At the same time the student who plays the supervisor must pull this off without appearing to be patronizing. After the role play is completed, Jimmy might be asked if he felt patronized.

Clarifying Your Values

Thinking through the priorities one attaches to his or her values is inherently enjoyable. A point of class discussion is how some of the values are interrelated. One cannot satisfy some values without satisfying others. For example having good health contributes to having an above-average income, and being in good physical condition.

The Value Conflict Role-Play

A high level of diplomacy is required to deal with the person-role conflict of being asked to make unfavorable judgments about workers to justify laying them off. This role-play might demonstrate how difficult it is for some people to cling to their values when their job might be at stake.

The Making the Numbers Conundrum

This role play requires courage in that the person who plays the role of Bruce Malone must defend his or her values. The person who plays the role of Lucille Whitman might be defending a decision that she (Whitman) does not regard highly. Bruce is in the delicate position of defending his values while at the same time attempting to keep his job. Peeking ahead to Chapter 8 about conflict-management skills might be helpful for the role players.

EXAMINATION QUESTIONS

Multiple-Choice

(b)   1.   The term *individual differences* refers to the fact that

                    a.   members of the same group behave approximately the same.

                    b.   members of the same group often behave quite differently.

                    c.   many individuals have personality problems.

                    d.   many individuals have intellectual problems.

(c)   2.   In its scientific meaning, personality refers basically to an individual's

                    a.   ability to influence others.

                    b.   attitudes and perceptions.

                    c.   enduring behavior patterns.

                    d.   social skills.

(d)   3.   Jill scores low on the personality trait of *extraversion*. She will most likely

                    a.   be careless about details.

                    b.   be agreeable and outgoing.

                    c.   have unpredictable mood swings.

                    d.   be quiet and reserved in most social settings.

(a)   4.   Jason scores high on the personality trait, *openness.* He most likely is

                    a.   well developed intellectually.

                    b.   conscientious only on the job.

                    c.   disagreeable in many situations.

                    d.   emotionally unstable.

(b)   5.   Monica has a high standing on *self-monitoring*. It is likely that she will often

                    a.   tell other people what they want to hear.

                    b.   be particularly conscientious about details.

                    c.   be tactless about expressing her feelings.

                    d.   become quite temperamental.

(d)   6.   Derek has a high standing on *risk taking and thrill seeking*. He is likely to

            a.   enter more traditional occupations.

            b.   be highly well organized.

            c.   become quite temperamental when he loses

a bet.

            d.   pursue novel, intense, and complex sensations.

(c)   7.   Tony rates high on *positive affectivity.* He is likely to be a (n)

            a.   risk taker and thrill seeker.

            b.   pessimist.

            c.   optimist.

            d.   emotionally unstable.

(a)   8.   Workers who score high on optimism or positive affectivity are likely to
experience

            a.   high job satisfaction.

            b.   low job satisfaction.

            c.   severe job stress.

            d.   frequent conflict with supervisors.

(a)   9.   A cross-cultural study of the Big Five model concluded that personality
structure is

            a.   universal, much like the structure of the
human brain or body.

            b.   unique to each culture like customs.

            c.   found mostly in developed countries.

            d.   found mostly in undeveloped countries.

(c)   10.   A group of studies about the relationship of *self-monitoring* to job performance
found
that

      a.   high self-monitors are less likely to be found in leadership positions.

      b.   low self-monitors are more likely to be found in leadership positions.

      c.   high self-monitors receive higher performance evaluations.

d.   low self-monitors receiver lower performance evaluations.

(d)   11.   A study with customer service representatives found that having a low standing on

the Big Five personality factors was associated with

a.   high concern for rules and regulations.

b.   ambition to become an executive.

c.   high cooperation and team play.

d.   counterproductive work behavior such as playing a mean prank.

(a)   12.   According to the Myers-Briggs Type Indicator, the opposite of a *thinking* person is

one classified as

a.   feeling.
b.   judging.
c.   perceiving.
d.   intuiting.

(b)   13.   According to the Myers-Briggs Type Indicator, Marie is a feeling-type individual.

She most likely bases conclusions on

a.   ideas that others have rejected.
b.   personal or social values.
c.   objective information
d.   statistical evidence.

(a)   14.   When dealing with a person who is *open to experience,* it would be effective for you

to

a.   appeal to the person's intellect.
b.   avoid presenting fresh information to him or her.
c.   avoid talking about cultural trends.

d.   talk about traditional approaches to solving problems.

(d)   15.   Juan has a strong **g** factor. He is therefore likely to perform well

a.   mostly on tasks requiring numerical reasoning.

b.   mostly on tasks requiring good verbal ability.

c.   in a variety of tasks that do not call for much mental problem solving.

d.   in a variety of mental tasks.

(c)   16.   The ability to discover principles from facts is called

a.   symbolic reasoning.

b.   word fluency.

c.   inductive reasoning.

d.   visualization.

(a)   17.   The triarchic theory of intelligence explains that intelligence is exhibited

a.   in mental activities of various kinds.

b.   mostly in solving mechanical problems.

c.   only by people of average intelligence.

d.   only after accumulating experience.

(b)   18.   According to the triarchic theory of intelligence, a person with good street

smarts would be strong in the _____ subtype of intelligence.

a.   analytical

b.   practical

c.   creative

d.   multiple

(b)   19.   According to the triarchic theory of intelligence, a person with good analytical

intelligence would be strong at

    a.   adapting the environment to fit his or her needs.

    b.   solving difficult problems.

    c.   performing tasks requiring imagination.

    d.   tasks requiring common sense and street smarts.

(c)   20.   The theory of multiple intelligences contends that people possess

    a.   various ways of multiplying their intelligences.

    b.   two different types of intelligences, or faculties, in different degrees.

    c.   eight different intelligences, or faculties, in different degrees.

    d.   an almost unlimited number of intelligences.

(a)   21.   A person with a high degree of *self-management* can readily

    a.   react with appropriate anger to situations.

    b.   develop passion about the work he or she is performing.

    c.   respond to the unspoken feelings of others.

    d.   understand his or her own moods.

(d)   22.   An important part of emotional intelligence is

    a.   adding figures under pressure.

    b.   having an above-average IQ.

    c.   keeping emotions out of problem solving.

    d.   building strong bonds with people.

(d)   23.   Job performance is likely to be higher when

a.	the company assigns personal values to workers

b.	employees are told not to use their values on the job.

c.	employee values clash with those of the employer.

d.	employee values mesh with those of the employer.

(b)	24.	Person-role conflict occurs when an individual

a.	enters into conflict with a coworker.

b.	is asked to perform a task that clashes with his or her values.

c.	is asked to perform a task outside his or her specialty area.

d.	is expected to perform two different activities at the same time.

(c)	25.	Workers who are idealistic about their jobs are likely to want to

a.	get as much vacation time as possible.

b.	make many mistakes while daydreaming.

c.	make an impact on the lives of others.

d.	avoid hard work.

True/False

(T)	1.	Professional basketball players range in height from 5'5" to 7'6" thus illustrating the concept of individual differences.

(F)	2.	The concept of personality is based on the fact that the behavior of people is unpredictable from one situation to another.

(F)	3.	The personality trait of *openness* relates primarily to how eagerly a person enters

into relationships with other people.

(T) 4. A high self-monitoring person has a strong tendency to tell other people what they

want to hear.

(T) 5. The willingness to take risks and pursue thrills on the job is a personality trait that has grown in importance in the high technology era.

(F) 6. A person with a high degree of *optimism* is likely to experience many negative

emotional states.

(F) 7. The five-factor structure of the American personality is found almost exclusively in

the United States and Germany.

(T) 8. The personality trait most consistently related to job success is conscientiousness.

(F) 9. The personal trait of *extraversion* is associated with success in management jobs and

sales jobs.

(F) 10. A low self-monitor is more likely to engage in *organizational citizenship behavior*

than would a high self-monitor.

(T) 11. A study with customer service representatives indicated that having low standing on the Big Five personality factors was associated with being a conscientious and productive workers.

(T) 12. Pessimistic workers are often productive because they assume that something will go

wrong and therefore prepare to prevent unfortunate circumstances.

(T) 13. According to the Meyers-Briggs Type Indicator, one of the four dichotomies that direct the typical use of perception and judgment by the individual is *sensing- intuiting.*

(T) 14. A person's cognitive style influences the type of work he or she can perform well.

(T) 15. Traditional intelligence consists of both general and specific factors.

(F) 16. A key point of the triarchic theory of intelligence is that the creative and practical subtypes of intelligence are inferior to the analytical type.

(T) 17. A person with high practical intelligence would have good common sense and wisdom.

(T) 18. According to the theory of multiple intelligences, people learn in different ways.

(T) 19. *Emotional intelligence* refers to the idea that how effectively people use their emotions influences their success.

(F) 20. The self-awareness aspect of emotional intelligence refers to a passion to work for reasons in addition to money or status.

(T) 21. Having good social skills is part of being emotionally intelligent.

(F) 22. Values and ethics influence people in opposite directions.

(T) 23. Ashley was born on January 1, 1989, so she is classified as a *millennial.*

(T) 24. Job performance is likely to be higher when a person's job values fit those required on the job.

(F) 25. A person-role conflict occurs when a person has much more intelligence than his or her job requires.