

True / False

1. Understanding people's personalities is important because personality affects behavior as well as perceptions and attitudes.

- a. True
- b. False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 34

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

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**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

2. Personality is developed solely based on genetics.

- a. True
- b. False

**ANSWER:** False

**RATIONALE:** Personality is developed based on genetics and environmental factors.

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 34

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01

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**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

3. Research has confirmed that there is a limited number of confirmed and agreed upon traits this leaders have.

- a. True
- b. False

**ANSWER:** False

**RATIONALE:** There is no agreed-upon list of traits leaders need to be successful.

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 35

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01

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**KEYWORDS:** BLOOMS: Knowledge

4. Researchers agree on the personality traits that effective leaders should have.

- a. True
- b. False

**ANSWER:** False  
**RATIONALE:** There is no list of traits accepted by all researchers.  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 36  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01  
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**KEYWORDS:** BLOOMS: Knowledge

5. In a study of two groups of executives, one successful and one whose careers were derailed, the reason for the latter's failure was poor human relations.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 35  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01  
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6. The Big Five Model of Personality categorizes traits into the dimensions of insurgency, adjustment, disagreeableness, conscientiousness, and openness to experience.

- a. True
- b. False

**ANSWER:** False  
**RATIONALE:** These are not the Big Five Model of Personality category traits.  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 36  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-02 - LO: 02-02  
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**KEYWORDS:** BLOOMS: Knowledge

7. The Big Five Model of Personality is the most widely accepted way to classify personalities.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 36  
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**KEYWORDS:** BLOOMS: Knowledge

8. The adjustment personality dimension includes traits related to emotional stability.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 37  
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**KEYWORDS:** BLOOMS: Knowledge

9. Personality profiles are used to categorize people as a means of predicting job success.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 34  
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**KEYWORDS:** BLOOMS: Knowledge

10. Effective leaders are high on all of the factors in the Big Five Model of Personality.

- a. True

b. False

**ANSWER:** False  
**RATIONALE:** Surgency has the highest correlation at .31 while adjustment was negatively correlated at -.24.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 34  
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**KEYWORDS:** BLOOMS: Knowledge

11. High energy is best categorized as the conscientiousness dimension of the Big Five.

a. True

b. False

**ANSWER:** False  
**RATIONALE:** High energy is associated with surgency.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 36  
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12. Intelligence refers to cognitive ability to think critically, to solve problems, and to make decisions.

a. True

b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 38  
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13. Intelligence is the best predictor of job performance.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 38-39  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-02 - LO: 02-02  
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14. The Dominance trait affects all other traits related to effective leaders.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 36  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-03 - LO: 02-03  
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**KEYWORDS:** BLOOMS: Knowledge

15. The majority of CEOs, but not all CEOs are extroverts.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 33  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01  
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**KEYWORDS:** BLOOMS: Knowledge

16. Emotional intelligence is a personality dimension related to surgency.

- a. True
- b. False

**ANSWER:** False

*RATIONALE:* Emotional intelligence is a personality dimension associated with agreeableness.  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 37  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
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*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

17. The four components of emotional intelligence are self-awareness, self-efficacy, social awareness, and self-management.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* These are not the four components of emotional intelligence.  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 37  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
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*KEYWORDS:* BLOOMS: Knowledge

18. Self-awareness relates to being conscious of your emotions and how they affect your personal and professional life.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 37  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
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*KEYWORDS:* BLOOMS: Knowledge

19. If a person does not want to be a leader, chances are that he or she will not be an effective manager.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 34  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-03 - LO: 02-03  
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*KEYWORDS:* BLOOMS: Knowledge

20. Dominance is one of the three major traits of the surgency Big Five.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 36  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-03 - LO: 02-03  
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*KEYWORDS:* BLOOMS: Knowledge

21. Achievement Motivation Theory attempts to explain and predict behavior and performance based on one's need for power, affiliation, and recognition.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* These are not the needs the theory is based on.  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 41  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04  
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*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

22. David McClelland said that needs are based on personality and are developed as we interact with the environment.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 41  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04  
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*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

23. People with strong n Ach want to take responsibility for solving problems and are high risk-takers.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* People with a strong n Ach want to take responsibility for solving problems but they are only moderate risk takers.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 41  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04  
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*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

24. People with strong n Pow tend to seek entrepreneurial type positions and are attuned to power and politics.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* People with a strong n Pow seek management positions and are attuned to politics and power.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 41  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04  
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*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

25. People with a high n Aff also tend to have a high n Pow.



- a. True
- b. False

**ANSWER:** False

**RATIONALE:** Those with a high n Aff tend to have a low n Pow.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 41

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-04 - LO: 02-04

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**KEYWORDS:** BLOOMS: Knowledge

26. The Leader Motive Profile (LMP) includes a high need for achievement, a moderate need for affiliation, and a moderate need for power, which is socialized.

- a. True
- b. False

**ANSWER:** False

**RATIONALE:** The LMP includes a high need for power, which is socialized, that is greater than the need for affiliation and with a moderate need for achievement.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 43

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**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

27. Leaders need a high n Pow to influence followers, peers, and higher level managers.

- a. True
- b. False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 43

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**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Comprehension

28. Without power, there is no leadership.

- a. True
- b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 43  
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**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Knowledge

29. McClelland identified power as either good or bad.

- a. True
- b. False

**ANSWER:** False  
**RATIONALE:** McClelland identified power as neither good nor bad.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 43  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-04 - LO: 02-04  
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**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Knowledge

30. Effective leaders use personalized power.

- a. True
- b. False

**ANSWER:** False  
**RATIONALE:** Effective leaders use socialized power.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 43  
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**TOPICS:** Conceptual

**KEYWORDS:**

**BLOOMS:** Knowledge

31. Effective leaders have a higher need for affiliation than power.

- a. True
- b. False

**ANSWER:** False

**RATIONALE:** Effective leaders have a lower need for affiliation than power.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 43

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-04 - LO: 02-04

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**KEYWORDS:** BLOOMS: Knowledge

32. People with Theory X attitudes hold that employees like to work and do not need to be closely supervised in order to do their work.

- a. True
- b. False

**ANSWER:** False

**RATIONALE:** This would be a Theory Y attitude.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 47

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-05 - LO: 02-05

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**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

33. Managers with Theory X attitudes tend to display more coercive, autocratic leadership styles using internal motivation and rewards.

- a. True
- b. False

**ANSWER:** False

**RATIONALE:** Managers with Theory X attitudes often use external means of control, such as threats or punishment.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 47

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-05 - LO: 02-05

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*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

34. The Pygmalion effect proposes that leaders' attitudes and expectations of followers, and their treatment of them, explain and predict followers' behavior and performance.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 47  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
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*KEYWORDS:* BLOOMS: Knowledge

35. Self-efficacy is the belief in your own capability to perform in a specific situation.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 48  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
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*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

36. You can be an effective leader, or follower, even if you don't have a positive self-concept.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* If you don't believe you will be successful, you probably won't be.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 48  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
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*KEYWORDS:* BLOOMS: Comprehension

37. A good way to develop a positive self-concept is by observing and copying others' attitudes.

a. True

b. False

*ANSWER:* False

*RATIONALE:* The text lists eleven ways to develop a positive attitude and self-concept but copying others' attitudes is not one of them.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 48-49

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*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Comprehension

38. An effective leader tends to have Theory X attitudes with a positive self-concept.

a. True

b. False

*ANSWER:* False

*RATIONALE:* Effective leaders tend to have Theory Y attitudes with a positive self-concept.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 49

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05

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*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Comprehension

39. A leader with a negative self-concept and a theory Y attitude tends to blame others when things go wrong.

a. True

b. False

*ANSWER:* False

*RATIONALE:* From Exhibit 2.4 leaders with a negative self-concept and Theory X attitudes tend to blame others when things go wrong.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 49

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

40. Ethics are the standards of right and wrong that influence behavior.  
a. True  
b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 51  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-06 - LO: 02-06  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

41. The Sarbanes-Oxley Act of 2002 ensures that those who act unethically will be prosecuted.  
a. True  
b. False

*ANSWER:* False  
*RATIONALE:* The Sarbanes-Oxley Act of 2002 helped ensure that complaints about financial irregularities would surface and be swiftly acted upon, but it does not guarantee prosecution.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 51  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-06 - LO: 02-06  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Legal Responsibilities - Legal Responsibilities  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

42. Our ethical behavior is related to our individual needs and personality traits.  
a. True  
b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Moderate

*REFERENCES:* p. 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

43. Personality alone is a good predictor of unethical behavior.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* Personality alone is not a good predictor of unethical behavior.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

44. People with an external locus of control, rather than an internal locus of control, are more likely to use unethical behavior.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

45. Moral development refers to one's level of moral development which consist of three levels - preconventional, conventional and postconventional..

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1

*DIFFICULTY:* Easy  
*REFERENCES:* p. 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

46. At the preconventional level of moral development, living up to expectations of acceptable behavior defined by others motivates behavior to fulfill duties and obligations.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* At the preconventional level of moral development, self-interest motivates behavior.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 53  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

47. The common leadership style at the preconventional level of moral development is autocratic toward others.

- a. True
- b. False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 53  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

48. At the conventional level of moral development, self-interest motivates behavior.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* At the conventional level of moral development, living up to expectations of acceptable behavior as defined by others motivates behavior.



*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 53  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

49. The common leadership style at the conventional level of moral development tends to be visionary.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* The common leadership style at the postconventional level of moral development tends to be visionary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 53  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

50. At the postconventional level of moral development, it is common for lower-level managers to use a leadership style similar to those of higher-level managers.

- a. True
- b. False

*ANSWER:* False  
*RATIONALE:* This behavior is common at the conventional level, not at the postconventional level.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 53  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

51. When people use unethical behavior, it is often due to some type of character flaw.

- a. True

b. False

**ANSWER:** False  
**RATIONALE:** Most often, when people act unethically, it is not because they have some type of character flaw or were born bad.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 52  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-07 - LO: 02-07  
**NATIONAL STANDARDS:** United States - BUSPROG: Ethics  
**STATE STANDARDS:** United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations  
**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Comprehension

52. "I was only following orders; my boss told me to inflate the figures" is an example of displacement of responsibility.

a. True

b. False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 55  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-07 - LO: 02-07  
**NATIONAL STANDARDS:** United States - BUSPROG: Ethics  
**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Knowledge

53. Distortion of consequences is the process of using "cosmetic" words to make the behavior sound acceptable.

a. True

b. False

**ANSWER:** False  
**RATIONALE:** Euphemistic labeling uses 'cosmetic' words to make the behavior sound acceptable.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 53  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-07 - LO: 02-07  
**NATIONAL STANDARDS:** United States - BUSPROG: Ethics  
**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Knowledge

54. Under the stakeholder approach to ethics, one creates a win-win situation for relevant parties affected by the decision.

- a. True
- b. False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 57

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-08 - LO: 02-08

**NATIONAL STANDARDS:** United States - BUSPROG: Ethics

**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

55. To determine if your decision is ethical, you can ask yourself, "Are all stakeholders happy?"

- a. True
- b. False

**ANSWER:** False

**RATIONALE:** The question to ask is: "Am I proud to tell relevant stakeholders my decision?"

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 57

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-08 - LO: 02-08

**NATIONAL STANDARDS:** United States - BUSPROG: Ethics

**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

### Multiple Choice

56. Which of the following statements regarding personality is NOT true?

- a. Personality is developed based on genetics and environmental factors.
- b. Personality involves distinguishing personal characteristics.
- c. Personality affects behavior as well as perceptions and attitudes.
- d. Personality predicts behavior and job performance.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 34

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills

**TOPICS:** Conceptual

**KEYWORDS:**

**BLOOMS:** Knowledge

57. Which of the following is NOT a major reason for executive derailment?

- a. They used a bullying style viewed as intimidating, insensitive, and abrasive.
- b. They were viewed as being cold, aloof, and arrogant.
- c. They betrayed personal trust.
- d. They undermanaged.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 35

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-01 - LO: 02-01

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Comprehension

58. Which of the following is NOT a Big Five personality dimension?

- a. Surgency.
- b. Agreeableness.
- c. Adjustment.
- d. Attractiveness.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 36

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-02 - LO: 02-02

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

59. One of your employees, Quanita, is loyal, highly committed and tends to get the job done. She is likely high on the \_\_\_\_\_ trait of the conscientiousness dimension?

- a. extraversion
- b. dependability
- c. flexibility
- d. emotional stability

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 38

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-02 - LO: 02-02

*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

60. Of the Big Five personality dimensions, the highest correlation with leadership is:
- conscientiousness.
  - openness to experience.
  - urgency.
  - adjustment.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 34  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

61. Which of the following is NOT a trait of an effective leader?
- Dominance.
  - High energy.
  - Intelligence.
  - Eye color.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 36  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

62. Self-confidence is best categorized as the \_\_\_\_ Big Five dimension.
- adjustment
  - agreeableness
  - urgency
  - conscientiousness

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 17  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

63. Which of the following is the best predictor of job performance?

- a. Locus of control.
- b. Flexibility.
- c. Integrity.
- d. Intelligence.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 39  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

64. Which of the following statements regarding emotional intelligence (EI) is TRUE?

- a. EI is the ability to work well with people.
- b. An offshoot of EI is IQ (intelligence quotient).
- c. IQ outweighs EI when it comes to personal achievement.
- d. There are five components of EI.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 37  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

65. Emotional intelligence includes all of the following EXCEPT:

- a. self-awareness.
- b. social awareness.
- c. self-management.
- d. self-concept.

ANSWER: d

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 37

LEARNING OBJECTIVES: MGMT.LUSS.16.02-02 - LO: 02-02

NATIONAL STANDARDS: United States - BUSPROG - Analytic - Business knowledge and analytic skills

STATE STANDARDS: United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

ACCREDITING STANDARDS: AACSB: Analytic - Analytic skills

TOPICS: Conceptual

KEYWORDS: BLOOMS: Knowledge

66. \_\_\_\_ is dependent on the other three EI approaches.

- a. Social awareness
- b. Self-awareness
- c. Relationship management
- d. Self-management

ANSWER: c

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 37

LEARNING OBJECTIVES: MGMT.LUSS.16.02-02 - LO: 02-02

NATIONAL STANDARDS: United States - BUSPROG - Analytic - Business knowledge and analytic skills

STATE STANDARDS: United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

ACCREDITING STANDARDS: AACSB: Analytic - Analytic skills

TOPICS: Conceptual

KEYWORDS: BLOOMS: Comprehension

67. Emotional intelligence is related to which of the following Big Five personality dimensions?

- a. Surgency.
- b. Openness to experience.
- c. Agreeableness.
- d. Conscientiousness.

ANSWER: c

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 37

LEARNING OBJECTIVES: MGMT.LUSS.16.02-02 - LO: 02-02

NATIONAL STANDARDS: United States - BUSPROG - Analytic - Business knowledge and analytic skills

STATE STANDARDS: United States - IL - DISC: Leadership Principles - Other management specific knowledge

and abilities

*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills

*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Knowledge

68. The \_\_\_\_\_ trait affects all the other traits related to effective leaders.

- a. self-confidence
- b. dependability
- c. dominance
- d. sociability

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 36

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-03 - LO: 02-03

*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills

*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills

*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Comprehension

69. Which of the following is NOT a belief of David McClelland?

- a. Needs are based on personality.
- b. All people possess the need for achievement, power, and affiliation, but to varying degrees.
- c. Our needs are motivated by our behavior.
- d. Needs are developed as we interact with the environment.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 41

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04

*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills

*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills

*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Comprehension

70. High n Pow is categorized as the Big Five dimension of \_\_\_\_.

- a. surgency
- b. agreeableness
- c. conscientiousness
- d. openness to experience

*ANSWER:* a

*POINTS:* 1



*DIFFICULTY:* Easy  
*REFERENCES:* p. 41  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

71. The Leader Motive Profile (LMP) includes a:

- a. high need for achievement.
- b. moderate need for power.
- c. low need for achievement.
- d. high need for power.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p, 43  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

72. The Leader Motive Profile (LMP) defines which motive as the highest need for leaders?

- a. Achievement.
- b. Power.
- c. Affiliation.
- d. Enjoyment.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 43  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-04 - LO: 02-04  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

73. \_\_\_\_ are positive or negative feelings about people, things, and issues.

- a. Attitudes

- b. Norms
- c. Beliefs
- d. Traits

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 45  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-06 - LO: 02-06  
**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Knowledge

74. "If you want something done right, do it yourself" is an example of \_\_\_\_ attitudes.

- a. Theory X
- b. Theory Y
- c. Theory Z
- d. XYZ Profile

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 46 - self-assessment 2-5  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-05 - LO: 02-05  
**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Comprehension

75. "If the manager is not around, employees will work just as hard" is an example of \_\_\_\_ attitudes.

- a. Theory Y
- b. Theory X
- c. Theory Z
- d. XYZ Profile

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 46. self-assessment 2-5  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-05 - LO: 02-05  
**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills

*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

76. Managers with Theory X attitudes tend to:
- a. display more participative leadership styles.
  - b. use internal motivation and rewards.
  - c. use external means of controls.
  - d. have a positive, optimistic view of employees.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 47  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

77. A manager from a prestigious university believed that employees who were from "lesser schools" lacked sufficient intelligence and motivation for the high-tech firm that she led. She set goals for these employees low, and did not trust them with certain important tasks or company information. Over time, the employees started to exhibit behaviors consistent with the manager's beliefs and actions. They tended to show dissatisfaction and low performance. At length, many of them quit. This would be an example of:
- a. Theory Y attitudes.
  - b. the Pygmalion effect.
  - c. negative self-concept.
  - d. a positive role model.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Challenging  
*REFERENCES:* p. 47  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

78. \_\_\_\_ refers to the positive or negative attitudes people have about themselves.
- a. Self-concept
  - b. Self-confidence
  - c. Self-efficacy
  - d. Self-focus

*ANSWER:* a

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 48  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

79. \_\_\_\_ is the belief in one's capability to perform in a specific situation.

- a. Self-concept
- b. Self-confidence
- c. Self-efficacy
- d. Self-focus

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 48  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

80. Which of the following is NOT one of the guidelines to developing a more positive attitude and self-concept?

- a. Be a positive role model.
- b. Accept compliments.
- c. Set and achieve goals.
- d. When things go wrong, buy yourself something nice.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 48-49  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-05 - LO: 02-05  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

81. As a leader, you know that your expectations and treatment of your employees influence and can predict how they will behave, how they will perform. This indicates that you know about \_\_\_\_.

- a. self-concept theory
- b. the impact of the situation on behavior
- c. moral development
- d. the Pygmalion effect

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 47

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-05 - LO: 02-05

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Comprehension

82. If the leader typically is afraid to make decisions, is unassertive, and is self-blaming when things go wrong, the leader is displaying a:

- a. Theory Y positive self-concept.
- b. Theory Y negative self-concept.
- c. Theory X positive self-concept.
- d. Theory X negative self-concept.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 49, Exhibit 2.4

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-06 - LO: 02-06

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Comprehension

83. If the leader typically is bossy, pushy, and impatient; does much criticizing with little praising; and is very autocratic, the leader is displaying a:

- a. Theory Y positive self-concept.
- b. Theory Y negative self-concept.
- c. Theory X positive self-concept.
- d. Theory X negative self-concept.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 49, Exhibit 2.4

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-06 - LO: 02-06

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

84. Ethics is defined as:

- a. the standards of right and wrong that influence behavior.
- b. creating a win-win situation for all stakeholders.
- c. adhering to legal limits.
- d. what top management thinks is right.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 51  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-06 - LO: 02-06  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

85. Which of the following legislative acts helps protect whistleblowers?

- a. The Whistleblower Protection Act.
- b. The Sarbanes-Oxley Act.
- c. The Ethical Informant Act.
- d. The Andersen-Arthur Act.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 51  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-06 - LO: 02-06  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Legal Responsibilities - Legal Responsibilities  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

86. All of the following affect ethical behavior EXCEPT:

- a. personality traits.
- b. attitudes.
- c. leader-follower relations.
- d. the situation.

*ANSWER:* c  
*POINTS:* 1

*DIFFICULTY:* Easy  
*REFERENCES:* p. 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

87. Unethical behavior is more likely to occur in people who:
- a. are open to new experiences.
  - b. work in an office setting.
  - c. are emotionally unstable and have an external locus of control.
  - d. have a strong moral development.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

88. \_\_\_\_ refers to understanding right from wrong and choosing to do the right thing.
- a. Personality
  - b. Moral development
  - c. Ethics
  - d. Moral justification

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Easy  
*REFERENCES:* p. 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

89. The three levels of moral development are:
- a. preconventional, conventional, and postconventional.

- b. pre-ethical, ethical, and postethical.
- c. bad choice, neutral, and good choice.
- d. undeveloped, developed, and well developed.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 53

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-07 - LO: 02-07

**NATIONAL STANDARDS:** United States - BUSPROG: Ethics

**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

90. At the preconventional level of moral development, which of the following motivate(s) behavior?
- a. Living up to expectations of acceptable behavior defined by others.
  - b. Universal principles of right and wrong.
  - c. Self-interest.
  - d. Personality.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 53, Exhibit 2.5

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-07 - LO: 02-07

**NATIONAL STANDARDS:** United States - BUSPROG: Ethics

**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Knowledge

91. At the conventional level of moral development, which of the following motivate(s) behavior?
- a. Living up to expectations of acceptable behavior defined by others.
  - b. Universal principles of right and wrong.
  - c. Self-interest.
  - d. Personality.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 53, Exhibit 2.5

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-07 - LO: 02-07

**NATIONAL STANDARDS:** United States - BUSPROG: Ethics

**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

**ACCREDITING STANDARDS:** AACSB: Ethics - Ethical and Legal understanding and reasoning abilities



*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

92. Lower-level managers at the conventional level of moral development tend to:

- a. be autocratic toward others.
- b. use a leadership style similar to that of higher-level managers.
- c. be visionary.
- d. be committed to serving others.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 53, Exhibit 2.5  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

93. Leaders at the postconventional level of moral development tend to:

- a. use moral justification.
- b. be autocratic toward others.
- c. be visionary.
- d. use their position for personal advantage.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 53, Exhibit 2.5  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

94. Because we all want to view ourselves in a positive manner, when we use unethical behavior, we often justify the behavior to protect our \_\_\_\_ so that we don't have to feel bad.

- a. personality
- b. ego
- c. self-concept
- d. job

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Moderate

*REFERENCES:* p. 54  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

95. The process of reinterpreting immoral behavior as justification for its occurrence is known as:

- a. behavior modification.
- b. agreeableness.
- c. postbehavior justification.
- d. higher purpose.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 54-55  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

96. The process of blaming one's unethical behavior on others is known as:

- a. distortion of consequences.
- b. displacement of responsibility.
- c. attribution of blame.
- d. diffusion of responsibility.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 55  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

97. "We all take office supplies home" is an example of:

- a. euphemistic labeling.
- b. attribution of blame.

c. displacement of responsibility.

d. diffusion of responsibility.

ANSWER: d

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 55

LEARNING OBJECTIVES: MGMT.LUSS.16.02-07 - LO: 02-07

NATIONAL STANDARDS: United States - BUSPROG: Ethics

STATE STANDARDS: United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

ACCREDITING STANDARDS: AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

TOPICS: Conceptual

KEYWORDS: BLOOMS: Comprehension

98. As a leader or manager, it is important for you to know what influences ethical and unethical behavior. Which of the following is NOT likely to encourage unethical behavior?

a. Highly competitive and unsupervised situations.

b. The absence of a formal ethics policy or code of ethics.

c. When ethical behavior is punished.

d. When there is diffusion of responsibility.

ANSWER: c

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 54

LEARNING OBJECTIVES: MGMT.LUSS.16.02-07 - LO: 02-07

NATIONAL STANDARDS: United States - BUSPROG: Ethics

STATE STANDARDS: United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

ACCREDITING STANDARDS: AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

TOPICS: Conceptual

KEYWORDS: BLOOMS: Comprehension

99. The four-way test:

a. is a means of identifying potential whistleblowers within an organizational setting.

b. is a generic means of assessing whether a business transaction is ethical.

c. relies on Theory Y attitudes.

d. only needs a 'yes' answer to one of the four questions to be considered ethical.

ANSWER: b

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 56

LEARNING OBJECTIVES: MGMT.LUSS.16.02-07 - LO: 02-07

NATIONAL STANDARDS: United States - BUSPROG: Ethics

STATE STANDARDS: United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

ACCREDITING STANDARDS: AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

100. Which of the following is NOT one of the questions of the four-way test?

- a. Will it be beneficial to all concerned?
- b. Is it ethical?
- c. Is it the truth?
- d. Is it fair to all concerned?

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 56

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07

*NATIONAL STANDARDS:* United States - BUSPROG: Ethics

*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Comprehension

101. Creating a win-win situation for all relevant parties so that everyone benefits from the decision is known as:

- a. ethics.
- b. the golden rule.
- c. a compromise.
- d. the stakeholder approach to ethics.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Easy

*REFERENCES:* p. 57

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-08 - LO: 02-08

*NATIONAL STANDARDS:* United States - BUSPROG: Ethics

*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Knowledge

102. To determine if your decision is ethical from a stakeholder approach, which of the following questions should be asked?

- a. "Am I proud to tell relevant stakeholders my decision?"
- b. "Am I proud to tell my manager about my decision?"
- c. "Is it in my best interest?"
- d. "What difference does it make anyway?"

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Medium

*REFERENCES:* p. 57  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-08 - LO: 02-08  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Knowledge

Subjective Short Answer

103. Describe the Big Five personality dimensions.

*ANSWER:* The *urgency* personality dimension includes leadership and extraversion traits.  
The *agreeableness* personality dimension includes traits related to getting along with people.  
The *adjustment* personality dimension includes traits related to emotional stability.  
The *conscientiousness* personality dimension includes traits related to achievement.  
The *openness-to-experience* personality dimension includes traits related to being willing to change and try new things.

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 34, Exhibit 2.2  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-02 - LO: 02-02  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

104. Explain the universality of traits of effective leaders.

*ANSWER:* Traits are universal in the sense that there are certain traits that most effective leaders have. However, traits are not universal in the sense that there is no one list of traits that is clearly accepted by all researchers, and not all effective leaders have all the traits.

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 35  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-01 - LO: 02-01  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*KEYWORDS:* BLOOMS: Comprehension

105. Discuss why the trait of dominance is so important for managers to have.

*ANSWER:* Because the dominance trait is based on the desire to be a leader, this trait affects the

other traits in a positive or negative way based on that desire.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 36
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.02-03 - LO: 02-03
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities
<i>ACCREDITING STANDARDS:</i>	AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities
<i>TOPICS:</i>	Conceptual
<i>KEYWORDS:</i>	BLOOMS: Comprehension

106. State how the Achievement Motivation Theory and the Leader Motive Profile are related and different.

*ANSWER:* Achievement Motivation and Leader Motive Profile theories are related because both are based on the need for achievement, power, and affiliation.  
They are different because the Achievement Motivation Theory is a general motive profile for explaining and predicting behavior and performance, while the LMP is the one profile that specifically explains and predicts leadership success.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 41-43
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.02-04 - LO: 02-04
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities
<i>ACCREDITING STANDARDS:</i>	AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities
<i>TOPICS:</i>	Conceptual
<i>KEYWORDS:</i>	BLOOMS: Comprehension

107. Identify similarities and differences among Theory X and Theory Y, the Pygmalion effect, and self-concept.

*ANSWER:* The concept of Theory X and Theory Y is similar to the Pygmalion effect, because both theories focus on the leader's attitude about the followers. The Pygmalion effect extends Theory X and Theory Y attitudes by including the leader's expectations and how he or she treats the followers, using this information to explain and predict followers' behavior and performance.  
In contrast, Theory X and Theory Y focus on the leader's behavior and performance. Both approaches are different from self-concept because they examine the leader's attitudes about others, whereas self-concept relates to the leader's attitude about him- or herself. Self-concept is also different because it focuses on how the leader's attitude about him- or herself affects his or her behavior and performance.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Challenging
<i>REFERENCES:</i>	p. 46-49
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.02-05 - LO: 02-05
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

108. Describe how attitudes are used to develop four leadership styles.

*ANSWER:* The leader's attitude about others includes Theory Y (positive) and Theory X (negative) attitudes.  
The leader's attitude about him- or herself includes a positive self-concept or a negative self-concept.  
Combinations of these variables are used to identify four leadership styles:  
Theory Y positive self-concept  
Theory Y negative self-concept  
Theory X positive self-concept, and  
Theory X negative self-concept.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 49, Exhibit 2.4

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-06 - LO: 02-06

*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills

*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities

*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Comprehension

109. Compare the three levels of moral development.

*ANSWER:* At the lowest level of moral development, preconventional, behavior is motivated by self-interest, seeking rewards, and avoiding punishment.  
At the second level, conventional, behavior is motivated by meeting the group's expectations to fit in by copying others' behavior.  
At the highest level, postconventional, behavior is motivated to do the right thing, at the risk of alienating the group.  
The higher the level of moral development, the more ethical is the behavior.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 53, Exhibit 2.5

*LEARNING OBJECTIVES:* MGMT.LUSS.16.02-07 - LO: 02-07

*NATIONAL STANDARDS:* United States - BUSPROG: Ethics

*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

*TOPICS:* Conceptual

*KEYWORDS:* BLOOMS: Comprehension

110. Explain the stakeholder approach to ethics.

*ANSWER:* Under the stakeholder approach to ethics, the leader (or follower) creates a win-win situation for relevant parties affected by the decision. If you are proud to tell relevant

stakeholders your decision, it is probably ethical. If you are not proud to tell others your decision, or you keep justifying it, the decision may not be ethical.

**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 57  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-08 - LO: 02-08  
**NATIONAL STANDARDS:** United States - BUSPROG: Ethics  
**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Comprehension

111. What are the Big Five dimensions of traits?

**ANSWER:** The Big Five dimensions of traits are (1) surgency, (2) agreeableness, (3) adjustment, (4) conscientiousness, and (5) openness to experience.

**POINTS:** 1  
**DIFFICULTY:** Easy  
**REFERENCES:** p. 36  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.R.2.1 - Review Question 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Knowledge

112. What is the primary use of personality profiles?

**ANSWER:** Personality profiles are used to identify stronger and weaker traits to aid in matching people to the jobs that best fit their personality strengths.

**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 34  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.R.2.2 - Review Question 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
**TOPICS:** Conceptual  
**KEYWORDS:** BLOOMS: Comprehension

113. What are some of the traits that describe the high-energy trait?

**ANSWER:** Some of the traits that describe the high-energy trait include drive, stamina, tolerance of stress, enthusiasm, tolerance for frustration, and persistence.

**POINTS:** 1



*DIFFICULTY:* Moderate  
*REFERENCES:* p. 37  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.R.2.3 - Review Question 2-3  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

114. Is locus of control important to leaders? Why?

*ANSWER:* Yes. Locus of control is important to leaders because those with internal locus of control believe that they control their fate and that their behavior directly affects their performance.

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 39  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.R.2.4 - Review Question 2-4  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

115. What does intelligence have to do with leadership?

*ANSWER:* Intelligence refers to cognitive ability to think critically, to solve problems, and to make decisions. It is the best predictor of job performance, and the manager's job calls for a high degree of intelligence.

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 38-39  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.R.2.5 - Review Question 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

116. Does sensitivity to others mean that the leader does what the followers want to do?

*ANSWER:* No. Sensitivity to others does not mean that the leader does what the followers want to do. It means that the leader has empathy and understands the followers' point of view. However, if the leader realizes that the followers are wrong, the leader does what is best for the organizational unit.

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 37  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.R.2.6 - Review Question 2-6  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Group Dynamics - Group dynamics in organizations  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

117. Does McClelland believe that power is good or bad? Why?

*ANSWER:* McClelland does not believe that power itself is good or bad. It is how it is used that is important. Personalized power is bad because it is used for personal gain at the expense of others. Socialized power is good because it is used to help oneself and others.

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 43  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.R.2.7 - Review Question 2-7  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

118. Should a leader have a dominant need for achievement to be successful? Why or why not?

*ANSWER:* To be effective, leaders generally need to have a moderate need for achievement. People with a high need for achievement tend to seek individual achievement, and when they are not interested in being a leader, there is the chance for personalized power and derailment.

*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 43  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.R.2.8 - Review Question 2-8  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Conceptual  
*KEYWORDS:* BLOOMS: Comprehension

119. How do attitudes develop leadership styles?

*ANSWER:* Our attitude toward self and others influence our leadership style into four categories: (1) Theory Y attitudes with a positive self-concept, (2) Theory Y attitudes with a negative self-concept, (3) Theory X attitudes with a positive self-concept, and (4) Theory X attitudes with a negative self-concept.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 49
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.R.2.9 - Review Question 2-9
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities
<i>ACCREDITING STANDARDS:</i>	AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities
<i>TOPICS:</i>	Conceptual
<i>KEYWORDS:</i>	BLOOMS: Comprehension

120. Which personality traits are more closely related to ethical and unethical behavior?

**ANSWER:** Leaders with surgency (dominance) personality traits have two choices: to use power for personal benefit or to use socialized power. To gain power and to be conscientious with high achievement, some people will use unethical behavior; also, irresponsible people often do not perform to standard by cutting corners and other behavior which may be considered unethical. An agreeableness personality sensitive to others can lead to following the crowd in either ethical or unethical behavior; having a high self-concept tends to lead to doing what the person believes is right and not following the crowd's unethical behavior. Emotionally unstable people and those with external locus of control are more likely to use unethical behavior. People open to new experiences are often ethical. People with positive attitudes tend to be more ethical than those with negative or work attitudes about ethics.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Challenging
<i>REFERENCES:</i>	p. 52
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.R.2.10 - Review Question 2-10
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG: Ethics
<i>STATE STANDARDS:</i>	United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society
<i>ACCREDITING STANDARDS:</i>	AACSB: Communication - Communication Abilities AACSB: Ethics - Ethical and Legal understanding and reasoning abilities
<i>TOPICS:</i>	Conceptual
<i>KEYWORDS:</i>	BLOOMS: Comprehension

121. Do people change their level of moral development based on the situation?

**ANSWER:** No. People generally stay at the same level of moral development but they use justification for unethical behavior in a given situation.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 53, Exhibit 2.5
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.R.2.11 - Review Question 2-11
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG: Ethics
<i>STATE STANDARDS:</i>	United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society
<i>ACCREDITING STANDARDS:</i>	AACSB: Communication - Communication Abilities AACSB: Ethics - Ethical and Legal understanding and reasoning abilities
<i>TOPICS:</i>	Conceptual

**KEYWORDS:**

**BLOOMS:** Comprehension

122. Why do people justify their unethical behavior?

**ANSWER:** People justify their unethical behavior to protect their self-concept, or to keep from having a guilty conscience or feeling remorse.

**POINTS:** 1

**DIFFICULTY:** Easy

**REFERENCES:** p. 54

**LEARNING OBJECTIVES:** MGMT.LUSS.16.R.2.12 - Review Question 2-12

**NATIONAL STANDARDS:** United States - BUSPROG: Ethics

**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities

AACSB: Ethics - Ethical and Legal understanding and reasoning abilities

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Comprehension

123. Describe the components of emotional intelligence.

**ANSWER:** There are four components of EQ:

1. **Self-awareness** relates to being conscious of your emotions and how they affect your personal and professional life.
2. **Social awareness** relates to the ability to understand others.
3. **Self-management** relates to the ability to control disruptive emotions.
4. **Relationship management** relates to their ability to work well with others.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 37

**LEARNING OBJECTIVES:** MGMT.LUSS.16.02-02 - LO: 02-02

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills

AACSB: Communication - Communication Abilities

**TOPICS:** Conceptual

**KEYWORDS:** BLOOMS: Comprehension

124. A follower is yelling about a problem, the leader is calmly explaining how to solve it. The leader's behavior is characteristic of which of the Big Five personality dimensions?

Support your answer.

- a. surgency
- b. agreeableness
- c. adjustment
- d. conscientiousness
- e. openness to experience

**ANSWER:** c, adjustment.

The follower is being emotionally unstable, while the leader is being emotionally stable.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 37 - 38
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.CA.2.1 - Concept Application 2-1
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities
<i>ACCREDITING STANDARDS:</i>	AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities
<i>TOPICS:</i>	Application
<i>KEYWORDS:</i>	BLOOMS: Application

125. A leader is letting a follower do the job his or her own way to avoid a conflict. The leader's behavior is characteristic of which of the Big Five personality dimensions?  
Support your answer.

- a. surgency
- b. agreeableness
- c. adjustment
- d. conscientiousness
- e. openness to experience

*ANSWER:* b, agreeableness  
The leader is attempting to get along with others, sociability/sensitivity.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 37
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.CA.2.1 - Concept Application 2-1
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities
<i>ACCREDITING STANDARDS:</i>	AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities
<i>TOPICS:</i>	Application
<i>KEYWORDS:</i>	BLOOMS: Application

126. A leader is brainstorming ideas with followers on new products. The leader's behavior is characteristic of which of the Big Five personality dimensions?  
Support your answer.

- a. surgency
- b. agreeableness
- c. adjustment
- d. conscientiousness
- e. openness to experience

*ANSWER:* e, openness to experience  
The leader is flexible and willing to try new products.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 38 - 39
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.CA.2.1 - Concept Application 2-1

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
**TOPICS:** Application  
**KEYWORDS:** BLOOMS: Application

127. A leader is giving excuses as to why performance is low and that nothing can be done to improve. This behavior is characteristic of which personality trait?  
Support your answer.

- |                    |                              |                          |
|--------------------|------------------------------|--------------------------|
| a. dominance       | d. internal locus of control | g. intelligence          |
| b. high energy     | e. stability                 | h. flexibility           |
| c. self-confidence | f. integrity                 | i. sensitivity to others |

**ANSWER:** d, locus of control  
The leader is displaying an external locus of control.

**POINTS:** 1  
**DIFFICULTY:** Moderate

**REFERENCES:** p. 39  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.CA.2.2 - Concept Application 2-2

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
**TOPICS:** Application  
**KEYWORDS:** BLOOMS: Application

128. A leader is acting very nervous while giving a follower a new task. This behavior is characteristic of which personality trait?  
Support your answer.

- |                    |                              |                          |
|--------------------|------------------------------|--------------------------|
| a. dominance       | d. internal locus of control | g. intelligence          |
| b. high energy     | e. stability                 | h. flexibility           |
| c. self-confidence | f. integrity                 | i. sensitivity to others |

**ANSWER:** c, self-confidence  
Nervousness is a characteristic showing lack of self-confidence.

**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 38

**LEARNING OBJECTIVES:** MGMT.LUSS.16.CA.2.2 - Concept Application 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
**TOPICS:** Application  
**KEYWORDS:** BLOOMS: Application

129. A leader is fixing a broken machine. This behavior is characteristic of which personality trait?

Support your answer.

- |                    |                              |                          |
|--------------------|------------------------------|--------------------------|
| a. dominance       | d. internal locus of control | g. intelligence          |
| b. high energy     | e. stability                 | h. flexibility           |
| c. self-confidence | f. integrity                 | i. sensitivity to others |

**ANSWER:** g, intelligence  
The leaders is solving a problem.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 39 - 40

**LEARNING OBJECTIVES:** MGMT.LUSS.16.CA.2.2 - Concept Application 2-2

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities

**TOPICS:** Application

**KEYWORDS:** BLOOMS: Application

130. A leader is telling his boss that he is right on schedule to finish the job, planning to catch up before the boss finds out. This behavior is characteristic of which personality trait?

Support your answer.

- |                    |                              |                          |
|--------------------|------------------------------|--------------------------|
| a. dominance       | d. internal locus of control | g. intelligence          |
| b. high energy     | e. stability                 | h. flexibility           |
| c. self-confidence | f. integrity                 | i. sensitivity to others |

**ANSWER:** f, integrity  
The leader is being deceptive rather than truthful.

**POINTS:** 1

**DIFFICULTY:** Moderate

**REFERENCES:** p. 38

**LEARNING OBJECTIVES:** MGMT.LUSS.16.CA.2.2 - Concept Application 2-2

**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills

**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

**ACCREDITING STANDARDS:** AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities

**TOPICS:** Application

**KEYWORDS:** BLOOMS: Application

131. A management major is studying hard for many hours to maintain their A average.

Identify the behavior by it's need and indicate if it is a strong or weak need. Also state how the behavior meets the need and predict the performance.

- |                |
|----------------|
| a. achievement |
| b. power       |
| c. affiliation |

**ANSWER:** a, achievement

Working hard is a trait of people with a high need for achievement. By maintaining the A average, the person will get the feeling of accomplishment, and the prediction would be a successful completion on the goal.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 41
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.CA.2.3 - Concept Application 2-3
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities
<i>ACCREDITING STANDARDS:</i>	AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities
<i>TOPICS:</i>	Application
<i>KEYWORDS:</i>	BLOOMS: Application

132. A person is refusing to be the chair of a committee.

Identify the behavior by it's need and indicate if it is a strong or weak need. Also state how the behavior meets the need and predict the performance.

- a. achievement
- b. power
- c. affiliation

*ANSWER:* b, power  
The person is refusing to take a power position, indicating a weak need for power. The person has a low need for power, thus is meeting the need by avoiding it. If forced to be the chair, the performance would be predicted to be lower than for a person who wants to be the leader.

<i>POINTS:</i>	1
<i>DIFFICULTY:</i>	Moderate
<i>REFERENCES:</i>	p. 41
<i>LEARNING OBJECTIVES:</i>	MGMT.LUSS.16.CA.2.3 - Concept Application 2-3
<i>NATIONAL STANDARDS:</i>	United States - BUSPROG - Analytic - Business knowledge and analytic skills
<i>STATE STANDARDS:</i>	United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities
<i>ACCREDITING STANDARDS:</i>	AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities
<i>TOPICS:</i>	Application
<i>KEYWORDS:</i>	BLOOMS: Application

133. A person is going to talk to a coworker they have a conflict with.

Identify the behavior by it's need and indicate if it is a strong or weak need. Also state how the behavior meets the need and predict the performance.

- a. achievement
- b. power
- c. affiliation

*ANSWER:* c, affiliation  
The person is concerned about relationship. The person is attempting to meet the need for affiliation by restoring a personal relationship. The prediction is that the two will resolve the conflict successfully.



*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 41  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CA.2.3 - Concept Application 2-3  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Application

134. Select a present or past manager, and describe his or her personality profile using each of the Big Five dimensions. After rating each dimension as strong, moderate, or weak, give an example of traits and typical behavior of the manager for each dimension. Which dimensions are strongest and weakest?

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Challenging  
*REFERENCES:* p. 36 - 39  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.W.2.0 - Work Application 2-0 - not in text, see IM  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Synthesis

135. Select a present or past manager, and state whether he or she has any of the six traits of derailment. Give specific examples of weaknesses.

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 35  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.W.2.2 - Work Application 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Synthesis

136. Select a present or past manager. For that person, decide which of the following traits is or was strongest and weakest: dominance, high energy, self-confidence, internal locus of control, and stability. Explain your answers.

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate

*REFERENCES:* p. 36 - 39  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.W.2.3 - Work Application 2-3  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Synthesis

137. Select a present or past manager. For that person, decide which of the following traits is or was strongest and weakest: integrity, intelligence, flexibility, and sensitivity to others. Explain your answers.

*ANSWER:* Students' answers will vary.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 36 - 39

*LEARNING OBJECTIVES:* MGMT.LUSS.16.W.2.4 - Work Application 2-4

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills

*TOPICS:* Application

*KEYWORDS:* BLOOMS: Synthesis

138. Explain how your need for achievement, power, and/or affiliation has affected your behavior and performance, or that of someone you work with or have worked with. Give an example of the behavior and performance, and list your predicted motive need.

*ANSWER:* Students' answers will vary.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 41

*LEARNING OBJECTIVES:* MGMT.LUSS.W.2.9 - Work Application 2-9

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities

*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills

*TOPICS:* Application

*KEYWORDS:* BLOOMS: Synthesis

139. Make an intelligent guess about your present or past manager's motive profile. Is it an LMP? Explain.

*ANSWER:* Students' answers will vary.

*POINTS:* 1

*DIFFICULTY:* Moderate

*REFERENCES:* p. 43

*LEARNING OBJECTIVES:* MGMT.LUSS.16.W.2.10 - Work Application 2-10

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills  
**TOPICS:** Application  
**KEYWORDS:** BLOOMS: Evaluation

140. Give an example of when a person (parent, friend, teacher, coach, manager) really expected you either to perform well or to fail, and treated you like you would, which resulted in your success or failure.

**ANSWER:** Students' answers will vary.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 47 - 49  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.W.2.11 - Work Application 2-11  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**STATE STANDARDS:** United States - IL - DISC: Motivation Concepts - Other management-specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills  
**TOPICS:** Application  
**KEYWORDS:** BLOOMS: Synthesis

141. Recall a present or past manager. Using Exhibit 2.4, which combinations of attitudes best describe your manager's leadership style? Give examples of the manager's behavior that illustrates his or her attitudes.

**ANSWER:** Students' answers will vary.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 49  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.W.2.12 - Work Application 2-12  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**STATE STANDARDS:** United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities  
AACSB: Reflective Thinking - Reflective Thinking Skills  
**TOPICS:** Application  
**KEYWORDS:** BLOOMS: Synthesis

142. Give an organizational example of behavior at each of the three levels of moral development.

**ANSWER:** Students' answers will vary.  
**POINTS:** 1  
**DIFFICULTY:** Moderate  
**REFERENCES:** p. 53  
**LEARNING OBJECTIVES:** MGMT.LUSS.W.2.13 - Work Application 2-13  
**NATIONAL STANDARDS:** United States - BUSPROG - Analytic - Business knowledge and analytic skills  
**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society

*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Synthesis

143. Give at least two organizational examples of unethical behavior and the process of justification.

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 55  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.W.2.14 - Work Application 2-14  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Application

144. Would you predict that a person with a strong agreeableness personality dimension would be a successful computer programmer? Why or why not?

*ANSWER:* Probably not.  
Strongly agreeable personality types are sociable and spend most of their time with people. A computer programmer would most likely spend much of his or her time working alone at the computer.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 37  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CT.2.1 - Critical-Thinking Question 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Evaluation

145. McGregor published Theory X and Theory Y over 30 years ago. Do we still have Theory X managers? Why?

*ANSWER:* Yes.  
Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 47- 49  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CT.2.2 - Critical-Thinking Question 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities

*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Analysis

146. In text examples related to the Pygmalion effect, Lou Holtz calls for setting a higher standard. Have the standards in school, society, and work increased or decreased over the last five years?

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 47- 49  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CT.2.3 - Critical-Thinking Question 2-3  
*NATIONAL STANDARDS:* United States - BUSPROG - Analytic - Business knowledge and analytic skills  
*STATE STANDARDS:* United States - IL - DISC: Motivation Concepts - Other management-specific knowledge and abilities  
*ACCREDITING STANDARDS:* AACSB: Analytic - Analytic skills  
AACSB: Communication - Communication Abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Evaluation

147. Do you believe that if you use ethical behavior it will pay off in the long run?

*ANSWER:* Generally, the answer is yes.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 51 - 52  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CT.2.4 - Critical-Thinking Question 2-4  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Analysis

148. Can ethics be taught and learned?

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 50 - 57  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CT.2.5 - Critical-Thinking Question 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Evaluation

149. Which justification do you think is used most often?

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 55  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CT.2.6 - Critical-Thinking Question 2-6  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Evaluation

150. As related to the simple guide to ethical behavior, how do you want to be led?

*ANSWER:* Students' answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Moderate  
*REFERENCES:* p. 56 - 57  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.CT.2.7 - Critical-Thinking Question 2-7  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Application  
*KEYWORDS:* BLOOMS: Evaluation

Essay

151. While in college, a student regularly cheats on exams and homework and often turns in papers as their own work which were actually completed by someone else. Who is harmed and who benefits from these unethical behaviors?

*ANSWER:* Answers will vary.  
*POINTS:* 1  
*DIFFICULTY:* Challenging  
*REFERENCES:* p. 50 - 57  
*LEARNING OBJECTIVES:* MGMT.LUSS.16.DLS.2.3 - Developing Your Leadership Skills 2-3  
*NATIONAL STANDARDS:* United States - BUSPROG: Ethics  
*STATE STANDARDS:* United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
*ACCREDITING STANDARDS:* AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
*TOPICS:* Skill Development  
*KEYWORDS:* BLOOMS: Synthesis

152. A coworker often lies to others to get what they want or stay out of trouble. The same coworker sometimes calls in sick to get a day off, even when they are not sick. This same employee is often socializing or doing personal business during work hours and gets paid for it. Who is harmed and who benefits by these unethical behaviors?

**ANSWER:** Answers will vary.  
**POINTS:** 1  
**DIFFICULTY:** Challenging  
**REFERENCES:** p. 50 - 57  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.DLS.2.3 - Developing Your Leadership Skills 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Ethics  
**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
**TOPICS:** Skill Development  
**KEYWORDS:** BLOOMS: Synthesis

153. You have observed unethical behavior happening in your place of employment. What would be your reasons for not reporting the behavior? If you do 'blow the whistle', why did you choose to report the behavior? What do you think the outcome will be if you report the behavior?

**ANSWER:** Answers will vary.  
**POINTS:** 1  
**DIFFICULTY:** Challenging  
**REFERENCES:** p. 50 - 57  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.DLS.2.3 - Developing Your Leadership Skills 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Ethics  
**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
**TOPICS:** Skill Development  
**KEYWORDS:** BLOOMS: Synthesis

154. As a manager, it is your responsibility to uphold ethical behavior. If you know employees are using unethical behaviors, will you take action to enforce compliance with ethical standards? What could happen if you choose not to take action?

**ANSWER:** Answers will vary.  
**POINTS:** 1  
**DIFFICULTY:** Challenging  
**REFERENCES:** p. 50 - 57  
**LEARNING OBJECTIVES:** MGMT.LUSS.16.DLS.2.3 - Developing Your Leadership Skills 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Ethics  
**STATE STANDARDS:** United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society  
**ACCREDITING STANDARDS:** AACSB: Communication - Communication Abilities  
AACSB: Ethics - Ethical and Legal understanding and reasoning abilities  
**TOPICS:** Skill Development  
**KEYWORDS:** BLOOMS: Synthesis