

## Chapter 02

### Individual Behavior, Personality, and Values

#### True / False Questions

1. The MARS model identifies the four main factors that influence individual behavior: motivation, ability, role perceptions, and situational factors.

True False

2. According to the MARS model of individual behavior and performance, employee performance will remain high if one of the four factors in the model is significantly strong.

True False

3. Motivation refers to the external forces on a person that causes him or her to engage in specific behaviors.

True False

4. Direction refers to the amount of effort allocated to the common goal of an organization.

True False

5. Internal forces can affect an employee's motivation.

True False

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

True False

7. Ability refers to the natural aptitudes required to successfully complete a task rather than the learned capabilities of an individual.

True False

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

True False

9. Role perceptions are the extent to which people understand the job duties (roles) assigned to them.

True False

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

True False

11. Organizational citizenship behavior refers to goal-directed behaviors under the individual's control that support organizational objectives.

True False

12. Assisting a coworker with a project is an example of OCB.

True False

13. OCB may be directed to both individuals such as coworkers and to the organization as a whole.

True False

14. Counterproductive Work Behaviors (CWBs) may be involuntary on the part of the employee.

True False

15. CWBs can substantially undermine an organization's effectiveness.

True False

16. Employees who experience job dissatisfaction are more likely to be late for work.

True False

17. The norms of a team can affect attendance of team members.

True False

18. Diana Duckworth shows up for work even when she is sick. This is called negative absenteeism.

True False

19. Presenteeism is more common among employees with high job security and high centrality.

True False

20. Personality is a relatively enduring pattern of behaviors and internal states that explains a person's behavioral tendencies.

True False

21. Personality traits are more evident in situations where an individual's behavior is subject to social norms and reward systems.

True False

22. Rather than his/her hereditary origins, a person's socialization, life experiences, and other forms of interaction with the environment form his/her personality.

True False

23. The five-factor model of personality contains five clusters that represent most personality traits.

True False

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

True False

25. People with a high score on the neuroticism personality dimension tend to be more relaxed, secure and calm.

True False

26. Openness to experience dimension generally refers to the extent to which people are imaginative, creative, curious, and aesthetically sensitive.

True False

27. The 'Big Five' personality dimensions include agreeableness, extroversion, optimism, neuroticism, and conscientiousness.

True False

28. Conscientiousness, agreeableness, and high neuroticism represent a common underlying characteristic broadly described as "getting along."

True False

29. Introverts do not necessarily lack social skills. Rather, they are more inclined to direct their interests to ideas than to social events.

True False

30. Low conscientious employees set higher personal goals for themselves and are more motivated than do employees with high levels of conscientiousness.

True False

31. Conscientiousness and agreeableness are the best personality traits for predicting job performance in most job groups.

True False

32. A person who is high in introversion and agreeableness is likely to do well in sales and management jobs.

True False

33. According to the MBTI, people who are Sensing prefer quantitative information.

True False

34. People with a perceiving orientation are less flexible and effective in their functioning.

True False

35. The MBTI is one of the most widely used personality tests in work settings, but it predicts job performance poorly.

True False

36. Research has revealed that personality traits are not related to job performance.

True False

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

True False

38. Our habitual behavior tends to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.

True False

39. The values-behavior connection is stronger through mindfulness of one's values.

True False

40. Person-organization value congruence occurs when the employee's and the organization's dominant values are similar.

True False

41. The espoused values of an individual refer to the values that he or she practices in everyday life and those apparent in his or her actions.

True False

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

True False

43. The distributive justice principle of ethical decision making advocates the principle that benefits should be distributed among people irrespective of their abilities and similarities.

True False

44. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.

True False

45. Most medium-sized and large companies choose not to try to improve ethical conduct of their employees.

True False

46. Individualism and collectivism are mutually exclusive values found in certain countries and places.

True False

47. People with high power distance expect relatively equal power sharing in the society.

True False

48. People with low achievement orientation tend to value assertiveness, competitiveness and materialism.

True False

## Multiple Choice Questions

49. Which of the following models identifies the four factors that directly influence individual behavior and performance?

- A. Utilitarianism
- B. The MARS model
- C. Schwartz's model
- D. Holland's model
- E. The Myers-Briggs Type Indicator

50. Which of the following represents the forces within a person that affect the direction, intensity, and persistence of voluntary behavior?

- A. Motivation
- B. Aptitudes
- C. Values
- D. Role perception
- E. Abilities



51. Which of the following refers to the path along which people engage their effort towards achieving a goal?

- A. Persistence
- B. Direction
- C. Intensity
- D. Aptitude
- E. Competency

52. Which of the following best represents the amount of effort allocated to a particular goal?

- A. Persistence
- B. Direction
- C. Intensity
- D. Aptitude
- E. Competency

53. \_\_\_\_\_ are the natural talents that help employees learn specific tasks more quickly and perform them better.

- A. Beliefs
- B. Values
- C. Competencies
- D. Aptitudes
- E. Attitudes

54. Which of the following actions ensures that selected candidates have appropriate aptitudes to perform the job?

- A. Hiring applicants who already demonstrate the required competencies.
- B. Training employees so that they develop appropriate aptitudes.
- C. Motivating employees to have appropriate aptitudes.
- D. Providing resources that allow employees to perform their jobs.
- E. Providing employees with the latest technology.

55. Competencies relate most closely to which element in the MARS model of behavior and performance?

- A. Motivation
- B. Situational factors
- C. Role perceptions
- D. Ability
- E. Research evidence

56. Aptitudes, skills, and knowledge of an individual can be classified as his/her:

- A. motivating factors.
- B. personality traits.
- C. values.
- D. role perceptions.
- E. abilities.

57. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine. This course will improve job performance mainly by altering employees':
- A. aptitudes.
  - B. role perceptions.
  - C. motivation.
  - D. organizational citizenship.
  - E. learned capabilities.
58. Travel Happy Corp. gives simple accounts to newly hired employees, and then adds more challenging accounts as employees master the simple tasks. This practice mainly:
- A. improves role perceptions.
  - B. increases person-job matching.
  - C. reduces employee motivation.
  - D. provides more resources to accomplish the assigned task.
  - E. improves employee aptitudes.
59. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. According to the MARS model, these new employees will likely:
- A. have lower job performance due to poor role perceptions.
  - B. emphasize the utilitarianism principle in their decision making.
  - C. provide high job performance because they are motivated and able to perform the work.
  - D. have above average organizational citizenship.
  - E. have a high degree of differentiation according to Holland's classification of occupations.

60. Which of these refers to a person's beliefs about what behaviors are appropriate or necessary in a particular situation?

- A. Natural aptitudes
- B. Competencies
- C. Role perceptions
- D. Locus of control
- E. Situational factors

61. To reduce the amount of non-recyclable waste that employees throw out each day, a major computer company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behavior mainly by:

- A. increasing employee motivation to be less wasteful.
- B. helping employees to learn how to be less wasteful.
- C. altering situational factors and making it difficult to practice wasteful behavior.
- D. increasing aptitudes that make employees less wasteful.
- E. increasing organizational citizenship so that employees will be less wasteful.

62. Which of the following is NOT a type of voluntary individual workplace behavior?

- A. Absenteeism
- B. Joining the organization
- C. Motivation
- D. Task performance
- E. OCB

63. Organizational citizenship refers to:
- A. an employee's right to vote in meetings.
  - B. employee behaviors that extend beyond normal job duties.
  - C. the organization's obligations to society.
  - D. the organization's attachment to a particular country rather than being a global entity.
  - E. the mandatory employee behaviors in an organization.
64. An employee engages in various activities other than his or her formal duties to help others in the organization. This behavior is called:
- A. work-internalization.
  - B. performance orientation.
  - C. organizational citizenship.
  - D. work-externalization.
  - E. task performance behavior.
65. \_\_\_\_ refers to goal-directed behaviors under the individual's control that support organizational objectives.
- A. Strategic performance
  - B. Task performance
  - C. Tactical performance
  - D. Contextual performance
  - E. Organizational performance

66. \_\_\_\_ behaviors of employees transform raw materials into goods and services or support and maintain the technical activities.

- A. Maintenance
- B. Organizational citizenship
- C. Attentive
- D. Motivational
- E. Task performance

67. Which of the following is an example of organizational citizenship behavior?

- A. Performing the routine tasks on time
- B. Spending the required hours in the organization
- C. Assisting coworkers with their work problems
- D. Following state and federal corporate laws
- E. Following the company rules and regulations

68. Showing up late to work or not showing up at all represent:

- A. the most common forms of organizational citizenship.
- B. negative dimensions of Schwartz's values model.
- C. evidence of people with an introverted personality.
- D. forms of counterproductive work behaviors.
- E. acceptable behaviors in organizations under the minimum employability concept.

69. Sabotage, threatening harm, and insulting others represent:
- A. three forms of counterproductive work behaviors.
  - B. the most common forms of organizational crimes.
  - C. three negative dimensions of Schwartz's values model.
  - D. the three aspects of negative reinforcement in organizations.
  - E. behaviors promoted by the traditional management concepts.
70. \_\_\_\_\_ refers to the relatively stable pattern of behaviors and consistent internal states that explain a person's behavioral tendencies.
- A. Personality
  - B. Values
  - C. Motivation
  - D. Locus of control
  - E. Job satisfaction
71. An individual's personality:
- A. changes several times throughout the year.
  - B. is formed only from childhood socialization and the environment.
  - C. is less evident in situations where social norms constrain behavior.
  - D. does not provide an enduring pattern of processes.
  - E. is more prominent when rewards of behavior are substantial.

72. The 'Big Five' personality dimensions represent:

- A. all of the personality traits found in an ideal job applicant.
- B. the aggregated clusters representing most known personality traits.
- C. the personality traits caused by the environment rather than heredity.
- D. the necessary conditions for a person to have extroversion.
- E. the characteristics of employees with a low level of motivation.

73. Which of the following acronyms identifies the 'Big Five' personality dimensions?

- A. MBTIA
- B. CANOE
- C. VALUE
- D. MARSE
- E. HAPPY

74. Being good-natured, empathetic, caring, and courteous are characteristics of people with the \_\_\_\_\_ personality trait.

- A. openness to experience
- B. agreeableness
- C. external locus of control
- D. conscientiousness
- E. extroversion



75. Conscientiousness is a dimension of:

- A. the MARS model.
- B. Schwartz's values model.
- C. Myers-Briggs Type Indicator.
- D. Jungian personality theory.
- E. the five-factor model.

76. Neuroticism is explicitly identified in:

- A. the MARS model.
- B. Schwartz's values model.
- C. the 'Big Five' personality dimensions.
- D. Holland's theory of vocational choice.
- E. Myers-Briggs type indicator.

77. Most employees in the social services section of a government department have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?

- A. High neuroticism
- B. External locus of control
- C. High introversion
- D. Low openness to experience
- E. High agreeableness

78. \_\_\_\_ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.

- A. Extroversion
- B. Openness to experience
- C. Conscientiousness
- D. Neuroticism
- E. Agreeableness

79. Which of the following 'Big Five' dimensions is most desirable for a painter?

- A. Conscientiousness
- B. Agreeableness
- C. Neuroticism
- D. Openness to experience
- E. Extraversion

80. \_\_\_\_ characterizes people who are quiet, shy, and cautious.

- A. Introversion
- B. Openness to experience
- C. Conscientiousness
- D. Neuroticism
- E. Agreeableness

81. Which 'Big Five' personality dimension is most valuable for predicting job performance?
- A. Extroversion
  - B. Openness to experience
  - C. Conscientiousness
  - D. High neuroticism
  - E. External locus of control
82. You are hiring an employee relationship officer who is expected to be cooperative and helpful to the employees. Which of the following personality traits is most required for this job?
- A. Extroversion
  - B. Openness to experience
  - C. Conscientiousness
  - D. Neuroticism
  - E. Agreeableness
83. Which of the following personality traits is most closely associated with performance in sales and management jobs?
- A. Extroversion
  - B. Openness to experience
  - C. Conscientiousness
  - D. Neuroticism
  - E. Agreeableness

84. Jung's psychological types are measured through the:

- A. 'Big Five' personality type instrument.
- B. locus of control scale.
- C. instrument that also measures neuroticism.
- D. Myers-Briggs Type Indicator.
- E. self-monitoring personality test.

85. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is TRUE?

- A. It advocates the view that thinking is less important than feeling in decision making.
- B. The MBTI method is no longer used in organizations.
- C. Researchers have concluded that the MBTI does a poor job of measuring Jung's psychological types.
- D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
- E. The MBTI combines 16 pairs of traits into four distinct types.

86. Beliefs about what is good or bad, right or wrong are called:

- A. organizational citizenship traits.
- B. values.
- C. directives.
- D. attributes.
- E. aptitudes.

87. According to Schwartz's model, which of the following is related to self-enhancement?

- A. Benevolence
- B. Achievement
- C. Security
- D. Self-direction
- E. Universality

88. In Schwartz's Values Circumplex, self-direction is associated with:

- A. Self-transcendence.
- B. Conservation.
- C. Self-enhancement.
- D. Openness to change.
- E. All of these.

89. Which of the following is true about values and personality traits?

- A. Both are evaluative.
- B. Both are descriptive.
- C. Traits can conflict with each other.
- D. Traits are descriptive, while values are evaluative.
- E. Values are descriptive, and can conflict with each other.

90. The chief executive of a start-up high-technology company recently made several public announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:

- A. espoused values.
- B. majority perceptions.
- C. internal values.
- D. external values.
- E. enacted values.

91. Ethics is most closely related to:

- A. values.
- B. locus of control.
- C. the Myers-Briggs Type Indicator.
- D. personality.
- E. abilities.

92. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?
- A. Conscientiousness
  - B. Sensing
  - C. Moral intensity
  - D. Neuroticism
  - E. Ethics
93. One problem with the utilitarian principle of ethical decision making is that:
- A. it focuses on the means than the outcomes of actions.
  - B. there is no agreement on what activities are the greatest benefit to the affected.
  - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
  - D. it is almost impossible to evaluate the benefits or costs of many decisions.
  - E. it chooses the option that provides the minimum acceptable degree of satisfaction to those affected.
94. Which of the following refers to an ethical principle that people have entitlements that let them act in a certain way?
- A. Utilitarianism
  - B. Individual rights
  - C. Moral intensity
  - D. Distributive justice
  - E. Distributive care

95. The main limitation of the individual rights principle is that:
- A. it really isn't an ethical principle at all.
  - B. some individual rights conflict with other individual rights.
  - C. it does not protect the right to physical security and freedom of speech of the employees.
  - D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
  - E. it can degenerate into unjust favoritism and many other immoral practices.
96. Senior executives at CyberForm must make a decision that will affect many people and where the decision may produce good or bad consequences for those affected. This decision:
- A. has a high degree of ethical sensitivity.
  - B. is one in which decision makers should rely only on the utilitarianism rule of ethics.
  - C. has a low degree of ethical sensitivity.
  - D. has a high degree of moral intensity.
  - E. should be taken with complete conscience.
97. People who have high ethical sensitivity:
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
  - B. tend to have lower levels of empathy.
  - C. tend to have more information about the specific situation.
  - D. are individualistic and achievement oriented.
  - E. cannot accurately estimate the moral intensity of an issue.



98. The ability to recognize the presence and determine the relative importance of an ethical issue is known as:

- A. neuroticism.
- B. moral intensity.
- C. ethical sensitivity.
- D. utilitarianism.
- E. uncertainty avoidance.

99. People who value their independence and personal uniqueness have:

- A. high collectivism.
- B. high individualism.
- C. high power distance.
- D. low uncertainty avoidance.
- E. low openness to experience.

100. \_\_\_\_\_ is the extent to which we value our duty to groups to which we belong and to group harmony.

- A. Individualism
- B. Collectivism
- C. Power distance
- D. Uncertainty avoidance
- E. Achievement orientation

101. People with high collectivism:

- A. accept unequal distribution of power.
- B. also have low individualism.
- C. value harmonious relationships in their groups.
- D. value thrift, savings, and persistence.
- E. are highly creative and innovative.

102. Americans tend to have high:

- A. collectivism.
- B. nurturing-orientation.
- C. long-term orientation.
- D. individualism.
- E. uncertainty avoidance.

103. Which of the following statements about cross-cultural values is true?

- A. People with a high achievement-orientation emphasize relationships and the well-being of others.
- B. People with high power distance value independence and personal uniqueness.
- C. People with high individualism can have varying levels of collectivism.
- D. People with low uncertainty avoidance must also have high power distance.
- E. People in almost all cultures have high uncertainty avoidance.

104. Which of these countries generally has the strongest collectivist value orientation?

- A. United States
- B. Japan
- C. Taiwan
- D. Denmark
- E. India

105. Employees from cultures with high power distance:

- A. use power in a fashion that harms the organization.
- B. encourage consensus-oriented decision making.
- C. avoid people in positions of power.
- D. readily accept the high status of other people in the organization.
- E. give their power to others as a sign of friendship.

106. \_\_\_\_ is the extent to which people tolerate ambiguity or feel threatened by ambiguity.

- A. Individualism
- B. Collectivism
- C. Power distance
- D. Uncertainty avoidance
- E. Achievement orientation

107. People with a high achievement orientation value:

- A. cooperation.
- B. human interaction.
- C. materialism.
- D. caring.
- E. good relationships.

108. Etoni is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Etoni's culture would have:

- A. high power distance and weak nurturing orientation.
- B. high collectivism and short-term orientation.
- C. low uncertainty avoidance and high individualism.
- D. low power distance and strong nurturing orientation.
- E. high power distance and nurturing orientation.

109. People with \_\_\_\_ value assertiveness, competitiveness, and materialism.

- A. low individualism
- B. low collectivism
- C. high power distance
- D. high uncertainty avoidance
- E. high achievement orientation

110. Scenario: Kleen Waterproofing

Dave Docket, the installation manager at Kleen Waterproofing, has been receiving customer complaints that several crewmembers either come late to the job or they don't show up at all without any communication with the customers. The job completion dates keep getting delayed and customer dissatisfaction keeps increasing. Dave has also just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. Dave is wondering how he can understand what is going on with his crew behavior and what can he do to improve the situation.

Dave organizes training for his employees to teach them to operate a new piece of equipment in the factory. Which of the following attributes will show a direct improvement because of this training?

- A. Motivation
- B. Role perception
- C. Ethical sensitivity
- D. Moral intensity
- E. Ability

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According to the MARS model, the new employees Dave has hired will likely:

- A. be able to learn and perform better than the existing employees of the organization.
- B. have lower job performance due to poor role perceptions.
- C. have high job performance because they are motivated and able to perform the work.
- D. have above average organizational citizenship and commitment toward the organization.
- E. have a high degree of differentiation according to Holland's classification of occupations.

112. Scenario: International Manufacturing & Trading

International Manufacturing & Trading (IMT) is a medium-sized, U.S. company rapidly expanding in the Asian and Far East markets. The company has decided to open a manufacturing plant in Taiwan and Malaysia. IMT will send top key managers from the U.S. office and will hire the lower level managers and employees from the local markets. IMT managers realize that there will be some cultural differences but are unsure of what and how much.

IMT managers should make themselves aware that people in India tend to have:

- A. low collectivism.
- B. high uncertainty avoidance.
- C. high power distance.
- D. low achievement orientation.
- E. low self-esteem.

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IMT managers should know that employees from cultures with a high power distance are more likely to:

- A. use their power to obtain undue favors.
- B. encourage participative decision making.
- C. use laissez-faire leadership in decision making.
- D. give their power to others as a sign of friendship.
- E. readily accept the high status of other people in the organization.

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U.S. managers tend to be more \_\_\_\_ whereas Taiwanese managers tend to be more \_\_\_\_.

- A. introverted; extraverted.
- B. nurturing; achievement oriented.
- C. collectivist; nurturing.
- D. individualistic; collectivist.
- E. extraverted; introverted.

115. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

e-Commerce managers are looking to hire people who are careful, dependable, and self-disciplined. Which of the following Big Five personality dimensions is important to ensure the hired individuals have these capabilities?

- A. Openness to experience
- B. Agreeableness
- C. Conscientiousness
- D. Locus of control
- E. Extroversion

116. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

e-Commerce managers should be aware that being good-natured, empathetic, caring, and courteous are characteristics of people with high:

- A. openness To experience.
- B. agreeableness.
- C. external locus of control.
- D. emotional stability.
- E. extroversion.



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e-Commerce managers must pay attention to \_\_\_\_ when hiring new employees because it characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.

- A. extroversion
- B. openness to experience
- C. conscientiousness
- D. neuroticism
- E. locus of control

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When hiring new employees, e-Commerce managers should look for people who have a high level of \_\_\_\_, which is the most valuable 'Big Five' personality dimension for predicting job performance.

- A. extroversion
- B. openness to experience
- C. conscientiousness
- D. high neuroticism
- E. locus of control

119. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

E-commerce is hiring a sales manager for one of its regions. They should look for someone who:

- A. is open to experience.
- B. is an extrovert.
- C. has an external locus of control.
- D. is not neurotic.
- E. is highly agreeable.

## Essay Questions

120. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late at the office each morning. Some sales reps go directly to visit clients rather than showing up at the office as required by company policy. Others arrive several minutes after their appointed start time. The vice-president of sales doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behavior, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behavior.

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

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

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

123. Describe the types of individual behavior that concern organizations. Explain why each is important to managers.

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

125. Briefly explain the Big Five personality traits that affect people.

126. A visiting professor in international business recently spoke to students in an organizational behavior class about cultural differences between American and Japanese employees. The visitor noted that Americans and Japanese have similar values—Americans have high individualism and low collectivism and Japanese have medium-high individualism and low collectivism. The visitor concluded by saying that by identifying someone's nationality, such as American, you can easily determine the person's level of collectivism and individualism. Identify and discuss two problems with the visiting professor's statements.

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

128. Identify the five cross-cultural values commonly used to compare cultures, and briefly describe each. Give an example of a country that is either very high or very low on each value.

## Chapter 02 Individual Behavior, Personality, and Values **Answer Key**

### True / False Questions

1. The MARS model identifies the four main factors that influence individual behavior: motivation, ability, role perceptions, and situational factors.

#### TRUE

The MARS model identifies four factors that influence individual behavior: motivation, ability, role perceptions, and situational factors.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: MARS Model of Individual Behavior and Performance*

2. According to the MARS model of individual behavior and performance, employee performance will remain high if one of the four factors in the model is significantly strong.

#### FALSE

All four factors in the MARS model are critical influences on an individual's voluntary behavior and performance; if any one of them is low in a given situation, the employee would perform the task poorly.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 3 Hard*



*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: MARS Model of Individual Behavior and Performance*

3. Motivation refers to the external forces on a person that causes him or her to engage in specific behaviors.

**FALSE**

Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Employee Motivation*

4. Direction refers to the amount of effort allocated to the common goal of an organization.

**FALSE**

Direction refers to the path along which people engage their effort.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Employee Motivation*

5. Internal forces can affect an employee's motivation.

**TRUE**

Motivation refers to the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Employee Motivation*

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

**TRUE**

Aptitudes are the natural talents that help employees learn specific tasks more quickly and perform them better.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

7. Ability refers to the natural aptitudes required to successfully complete a task rather than the learned capabilities of an individual.

**FALSE**

Ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

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

**FALSE**

Competencies are characteristics of a person that result in superior performance. Competencies are one of the types of abilities that people have.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

9. Role perceptions are the extent to which people understand the job duties (roles) assigned to them.

**TRUE**

Role perceptions are the extent to which people understand the job duties (roles) assigned to them.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Role Perceptions*

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

**FALSE**

Situational factors include conditions beyond the employee's immediate control that constrain or facilitate behavior and performance.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Situational Factors*

11. Organizational citizenship behavior refers to goal-directed behaviors under the individual's control that support organizational objectives.

**FALSE**

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

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Task Performance*

12. Assisting a coworker with a project is an example of OCB.

**TRUE**

OCBs may be directed at individuals, such as assisting coworkers with their work problems.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Organizational Citizenship*

13. OCB may be directed to both individuals such as coworkers and to the organization as a whole.

**TRUE**

OCBs may be directed toward individuals or to the organization.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Organizational Citizenship*

14. Counterproductive Work Behaviors (CWBs) may be involuntary on the part of the employee.

**FALSE**

Counterproductive Work Behaviors (CWBs) are voluntary behaviors.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Counterproductive Work Behaviors*

15. CWBs can substantially undermine an organization's effectiveness.

**TRUE**

CWBs can substantially undermine an organization's effectiveness.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Counterproductive Work Behaviors*

16. Employees who experience job dissatisfaction are more likely to be late for work.

**TRUE**

Employees who experience job dissatisfaction are more likely to be late for work.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Maintaining Work Attendance*

17. The norms of a team can affect attendance of team members.

**TRUE**

Studies report absenteeism is higher in teams with strong absence norms.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Maintaining Work Attendance*

18. Diana Duckworth shows up for work even when she is sick. This is called negative absenteeism.

**FALSE**

This is called presenteeism.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Maintaining Work Attendance*

19. Presenteeism is more common among employees with high job security and high centrality.

**FALSE**

Presenteeism is more common among employees with low job security and whose absence would immediately affect many people (i.e., high centrality).

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Maintaining Work Attendance*

20. Personality is a relatively enduring pattern of behaviors and internal states that explains a person's behavioral tendencies.

**TRUE**

Personality is the relatively enduring pattern of thoughts, emotions, and behaviors that characterizes a person, along with the psychological processes behind those characteristics.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Personality in Organizations*



21. Personality traits are more evident in situations where an individual's behavior is subject to social norms and reward systems.

**FALSE**

People are sensitive to social norms, reward systems, and other external conditions. People vary their behavior to suit the situation, even if the behavior is at odds with their personality.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Personality in Organizations*

22. Rather than his/her hereditary origins, a person's socialization, life experiences, and other forms of interaction with the environment form his/her personality.

**FALSE**

Personality is shaped by both nature and nurture. Nature refers to our genetic or hereditary origins. Nurture is the person's socialization, life experiences, and other forms of interaction with the environment.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Personality Determinants: Nature versus Nurture*

23. The five-factor model of personality contains five clusters that represent most personality traits.

**TRUE**

The five-factor model of personality consists of five clusters that represent most personality traits.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

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

**FALSE**

Conscientiousness characterizes people who are careful, dependable, and self-disciplined.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

25. People with a high score on the neuroticism personality dimension tend to be more relaxed, secure and calm.

**FALSE**

High neuroticism characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

26. Openness to experience dimension generally refers to the extent to which people are imaginative, creative, curious, and aesthetically sensitive.

**TRUE**

Openness to experience dimension generally refers to the extent to which people are imaginative, creative, curious, and aesthetically sensitive.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

27. The 'Big Five' personality dimensions include agreeableness, extroversion, optimism, neuroticism, and conscientiousness.

**FALSE**

Conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion are the 'Big Five' personality dimensions.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

28. Conscientiousness, agreeableness, and high neuroticism represent a common underlying characteristic broadly described as "getting along."

**FALSE**

Conscientiousness, agreeableness, and low neuroticism represent a common underlying characteristic broadly described as "getting along."

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

29. Introverts do not necessarily lack social skills. Rather, they are more inclined to direct their interests to ideas than to social events.

**TRUE**

Introverts do not necessarily lack social skills. Rather, they are more inclined to direct their interests to ideas than to social events.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

30. Low conscientious employees set higher personal goals for themselves and are more motivated than do employees with high levels of conscientiousness.

**FALSE**

Various studies have reported that high conscientious employees set higher personal goals for themselves, are more motivated, and have higher performance expectations than do employees with low levels of conscientiousness.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

31. Conscientiousness and agreeableness are the best personality traits for predicting job performance in most job groups.

**FALSE**

Conscientiousness and emotional stability (low neuroticism) stand out as the personality traits that best predict individual performance in almost every job group.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 3 Hard*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

32. A person who is high in introversion and agreeableness is likely to do well in sales and management jobs.

**FALSE**

Extraversion is associated with performance in sales and management jobs, where employees must interact with and influence people.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

33. According to the MBTI, people who are Sensing prefer quantitative information.

**TRUE**

The sensing type relies on organized structure to acquire factual and preferably quantitative details.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator*

34. People with a perceiving orientation are less flexible and effective in their functioning.

**FALSE**

People with a perceiving orientation are open, curious, and flexible; prefer to adapt spontaneously to events as they unfold; and prefer to keep their options open.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator*

35. The MBTI is one of the most widely used personality tests in work settings, but it predicts job performance poorly.

**TRUE**

The MBTI is one of the most widely used personality tests in work settings, but it predicts job performance poorly.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator*

36. Research has revealed that personality traits are not related to job performance.

**FALSE**

Studies have reported that specific traits correlated with specific indicators of job performance.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Personality Testing in Organizations*



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

**TRUE**

One of the dimensions of Schwartz's model has the opposing value domains of openness to change and conservation. Openness to change refers to the extent to which a person is motivated to pursue innovative ways. Conservation is the extent to which a person is motivated to preserve the status quo.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Types of Values*

38. Our habitual behavior tends to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.

**TRUE**

Habitual behavior tends to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values and Individual Behavior*

39. The values-behavior connection is stronger through mindfulness of one's values.

**TRUE**

The values-behavior connection is stronger through mindfulness of one's values.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values and Individual Behavior*

40. Person-organization value congruence occurs when the employee's and the organization's dominant values are similar.

**TRUE**

Person-organization value congruence occurs when the employee's and the organization's dominant values are similar.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values Congruence*

41. The espoused values of an individual refer to the values that he or she practices in everyday life and those apparent in his or her actions.

**FALSE**

Espoused values are what we say we believe in. Enacted values are the values apparent in our actions.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values Congruence*

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

**TRUE**

Utilitarianism focuses on the consequences of our actions, not on how we achieve those consequences.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Three Ethical Principles*

43. The distributive justice principle of ethical decision making advocates the principle that benefits should be distributed among people irrespective of their abilities and similarities.

**FALSE**

Distributive justice principle suggests that people who are similar to each other should receive similar benefits and burdens; those who are dissimilar should receive different benefits and burdens in proportion to their dissimilarity.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Three Ethical Principles*

44. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.

**FALSE**

Ethical sensitivity is a personal characteristic that enables people to recognize the presence of an ethical issue and determine its relative importance.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Moral Intensity, Ethical Sensitivity, Situational Influences, and Mindlessness*

45. Most medium-sized and large companies choose not to try to improve ethical conduct of their employees.

**FALSE**

Most large and medium-sized organizations apply one or more strategies to improve ethical conduct.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Supporting Ethical Behavior*

46. Individualism and collectivism are mutually exclusive values found in certain countries and places.

**FALSE**

Collectivism and individualism are not mutually exclusive and many studies have reported that they are unrelated.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 3 Hard*

*Learning Objective: 02-06 Review five values commonly studied across cultures.*

*Topic: Individualism and Collectivism*

47. People with high power distance expect relatively equal power sharing in the society.

**FALSE**

People with high power distance accept and value unequal power.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-06 Review five values commonly studied across cultures.*

*Topic: Power Distance*

48. People with low achievement orientation tend to value assertiveness, competitiveness and materialism.

**FALSE**

People with a high achievement orientation value assertiveness, competitiveness, and materialism. They appreciate people who are tough, and they favor the acquisition of money and material goods.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-06 Review five values commonly studied across cultures.*

*Topic: Achievement-Nurturing Orientation*

## Multiple Choice Questions

49. Which of the following models identifies the four factors that directly influence individual behavior and performance?

- A. Utilitarianism
- B.** The MARS model
- C. Schwartz's model
- D. Holland's model
- E. The Myers-Briggs Type Indicator

The MARS model identifies the four factors that directly influence individual behavior and performance.

*AACSB: Analytic  
Blooms: Remember  
Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: MARS Model of Individual Behavior and Performance*

50. Which of the following represents the forces within a person that affect the direction, intensity, and persistence of voluntary behavior?

- A.** Motivation
- B. Aptitudes
- C. Values
- D. Role perception
- E. Abilities

Motivation refers to the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Employee Motivation*

51. Which of the following refers to the path along which people engage their effort towards achieving a goal?

A. Persistence

**B.** Direction

C. Intensity

D. Aptitude

E. Competency

Direction refers to the path along which people engage their effort.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Employee Motivation*



52. Which of the following best represents the amount of effort allocated to a particular goal?

- A. Persistence
- B. Direction
- C. Intensity
- D. Aptitude
- E. Competency

Intensity is the amount of effort allocated to a certain goal.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Employee Motivation*

53. \_\_\_\_\_ are the natural talents that help employees learn specific tasks more quickly and perform them better.

- A. Beliefs
- B. Values
- C. Competencies
- D. Aptitudes
- E. Attitudes

Aptitudes are the natural talents that help employees learn specific tasks more quickly and perform them better.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

54. Which of the following actions ensures that selected candidates have appropriate aptitudes to perform the job?
- A. Hiring applicants who already demonstrate the required competencies.
  - B. Training employees so that they develop appropriate aptitudes.
  - C. Motivating employees to have appropriate aptitudes.
  - D. Providing resources that allow employees to perform their jobs.
  - E. Providing employees with the latest technology.

One way to match a person's competencies with the job's task requirements is to select applicants who already demonstrate the required competencies.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

55. Competencies relate most closely to which element in the MARS model of behavior and performance?

- A. Motivation
- B. Situational factors
- C. Role perceptions
- D. Ability
- E. Research evidence

Competencies are characteristics of a person that result in superior performance. Competencies are closely related to a person's skills.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

56. Aptitudes, skills, and knowledge of an individual can be classified as his/her:

- A. motivating factors.
- B. personality traits.
- C. values.
- D. role perceptions.
- E. abilities.

Ability includes both the natural aptitudes and the learned capabilities. Learned capabilities are the skills and knowledge a person currently possesses.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

57. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine. This course will improve job performance mainly by altering employees':

- A. aptitudes.
- B. role perceptions.
- C. motivation.
- D. organizational citizenship.
- E. learned capabilities.

Learned capabilities are the skills and knowledge that a person currently possesses and knowledge he or she has acquired. This training would help the employees learn a certain capability.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

58. Travel Happy Corp. gives simple accounts to newly hired employees, and then adds more challenging accounts as employees master the simple tasks. This practice mainly:

- A. improves role perceptions.
- B.** increases person-job matching.
- C. reduces employee motivation.
- D. provides more resources to accomplish the assigned task.
- E. improves employee aptitudes.

One of the person-job matching strategies is to redesign the job so employees are given tasks only within their current learned capabilities. For example, a new employee could be asked to perform only tasks he or she is currently able to perform. As the employee becomes more competent at these tasks, other tasks could be added back into the job.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

59. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. According to the MARS model, these new employees will likely:

- A.** have lower job performance due to poor role perceptions.
- B. emphasize the utilitarianism principle in their decision making.
- C. provide high job performance because they are motivated and able to perform the work.
- D. have above average organizational citizenship.
- E. have a high degree of differentiation according to Holland's classification of occupations.

Employees also require accurate role perceptions to perform their jobs well. Role perceptions are the extent to which people understand the job duties.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Role Perceptions*

60. Which of these refers to a person's beliefs about what behaviors are appropriate or necessary in a particular situation?

- A. Natural aptitudes
- B. Competencies
- C. Role perceptions
- D. Locus of control
- E. Situational factors

Role perceptions refers to the extent to which a person accurately understands the job duties (roles) assigned to or are expected of him or her. This gives the employees knowledge of the specific duties or consequences for which they are accountable.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Role Perceptions*

61. To reduce the amount of non-recyclable waste that employees throw out each day, a major computer company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behavior mainly by:

- A. increasing employee motivation to be less wasteful.
- B. helping employees to learn how to be less wasteful.
- C. altering situational factors and making it difficult to practice wasteful behavior.
- D. increasing aptitudes that make employees less wasteful.
- E. increasing organizational citizenship so that employees will be less wasteful.

The situation mainly refers to conditions beyond the employee's immediate control that constrain or facilitate behavior and performance.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Situational Factors*



62. Which of the following is NOT a type of voluntary individual workplace behavior?

- A. Absenteeism
- B. Joining the organization
- C. Motivation
- D. Task performance
- E. OCB

There are many varieties of individual behavior, but most can be organized into the five categories described over the next few pages: task performance, organizational citizenship, counter productive work behaviors, joining and staying with the organization, and maintaining work attendance.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Organizational Citizenship*

63. Organizational citizenship refers to:

- A. an employee's right to vote in meetings.
- B.** employee behaviors that extend beyond normal job duties.
- C. the organization's obligations to society.
- D. the organization's attachment to a particular country rather than being a global entity.
- E. the mandatory employee behaviors in an organization.

Various forms of cooperation and helpfulness to others, other than the formal duties, that support the organization's social and psychological context are referred to as organizational citizenship behaviors.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Organizational Citizenship*

64. An employee engages in various activities other than his or her formal duties to help others in the organization. This behavior is called:

- A. work-internalization.
- B. performance orientation.
- C. organizational citizenship.
- D. work-externalization.
- E. task performance behavior.

Various forms of cooperation and helpfulness to others, other than the formal duties, that support the organization's social and psychological context are referred to as organizational citizenship behaviors.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Organizational Citizenship*

65. \_\_\_\_ refers to goal-directed behaviors under the individual's control that support organizational objectives.

- A. Strategic performance
- B.** Task performance
- C. Tactical performance
- D. Contextual performance
- E. Organizational performance

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

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Task Performance*

66. \_\_\_\_ behaviors of employees transform raw materials into goods and services or support and maintain the technical activities.

- A. Maintenance
- B. Organizational citizenship
- C. Attentive
- D. Motivational
- E.** Task performance

Task performance behaviors transform raw materials into goods and services or support and maintain the technical activities.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Task Performance*

67. Which of the following is an example of organizational citizenship behavior?

- A. Performing the routine tasks on time
- B. Spending the required hours in the organization
- C. Assisting coworkers with their work problems
- D. Following state and federal corporate laws
- E. Following the company rules and regulations

Various forms of cooperation and helpfulness to others, other than the formal duties, that support the organization's social and psychological context are referred to as organizational citizenship behaviors.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Organizational Citizenship*

68. Showing up late to work or not showing up at all represent:

- A. the most common forms of organizational citizenship.
- B. negative dimensions of Schwartz's values model.
- C. evidence of people with an introverted personality.
- D. forms of counterproductive work behaviors.
- E. acceptable behaviors in organizations under the minimum employability concept.

Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization. Work avoidance, as described in the question, is an example of counterproductive behaviors.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Counterproductive Work Behaviors*

69. Sabotage, threatening harm, and insulting others represent:

- A. three forms of counterproductive work behaviors.
- B. the most common forms of organizational crimes.
- C. three negative dimensions of Schwartz's values model.
- D. the three aspects of negative reinforcement in organizations.
- E. behaviors promoted by the traditional management concepts.

Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization. Sabotage, threatening harm, and insulting others represent three categories of counterproductive work behaviors.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Counterproductive Work Behaviors*

70. \_\_\_\_\_ refers to the relatively stable pattern of behaviors and consistent internal states that explain a person's behavioral tendencies.

- A. Personality
- B. Values
- C. Motivation
- D. Locus of control
- E. Job satisfaction

Personality is the relatively enduring pattern of thoughts, emotions, and behaviors that characterizes a person, along with the psychological processes behind those characteristics.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Personality in Organizations*

71. An individual's personality:
- A. changes several times throughout the year.
  - B. is formed only from childhood socialization and the environment.
  - C. is less evident in situations where social norms constrain behavior.
  - D. does not provide an enduring pattern of processes.
  - E. is more prominent when rewards of behavior are substantial.

People are sensitive to social norms, reward systems, and other external conditions. People vary their behavior to suit the situation, even if the behavior is at odds with their personality.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Personality in Organizations*

72. The 'Big Five' personality dimensions represent:
- A. all of the personality traits found in an ideal job applicant.
  - B. the aggregated clusters representing most known personality traits.
  - C. the personality traits caused by the environment rather than heredity.
  - D. the necessary conditions for a person to have extroversion.
  - E. the characteristics of employees with a low level of motivation.

The 'Big Five' personality dimensions consist of five clusters of personality dimensions that describe personality traits of individuals.

*AACSB: Analytic*



*AACSB: Diversity  
Blooms: Understand  
Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

73. Which of the following acronyms identifies the 'Big Five' personality dimensions?

- A. MBTIA
- B. CANOE**
- C. VALUE
- D. MARSE
- E. HAPPY

The "Big Five" dimensions are represented by the handy acronym CANOE.

*AACSB: Analytic  
AACSB: Diversity  
Blooms: Remember  
Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

74. Being good-natured, empathetic, caring, and courteous are characteristics of people with the \_\_\_\_\_ personality trait.

- A. openness to experience
- B. agreeableness**
- C. external locus of control
- D. conscientiousness
- E. extroversion

Agreeableness dimension includes the traits of being courteous, good-natured, empathic, and caring. Some scholars prefer the label "friendly compliance" for this dimension.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

75. Conscientiousness is a dimension of:

- A. the MARS model.
- B. Schwartz's values model.
- C. Myers-Briggs Type Indicator.
- D. Jungian personality theory.
- E. the five-factor model.

The dimensions of the five-factor model of personality are conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

76. Neuroticism is explicitly identified in:

- A. the MARS model.
- B. Schwartz's values model.
- C. the 'Big Five' personality dimensions.
- D. Holland's theory of vocational choice.
- E. Myers-Briggs type indicator.

Neuroticism characterizes people with high levels of anxiety, hostility, depression, and self-consciousness. It is one of the dimensions of the five-factor model of personality.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

77. Most employees in the social services section of a government department have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?

- A. High neuroticism
- B. External locus of control
- C. High introversion
- D. Low openness to experience
- E. High agreeableness

Agreeableness dimension includes the traits of being courteous, good-natured, empathic, and caring. Agreeableness is associated with performance in jobs where employees are expected to be cooperative and helpful.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

78. \_\_\_\_ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.

- A. Extroversion
- B. Openness to experience
- C. Conscientiousness
- D. Neuroticism
- E. Agreeableness

Neuroticism characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

79. Which of the following 'Big Five' dimensions is most desirable for a painter?

- A. Conscientiousness
- B. Agreeableness
- C. Neuroticism
- D. Openness to experience**
- E. Extraversion

People high on the openness-to-experience personality dimension tend to be more creative, imaginative, curious, and aesthetically sensitive.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

80. \_\_\_\_\_ characterizes people who are quiet, shy, and cautious.

- A. Introversion**
- B. Openness to experience
- C. Conscientiousness
- D. Neuroticism
- E. Agreeableness

Introversion characterizes those who are quiet, shy, and cautious.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

81. Which 'Big Five' personality dimension is most valuable for predicting job performance?

- A. Extroversion
- B. Openness to experience
- C. Conscientiousness
- D. High neuroticism
- E. External locus of control

Conscientiousness and emotional stability (low neuroticism) stand out as the personality traits that best predict individual performance in almost every job group.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

82. You are hiring an employee relationship officer who is expected to be cooperative and helpful to the employees. Which of the following personality traits is most required for this job?

- A. Extroversion
- B. Openness to experience
- C. Conscientiousness
- D. Neuroticism
- E. Agreeableness

Agreeableness is associated with performance in jobs where employees are expected to be cooperative and helpful, such as working in teams, customer relations, and other conflict-handling situations.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*



83. Which of the following personality traits is most closely associated with performance in sales and management jobs?

- A. Extroversion
- B. Openness to experience
- C. Conscientiousness
- D. Neuroticism
- E. Agreeableness

Extraversion is associated with performance in sales and management jobs, where employees must interact with and influence people.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

84. Jung's psychological types are measured through the:

- A. 'Big Five' personality type instrument.
- B. locus of control scale.
- C. instrument that also measures neuroticism.
- D. Myers-Briggs Type Indicator.
- E. self-monitoring personality test.

Jung's psychological types are measured through the Myers-Briggs Type Indicator (MBTI).

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator*

85. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is TRUE?
- A. It advocates the view that thinking is less important than feeling in decision making.
  - B. The MBTI method is no longer used in organizations.
  - C. Researchers have concluded that the MBTI does a poor job of measuring Jung's psychological types.
  - D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
  - E. The MBTI combines 16 pairs of traits into four distinct types.

MBTI does a reasonably good job of measuring Jung's psychological types and seems to improve self-awareness for career development and mutual understanding. On the other hand, it poorly predicts job performance and is generally not recommended for employment selection or promotion decisions.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Jungian Personality Theory and the Myers-Briggs Type Indicator*

86. Beliefs about what is good or bad, right or wrong are called:

- A. organizational citizenship traits.
- B. values.**
- C. directives.
- D. attributes.
- E. aptitudes.

Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. They are perceptions about what is good or bad, right or wrong.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values in the Workplace*

87. According to Schwartz's model, which of the following is related to self-enhancement?

- A. Benevolence
- B. Achievement**
- C. Security
- D. Self-direction
- E. Universality

See Exhibit 2.5 (Schwartz's Values Circumplex).

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values*

88. In Schwartz's Values Circumplex, self-direction is associated with:
- A. Self-transcendence.
  - B. Conservation.
  - C. Self-enhancement.
  - D. Openness to change.
  - E. All of these.

See Exhibit 2.5 (Schwartz's Values Circumplex).

*AACSB: Analytic*  
*Blooms: Understand*  
*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*  
*Topic: Values in the Workplace*

89. Which of the following is true about values and personality traits?
- A. Both are evaluative.
  - B. Both are descriptive.
  - C. Traits can conflict with each other.
  - D. Traits are descriptive, while values are evaluative.
  - E. Values are descriptive, and can conflict with each other.

The most noticeable distinction between values and personality traits is that values are evaluative, while personality traits describe what we naturally tend to do.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 3 Hard*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values in the Workplace*

90. The chief executive of a start-up high-technology company recently made several public announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:

- A. espoused values.
- B. majority perceptions.
- C. internal values.
- D. external values.
- E. enacted values.

Espoused values are values that people say they believe in.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values Congruence*

91. Ethics is most closely related to:

- A. values.
- B. locus of control.
- C. the Myers-Briggs Type Indicator.
- D. personality.
- E. abilities.

Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Ethical Values and Behavior*

92. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?

- A. Conscientiousness
- B. Sensing
- C. Moral intensity
- D. Neuroticism
- E. Ethics

Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Ethical Values and Behavior*

93. One problem with the utilitarian principle of ethical decision making is that:
- A. it focuses on the means than the outcomes of actions.
  - B. there is no agreement on what activities are the greatest benefit to the affected.
  - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
  - D.** it is almost impossible to evaluate the benefits or costs of many decisions.
  - E. it chooses the option that provides the minimum acceptable degree of satisfaction to those affected.

One problem with utilitarianism is that it is almost impossible to evaluate the benefits or costs of many decisions, particularly when many stakeholders have wide-ranging needs and values.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Three Ethical Principles*

94. Which of the following refers to an ethical principle that people have entitlements that let them act in a certain way?

- A. Utilitarianism
- B. Individual rights**
- C. Moral intensity
- D. Distributive justice
- E. Distributive care

Individual rights principle reflects the belief that everyone has entitlements that let her or him act in a certain way.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Three Ethical Principles*

95. The main limitation of the individual rights principle is that:

- A. it really isn't an ethical principle at all.
- B. some individual rights conflict with other individual rights.**
- C. it does not protect the right to physical security and freedom of speech of the employees.
- D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
- E. it can degenerate into unjust favoritism and many other immoral practices.

One problem with individual rights is that certain individual rights may conflict with others.

*AACSB: Analytic*

*Blooms: Understand*



*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Three Ethical Principles*

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

Moral intensity is the degree to which an issue demands the application of ethical principles.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Moral Intensity, Ethical Sensitivity, Situational Influences, and Mindlessness*

97. People who have high ethical sensitivity:
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
  - B. tend to have lower levels of empathy.
  - C. tend to have more information about the specific situation.
  - D. are individualistic and achievement oriented.
  - E. cannot accurately estimate the moral intensity of an issue.

Ethically sensitive people tend to have higher empathy. They also have more information about the specific situation.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Moral Intensity, Ethical Sensitivity, Situational Influences, and Mindlessness*

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

Ethical sensitivity is the ability to recognize the presence and determine the relative importance of an ethical issue.

*AACSB: Analytic*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Moral Intensity, Ethical Sensitivity, Situational Influences, and Mindlessness*

99. People who value their independence and personal uniqueness have:

- A. high collectivism.
- B.** high individualism.
- C. high power distance.
- D. low uncertainty avoidance.
- E. low openness to experience.

Individualism is the extent to which we value independence and personal uniqueness.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Individualism and Collectivism*

100. \_\_\_\_\_ is the extent to which we value our duty to groups to which we belong and to group harmony.

- A. Individualism
- B. Collectivism**
- C. Power distance
- D. Uncertainty avoidance
- E. Achievement orientation

Collectivism is the extent to which we value our duty to groups to which we belong and to group harmony.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Individualism and Collectivism*

101. People with high collectivism:

- A. accept unequal distribution of power.
- B. also have low individualism.
- C. value harmonious relationships in their groups.
- D. value thrift, savings, and persistence.
- E. are highly creative and innovative.

Collectivism is the extent to which we value our duty to groups to which we belong and to group harmony. Highly collectivist people define themselves by their group memberships and value harmonious relationships within those groups.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Individualism and Collectivism*

102. Americans tend to have high:

- A. collectivism.
- B. nurturing-orientation.
- C. long-term orientation.
- D. individualism.
- E. uncertainty avoidance.

Americans generally have high individualism.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Individualism and Collectivism*

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

Contrary to popular belief, individualism is not the opposite of collectivism. In fact, an analysis of most previous studies reported that the two concepts are unrelated.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Individualism and Collectivism*

104. Which of these countries generally has the strongest collectivist value orientation?

- A. United States
- B. Japan
- C. Taiwan
- D. Denmark
- E. India

The United States and Japan have low collectivism. India and Denmark have medium or medium low collectivism. Americans generally have low collectivism, whereas Italians and Taiwanese have relatively high collectivism.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Individualism and Collectivism*

105. Employees from cultures with high power distance:

- A. use power in a fashion that harms the organization.
- B. encourage consensus-oriented decision making.
- C. avoid people in positions of power.
- D. readily accept the high status of other people in the organization.
- E. give their power to others as a sign of friendship.

Countries with a high power distance accept and value unequal power.

*AACSB: Analytic*

*AACSB: Diversity*  
*Blooms: Understand*  
*Difficulty: 2 Medium*  
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*  
*Topic: Power Distance*

106. \_\_\_\_ is the extent to which people tolerate ambiguity or feel threatened by ambiguity.

- A. Individualism
- B. Collectivism
- C. Power distance
- D.** Uncertainty avoidance
- E. Achievement orientation

Uncertainty avoidance is the extent to which people tolerate ambiguity or feel threatened by ambiguity.

*AACSB: Analytic*  
*AACSB: Diversity*  
*Blooms: Remember*  
*Difficulty: 1 Easy*  
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*  
*Topic: Uncertainty Avoidance*



107. People with a high achievement orientation value:

- A. cooperation.
- B. human interaction.
- C. materialism.
- D. caring.
- E. good relationships.

People with a high achievement orientation value materialism.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Achievement-Nurturing Orientation*

108. Etoni is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Etoni's culture would have:

- A. high power distance and weak nurturing orientation.
- B. high collectivism and short-term orientation.
- C. low uncertainty avoidance and high individualism.
- D. low power distance and strong nurturing orientation.
- E. high power distance and nurturing orientation.

High nurturing orientation reflects a cooperative view of relations with other people. High power distance refers to valuing unequal power.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Achievement-Nurturing Orientation*

109. People with \_\_\_\_ value assertiveness, competitiveness, and materialism.

- A. low individualism
- B. low collectivism
- C. high power distance
- D. high uncertainty avoidance
- E. high achievement orientation

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

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Achievement-Nurturing Orientation*

110. Scenario: Kleen Waterproofing

Dave Docket, the installation manager at Kleen Waterproofing, has been receiving customer complaints that several crewmembers either come late to the job or they don't show up at all without any communication with the customers. The job completion dates keep getting delayed and customer dissatisfaction keeps increasing. Dave has also just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. Dave is wondering how he can understand what is going on with his crew behavior and what can he do to improve the situation.

Dave organizes training for his employees to teach them to operate a new piece of equipment in the factory. Which of the following attributes will show a direct improvement because of this training?

- A. Motivation
- B. Role perception
- C. Ethical sensitivity
- D. Moral intensity
- E. Ability

Ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task. Here, the training is intended to teach them the capabilities for performing the task.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*

111. Scenario: Kleen Waterproofing

Dave Docket, the installation manager at Kleen Waterproofing, has been receiving customer complaints that several crewmembers either come late to the job or they don't show up at all without any communication with the customers. The job completion dates keep getting delayed and customer dissatisfaction keeps increasing. Dave has also just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. Dave is wondering how he can understand what is going on with his crew behavior and what can he do to improve the situation.

According to the MARS model, the new employees Dave has hired will likely:

- A. be able to learn and perform better than the existing employees of the organization.
- B.** have lower job performance due to poor role perceptions.
- C. have high job performance because they are motivated and able to perform the work.
- D. have above average organizational citizenship and commitment toward the organization.
- E. have a high degree of differentiation according to Holland's classification of occupations.

Employees also require accurate role perceptions to perform their jobs well. Role perceptions are the extent to which people understand the job duties.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Role Perceptions*

112. Scenario: International Manufacturing & Trading

International Manufacturing & Trading (IMT) is a medium-sized, U.S. company rapidly expanding in the Asian and Far East markets. The company has decided to open a manufacturing plant in Taiwan and Malaysia. IMT will send top key managers from the U.S. office and will hire the lower level managers and employees from the local markets. IMT managers realize that there will be some cultural differences but are unsure of what and how much.

IMT managers should make themselves aware that people in India tend to have:

- A. low collectivism.
- B. high uncertainty avoidance.
- C. high power distance.
- D. low achievement orientation.
- E. low self-esteem.

People in India and most other Asian countries have high power distance.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Power Distance*

113. Scenario: International Manufacturing & Trading

International Manufacturing & Trading (IMT) is a medium-sized, U.S. company rapidly expanding in the Asian and Far East markets. The company has decided to open a manufacturing plant in Taiwan and Malaysia. IMT will send top key managers from the U.S. office and will hire the lower level managers and employees from the local markets. IMT managers realize that there will be some cultural differences but are unsure of what and how much.

IMT managers should know that employees from cultures with a high power distance are more likely to:

- A. use their power to obtain undue favors.
- B. encourage participative decision making.
- C. use laissez-faire leadership in decision making.
- D. give their power to others as a sign of friendship.
- E.** readily accept the high status of other people in the organization.

Countries with a high power distance accept and value unequal power.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Power Distance*

114. Scenario: International Manufacturing & Trading

International Manufacturing & Trading (IMT) is a medium-sized, U.S. company rapidly expanding in the Asian and Far East markets. The company has decided to open a manufacturing plant in Taiwan and Malaysia. IMT will send top key managers from the U.S. office and will hire the lower level managers and employees from the local markets. IMT managers realize that there will be some cultural differences but are unsure of what and how much.

U.S. managers tend to be more \_\_\_\_ whereas Taiwanese managers tend to be more \_\_\_\_.

- A. introverted; extraverted.
- B. nurturing; achievement oriented.
- C. collectivist; nurturing.
- D. individualistic; collectivist.
- E. extraverted; introverted.

People from the U.S. tend to be individualistic whereas Taiwanese tend to believe in collectivism.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Individualism and Collectivism*



115. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

e-Commerce managers are looking to hire people who are careful, dependable, and self-disciplined. Which of the following Big Five personality dimensions is important to ensure the hired individuals have these capabilities?

- A. Openness to experience
- B. Agreeableness
- C. Conscientiousness
- D. Locus of control
- E. Extroversion

Conscientiousness characterizes people who are careful, dependable, and self-disciplined.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

116. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics.

Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

e-Commerce managers should be aware that being good-natured, empathetic, caring, and courteous are characteristics of people with high:

- A. openness To experience.
- B.** agreeableness.
- C. external locus of control.
- D. emotional stability.
- E. extroversion.

Agreeableness dimension includes the traits of being courteous, good-natured, empathic, and caring.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

117. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

e-Commerce managers must pay attention to \_\_\_\_ when hiring new employees because it characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.

- A. extroversion
- B. openness to experience
- C. conscientiousness
- D. neuroticism**
- E. locus of control

Neuroticism characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

118. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

When hiring new employees, e-Commerce managers should look for people who have a high level of \_\_\_\_, which is the most valuable 'Big Five' personality dimension for predicting job performance.

- A. extroversion
- B. openness to experience
- C. conscientiousness
- D. high neuroticism
- E. locus of control

Conscientiousness and emotional stability (low neuroticism) stand out as the personality traits that best predict individual performance in almost every job group.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

119. Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five personality dimensions in hiring and improving work-related behaviors and job performance.

E-commerce is hiring a sales manager for one of its regions. They should look for someone who:

- A. is open to experience.
- B.** is an extrovert.
- C. has an external locus of control.
- D. is not neurotic.
- E. is highly agreeable.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

## Essay Questions

120. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late at the office each morning. Some sales reps go directly to visit clients rather than showing up at the office as required by company policy. Others arrive several minutes after their appointed start time. The vice-president of sales doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behavior, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behavior.

The MARS model suggests that individual behavior and performance are a function of ability, motivation, role perceptions, and situational factors. With respect to lateness, all four of these factors may be relevant. Salespeople may be late for work because of incorrect role perceptions. Specifically, they might not know that they must show up at the office before visiting clients. Others may be late in the morning because they incorrectly believe they can do so after working late the previous day.

Lateness may also occur because sales reps are not motivated to attend work. Perhaps there are stressful conditions at work or the jobs are not interesting to the people in those jobs. Similarly, there might be a 'lateness culture' in which other employees support those who show up late. A third factor may be situational factors. In the short term, some employees might be late due to road construction, conflicts with family responsibilities, distance of the call location, and so forth. This is usually a short-run explanation, however, because employees should be able to adjust their schedule in the longer term. Ability is the least likely explanation for lateness. It would occur if an employee lacked the capacity to show up for work on time. The student answers will vary due to the nature of this question. The students should also discuss the possible solutions to these problems.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: MARS Model of Individual Behavior and Performance*

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

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

Ability. It is possible that employees at Store #34 lack the necessary skills or knowledge to complete sales transactions effectively. For example, if the store has high turnover, most employees lack the necessary experience. Alternatively, the store manager might have hired people who lack the necessary skills and knowledge. Training could be a solution if it is found that the problems are due to lack of abilities.

Motivation. Store #34 employees might not be as motivated to serve customers and sell the product. For example, the store might have a different reward system, one that is not as effective at encouraging store sales. Alternatively, employees at this store might have different needs and therefore are not as motivated by the company's compensation system. The employees may be de-motivated due to other factors also. The store should understand the reasons why employees are demotivated and motivate them in possible ways. The students might provide specific suggestions for motivating the employees.

Role perceptions. Store #34 employees might have role perceptions that result in lower sales. For example, they might not realize that certain procedures or sales practices are less effective than those used at other stores. Alternatively, employees might not realize that their level of sales is below an acceptable level. Clear communication would help the employees have a better role perception and perform the responsibilities.

Situational factors. Employees at Store #34 might have lower performance due to unfavorable situational factors. For example, Store #34 might be located in an area with an economic recession. Alternatively, the store might have had difficulty receiving inventory from the company's warehouse, resulting in lack of sales. Student answers will vary due to the nature of

this question.

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: MARS Model of Individual Behavior and Performance*

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

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

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

*AACSB: Analytic*

*Blooms: Apply*

*Difficulty: 2 Medium*

*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*

*Topic: Ability*



123. Describe the types of individual behavior that concern organizations. Explain why each is important to managers.

1. Task performance is goal-directed behaviors under the individual employee's control that support the organization's objectives. Managers care about this because these behaviors lead to effective goal achievement.

2. Organizational Citizenship is behavior that goes beyond formal job duties and encompasses helpfulness and cooperation to others. These may be directed to individuals or the organization. These can also lead to effective goal achievement.

3. Counterproductive work behaviors include dysfunctional activities. These detract from goal achievement.

4. Joining and staying with the organization is retaining talent. These is essential to retain intellectual capital.

5. Maintaining work attendance allows work to be accomplished efficiently and on schedule.

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*

*Topic: Types of Individual Behavior*

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

Students should be evaluated in this question not only on factual knowledge from the textbook, but also their logic and persuasive argument skills. Factually, the textbook presents two arguments in favor of using personality testing in selection. First, some personality dimensions, particularly conscientiousness and emotional stability, predict job performance in almost every job group. This suggests that if we can accurately measure people who have this trait, we can better determine whether they will perform their job well. Second, personality traits affect the types of jobs in which people are interested. In fact, vocational counselors use personality testing to determine vocational interests. Placing people in jobs that match their personalities would potentially reduce employee turnover and perhaps absenteeism. If employees are happier in their jobs as a result of better vocational fit, then the improved job satisfaction might also result in better performance and organizational citizenship behaviors. Student answers will vary though they should address these points in their answer.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Analyze*

*Difficulty: 3 Hard*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Personality in Organizations*

125. Briefly explain the Big Five personality traits that affect people.

The Big five factors are explained below.

(1) Conscientiousness: Conscientiousness characterizes people who are careful, dependable, and self-disciplined.

(2) Agreeableness: This dimension includes the traits of being courteous, good-natured, empathic, and caring.

(3) Neuroticism: Neuroticism characterizes people with high levels of anxiety, hostility, depression, and self-consciousness. In contrast, people with low neuroticism (high emotional stability) are poised, secure, and calm.

(4) Openness to experience: This dimension generally refers to the extent to which people are imaginative, creative, curious, and aesthetically sensitive. Those who score low on this dimension tend to be more resistant to change, less open to new ideas, and more conventional and fixed in their ways.

(5) Extraversion: Extraversion characterizes people who are outgoing, talkative, sociable, and assertive. The opposite is introversion, which characterizes those who are quiet, shy, and cautious.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-03: Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*

*Topic: Five-Factor Model of Personality*

126. A visiting professor in international business recently spoke to students in an organizational behavior class about cultural differences between American and Japanese employees. The visitor noted that Americans and Japanese have similar values—Americans have high individualism and low collectivism and Japanese have medium-high individualism and low collectivism. The visitor concluded by saying that by identifying someone's nationality, such as American, you can easily determine the person's level of collectivism and individualism. Identify and discuss two problems with the visiting professor's statements.

(1) The country scores are based on an old survey. Studies report that value systems are converging across Asia as people in these countries interact more frequently with each other and as globalization results in more standardized business practices at both the corporate and national levels. So the score of countries might have changed because of factors such as globalization.

(2) We can determine a person's cultural values by their nationality. This relates to the logical fallacy that everyone in a society has the same values, that is, all societies are homogeneous. While this assumption may be true in some countries (particularly if isolated and lack immigration), it certainly does not apply to the United States and many other countries. People have diverse values within the United States, so statements about America's cultural values represent very broad generalizations.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Analyze*

*Difficulty: 3 Hard*

*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions under which values influence behavior.*

*Topic: Values Across Cultures*

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

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

*AACSB: Analytic*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-05 Describe three ethical principles and discuss four factors that influence ethical behavior.*

*Topic: Supporting Ethical Behavior*

128. Identify the five cross-cultural values commonly used to compare cultures, and briefly describe each. Give an example of a country that is either very high or very low on each value.

1. Individualism: Individualism is the extent to which we value independence and uniqueness.

2. Collectivism: The extent to which we value our duty to groups to which we belong and to group harmony.

3. Power Distance: Refers to the extent to which people accept unequal distribution of power in a society.

4. Uncertainty Avoidance: The degree to which people tolerate ambiguity.

5. Achievement-Nurturing Orientation: The value placed on a competitive versus a cooperative view of relations with other people.

Examples of each can be found in Exhibit 2.7.

*AACSB: Analytic*

*AACSB: Diversity*

*Blooms: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 02-06 Review five values commonly studied across cultures.*

*Topic: Values Across Cultures*