

## Chapter 02

### Individual Behavior, Personality, and Values

#### True / False Questions

1. According to the MARS model of individual behavior and performance, employee performance will remain high even if one of the four factors is low in a given situation.

True False

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

True False

3. Motivation is an external force on the person that causes him/her to engage in specific behaviors.

True False

4. Intensity refers to the fact that motivation is goal-directed, not random.

True False

5. The forces within a person affect that individual's motivation.

True False

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

True False

7. Learned capabilities refer to the skills and knowledge that one has actually acquired.

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. A good match between an employee's competencies and his/her job requirements tends to increase both job performance and the employee's well-being.

True False

10. Role perceptions are the extent to which people understand the job duties assigned to them.

True False

11. Role perceptions are important because they represent how good an employee feels about their job and increase motivation.

True False

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

True False

13. The four elements of the MARS model affect all voluntary workplace behaviors and performance.

True False

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

True False

15. Proficiency refers to how well an employee responds to, copes with, and supports new circumstances and work patterns.

True False

16. Organizational citizenship behaviors (OCBs) include various forms of cooperation and helpfulness to others that support the organization's social and psychological context.

True False

17. An employee creates unnecessary conflicts with his coworkers at his workplace. This is an example of organizational citizenship behavior.

True False

18. American employees are absent from scheduled work at an alarming average of 20 days per year.

True False

19. Employees who experience job dissatisfaction, workplace incivility, or work-related stress are more likely to be absent or late for work because taking time off is a way of temporarily withdrawing from those situations.

True False

20. Presenteeism refers to employees who attend work even though their capacity to work is significantly diminished by illness, fatigue, personal problems, or other factors.

True False

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

True False

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

True False

23. Personality is completely determined by heredity.

True False

24. The "Big Five" personality dimensions represent five clusters that represent most personality traits.

True False

25. The most researched and respected clustering of personality traits is the MARS model.

True False

26. Phoebe, a manager at a firm, was conventional, resistant to change, and unimaginative. This implies that Phoebe possessed openness to experience.

True False

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

True False

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

True False

29. Agreeableness, extraversion, and conscientiousness are three of the "Big Five" personality dimensions.

True False

30. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.

True False

31. Sensing, feeling, and judging are three of the "Big Five" personality traits.

True False

32. Extraverts are people who are quiet, cautious, and less interactive with others.

True False

33. The Myers-Briggs Type Indicator measures the personality traits described by Swiss psychiatrist Carl Jung.

True False

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

True False

35. The MBTI is an excellent predictor of job performances and is recommended for employment selection.

True False

36. The MBTI instrument is mostly used for team building and career development.

True False

37. Personality traits are the best predictors of work performance.

True False

38. Values are stable, evaluative beliefs about what is important in a variety of situations.

True False

39. People arrange values into a hierarchy of preferences, called a value system.

True False

40. One dimension of Schwartz's Values Circumplex has openness to change at one extreme and conservation at the other extreme.

True False

41. Values and personality traits are related to each other and are essentially the same thing.

True False

42. Under Schwartz's Values Complex, the value category of self-direction refers to the pursuit of pleasure, enjoyment and the gratification of desires.

True False

43. Work environments influence our behavior, so they necessarily encourage or discourage values-consistent behavior.

True False

44. Person-organization values congruence occurs when a person's values are similar to the organization's dominant values.

True False

45. The ideal situation in organizations is to have employees whose values are perfectly congruent with the organization's values.

True False

46. Utilitarianism suggests that we should choose the option that provides the highest degree of satisfaction to those affected.

True False

47. Distributive justice is sometimes known as a consequential principle because it focuses on the consequences of our actions, not on how we achieve those consequences.

True False

48. One problem with applying the individual rights principle of ethical decision making is that one individual right may conflict with another.

True False

49. 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

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

True False

51. One type of factor that can change a person's moral sensitivity is expertise or knowledge of prescriptive norms or rules.

True False

52. Mindfulness refers to the level of empathy a person has when referring to their moral sensitivity.

True False

53. An ethical code of conduct is a statement about desired practices, rules of conduct and philosophy about the organization's relationship to its stakeholders and the environment.

True False

54. Collectivism is a cross-cultural value describing the degree to which people in a culture emphasize personal duty to the groups in which they belong.

True False

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

True False

56. In terms of cross-cultural values, people in the United States tend to have relatively high individualism, middle to high achievement orientation, and medium to low power distance.

True False

57. People with high power distance expect relatively equal power sharing.

True False

58. People with high achievement orientation tend to value assertiveness, competitiveness, and materialism.

True False

59. One limitation with some research on cross-cultural values is that it incorrectly assumes that everyone within a specific country holds similar values.

True False

## Multiple Choice Questions



60. Which of the following directly influences an employee's voluntary behavior and performance?

- A. Role perceptions
- B. Moral intensity
- C. Corporate social responsibility
- D. Uncertainty avoidance
- E. Income

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

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

62. Which of the following are external to the individual but still affect his/her behavior and performance?

- A. Motivations
- B. Role perceptions
- C. Situational factors
- D. Abilities
- E. Resolutions

63. \_\_\_\_ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behavior.

- A. Motivation
- B. Personality
- C. Values
- D. Ethics
- E. Ability

64. Motivation affects a person's \_\_\_\_ of voluntary behavior.

- A. direction, intensity, and persistence
- B. antecedents, consequences, and reinforcers
- C. size, shape, and weight
- D. aptitudes, abilities, and competencies
- E. agreeableness, locus of control, and ethical sensitivity

65. Which of the following refers to the fact that motivation is goal-directed, not random?

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

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

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

67. Which of the following refers to the natural talents that help employees learn specific tasks more quickly and perform them better?

- A. Persistence levels
- B. Direction
- C. Intensity
- D. Aptitude
- E. Commitment

68. Which of the following concepts consists of aptitudes, skills, and competencies?

- A. Motivation
- B. Personality
- C. Values
- D. Ethics
- E. Ability

69. 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.

70. Travel Happy Corporation 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.
71. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they are not sure what tasks are included in their job. According to the MARS model, these new employees will likely:
- A. emphasize the utilitarianism principle in their decision making.
  - 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.
  - E. have a high degree of differentiation according to Holland's classification of occupations.
72. Which of the following refers to a person's beliefs about what behaviors are appropriate or necessary in a particular situation?
- A. Natural aptitudes
  - B. Role perceptions
  - C. Competencies
  - D. Locus of control
  - E. Situational factors

73. 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 so that employees have more difficulty practicing wasteful behavior.
  - D. increasing aptitudes that make employees less wasteful.
  - E. increasing organizational citizenship so that employees will be less wasteful.
74. \_\_\_\_ refers to goal-directed behaviors under the individual's control that support organizational objectives.
- A. Organizational citizenship
  - B. Counterproductive behavior
  - C. Task performance
  - D. Maintaining attendance
  - E. Intensity
75. Assisting coworkers with their work problems, adjusting work schedules to accommodate coworkers, and showing genuine courtesy toward coworkers are some of the forms of:
- A. role perception.
  - B. counterproductive behavior.
  - C. task performance.
  - D. organizational citizenship.
  - E. job matching.

76. Lawrence stole a clock from his workplace. Which of the following refers to Lawrence's activity?

- A. Productive behavior
- B. Counterproductive behavior
- C. Task performance
- D. Organizational citizenship behavior
- E. Job matching

77. Absenteeism is higher in organizations where there is(are):

- A. weak absence norms.
- B. low workplace incivility.
- C. high amounts of presenteeism.
- D. meager sick leave benefits.
- E. high work-related stress.

78. Presenteeism is more common among employees with:

- A. sick leave pay.
- B. financial buffers.
- C. low centrality.
- D. high centrality.
- E. high job security.

79. \_\_\_\_\_ is 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

80. 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, reward systems, and other conditions constrain behavior.
- D. does not provide an enduring pattern of processes.
- E. is more prominent when rewards for behavior are substantial.

81. Personality develops and changes mainly when people are young; it stabilizes by about age \_\_\_\_.

- A. 15
- B. 20
- C. 30
- D. 35
- E. 40

82. 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 extraversion.
- E. the characteristics of employees with low levels of motivation.

83. Which of the following acronyms identifies the "Big Five" personality dimensions?

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

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

- A. openness to experience
- B. agreeableness
- C. locus of control
- D. emotional stability
- E. extraversion

85. 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 of personality.

86. Which of the following explicitly identifies neuroticism?

- A. MARS model
- B. Schwartz's Values Circumflex model
- C. The Five-Factor model of personality
- D. Holland's theory of vocational choice
- E. Myers-Briggs Type Indicator



87. 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. High agreeableness
- E. Low motivation

88. Eric is the advertising head of a firm. He is extremely imaginative, creative, and curious. Which of the following personality dimensions does Eric possess?

- A. Customary thinking
- B. Openness to experience
- C. Resistance to change
- D. Neuroticism
- E. Cautiousness

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

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

90. People with high agreeableness are more sensitive to others and experience more \_\_\_\_\_ and less \_\_\_\_\_.

- A. dependability; conflict
- B. empathy; dependability
- C. empathy; conflict
- D. upbeat attitudes; dependability
- E. extroversion; conflict

91. Which "Big Five" personality dimension is most valuable for predicting job performance?

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

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

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

93. Barney, a manager, is very conventional, resistant to change, habitual, and does not accept new ideas very easily. This implies that Barney has:

- A. low neuroticism.
- B. low customary thinking.
- C. high extraversion.
- D. high agreeableness.
- E. low openness to experience.

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

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

95. People with perceiving orientation are:

- A. quiet.
- B. curious.
- C. caring.
- D. realistic.
- E. all of these.

96. Which of the following statements about the Myers-Briggs Type Indicator (MBTI) is true?
- A. It advocates the view that thinking and feeling are not important in decision making.
  - B. It is no longer used in organizations.
  - C. Research has 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.
97. Various studies have reported that specific Big Five dimensions predict:
- A. overall job performance.
  - B. leadership.
  - C. counterproductive work behaviors.
  - D. organizational citizenship.
  - E. all of these.
98. One worry about using most personality tests to select job applicants is that applicants might fake their answers because:
- A. people are naturally dishonest when seeking employment.
  - B. they are self-reported scales.
  - C. no one truly understands themselves.
  - D. the scales are inaccurate.
  - E. personality instruments are discriminatory.

99. Which of the following statements about values is true?

- A. They have fairly low conflict with each other.
- B. They describe what we naturally tend to do.
- C. They are not influenced much by socialization.
- D. They guide our decisions and actions.
- E. A person's hierarchy of values typically changes a few times each year.

100. Beliefs about what is good or bad, right or wrong are referred to as:

- A. organizational citizenship.
- B. values.
- C. collectivism.
- D. moral intensity.
- E. extraversion.

101. Schwartz's model organizes values into:

- A. six dimensions.
- B. a hierarchy.
- C. three statistical formulas.
- D. ten broader domains.
- E. a time line.

102. Which of the following is a domain in Schwartz's model?

- A. Personality trait
- B. Emotion
- C. Conscientiousness
- D. Neuroticism
- E. Stimulation

103. In Schwartz's Values Circumplex, the quadrant that includes hedonism, stimulation and self-direction is called:

- A. Openness to change
- B. Self-enhancement
- C. Conservation
- D. Self-transcendence
- E. Self-awareness

104. Under Schwartz's Values Circumplex, hedonism is a part of two different quadrants, \_\_\_\_\_ and \_\_\_\_\_.

- A. Self-transcendence; Self-enhancement
- B. Self-transcendence; Conservation
- C. Self-enhancement; Conservation
- D. Openness to change; Conservation
- E. Openness to change; Self-enhancement

105. Which of the following is ethics most closely related to?

- A. Values
- B. Locus of control
- C. Myers-Briggs type Indicator
- D. Personality
- E. Ability

106. 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. Self-monitoring
- E. Ethics

107. Which of the following is identified as an ethical principle?

- A. Utilitarianism
- B. Power distance
- C. Conservation
- D. Self-enhancement
- E. Power

108. A problem with the utilitarian principle of ethical decision making is that:

- A. it focuses on the consequences of our actions, not on how we achieve those consequences.
- B. there is no agreement on what activities are of the greatest benefits to the affected.
- C. it is difficult to predict the "trickle down" benefits to those people who are 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.

109. Which ethical principle reflects the idea that people have entitlements that let them act in a certain way?

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

110. One of the limitations of the individual rights principle is that:

- A. it really is not 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.

111. Senior executives at CyberForm must make a decision that will affect many people, and 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.



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

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

113. People who have high moral sensitivity:

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

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

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

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

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

116. 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 individualism can have any level (high or low) of collectivism.
- C. People with high power distance value independence and personal uniqueness.
- D. People with low uncertainty avoidance must also have high power distance.
- E. People in almost all cultures have high uncertainty avoidance.

117. People with high collectivism:

- A. accept unequal distribution of power.
- B. also have low individualism.
- C. value harmonious relationships in the groups to which they belong.
- D. value thrift, savings, and persistence.
- E. appreciate the unique qualities that distinguish themselves from others.

118. Americans tend to have high:

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

119. Which of the following countries generally has the strongest collectivist value orientation?

- A. United States
- B. Japan
- C. Taiwan
- D. Egypt
- E. France

120. Employees from cultures with a high power distance are more likely to:

- A. use their existing power to gain more power.
- 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.

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

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

122. 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 has:

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

123. People with a high \_\_\_\_ value assertiveness, competitiveness, and materialism.

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

124. 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 do not 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 are not 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 a training program for his employees to teach them how to operate the machines used for working. 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. emphasize the utilitarianism principle in their decision making.
- B. have lower job performance due to poor role perceptions.
- C. have better 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.

126. Scenario: Elektronika International

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

Elektronika managers want to hire people who are dependable, goal-focused, thorough, and disciplined. Which of the following "Big Five" personality dimensions is desirable for individuals to be hired?

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

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

- A. openness to experience.
- B. agreeableness.
- C. locus of control.
- D. emotional stability.
- E. extraversion.

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

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

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Elektronika International is a fast growing small company specializing in consumer electronics. Managers at Elektronika 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. extraversion
- B. openness to experience
- C. conscientiousness
- D. neuroticism
- E. locus of control

130. 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 Japan, Taiwan, and Malaysia. IMT will send key top 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 Japan tend to have:

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

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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 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.

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U.S. managers tend to be:

- A. more individualistic.
- B. high in nurturing.
- C. more collectivist.
- D. low in achievement orientation.
- E. high in uncertainty avoidance.

## Essay Questions

133. 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 does not want to introduce time clocks, but this may be necessary if the lateness problem is not corrected. Using the MARS model of individual behavior, diagnose the possible reasons why salespeople may be engaging in this "lateness" behavior.



134. 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.

135. Employees in a company's warehouse are making several 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.

136. Identify and define the five types of individual behavior in the workplace.

137. 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.

138. Describe (and/or draw) and explain Schwartz's Values Circumplex model.

139. The textbook states, "...there is often a 'disconnect' between personal values and individual behavior. What does this mean? What influences this disconnect?

140. Explain the three distinct types of ethical principles.

141. 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.

142. What have we learned from research about differences in values across cultures? What warning flags do we need to pay attention to?

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

### True / False Questions

1. According to the MARS model of individual behavior and performance, employee performance will remain high even if one of the four factors is low in a given situation.

#### **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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: MARS Model of Individual Behavior and Performance*

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

#### **TRUE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: MARS Model of Individual Behavior and Performance*

3. Motivation is an external force on the person that causes him/her to engage in specific behaviors.

**FALSE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Motivation*

4. Intensity refers to the fact that motivation is goal-directed, not random.

**FALSE**

Direction refers to the path along which people engage their effort. People have choices about where they put their effort; they have a sense of what they are trying to achieve and at what level of quality, quantity, and so forth. In other words, direction refers to the fact that motivation is goal-directed, not random.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Motivation*

5. The forces within a person affect that individual's motivation.

**TRUE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Motivation*

6. Aptitudes are natural talents that help individuals to 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Ability*

7. Learned capabilities refer to the skills and knowledge that one has actually acquired.

**TRUE**

Learned capabilities are the skills and knowledge that one currently possesses. These capabilities include the physical and mental skills and knowledge one has acquired.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Ability*

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

**TRUE**

Competencies include skills, knowledge, aptitudes, and other personal characteristics that lead to superior performance.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Ability*

9. A good match between an employee's competencies and his/her job requirements tends to increase both job performance and the employee's well-being.

**TRUE**

Matching a person's competencies with the job's requirements tends to increase employee performance and well-being.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Ability*



10. Role perceptions are the extent to which people understand the job duties assigned to them.

**TRUE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Role Perceptions*

11. Role perceptions are important because they represent how good an employee feels about their job and increase motivation.

**FALSE**

Role perceptions are important because they represent how well employees know where to direct their effort.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Role Perceptions*

12. 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Situational Factors*

13. The four elements of the MARS model affect all voluntary workplace behaviors and performance.

**TRUE**

The four elements of the MARS model-motivation, ability, role perceptions, and situational factors-affect all voluntary workplace behaviors and performance.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Types of Individual Behavior*

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

**TRUE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Task Performance*

15. Proficiency refers to how well an employee responds to, copes with, and supports new circumstances and work patterns.

**FALSE**

Adaptability refers to how well an employee responds to, copes with, and supports new circumstances and work patterns.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Task Performance*

16. Organizational citizenship behaviors (OCBs) include various forms of cooperation and helpfulness to others that support the organization's social and psychological context.

**TRUE**

Organizational citizenship behaviors (OCBs) include various forms of cooperation and helpfulness to others that support the organization's social and psychological context.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Organizational Citizenship*

17. An employee creates unnecessary conflicts with his coworkers at his workplace. This is an example of organizational citizenship behavior.

**FALSE**

Organizational citizenship behaviors (OCBs) include various forms of cooperation and helpfulness to others that support the organization's social and psychological context. In this case, the employee is creating unnecessary conflicts with his coworkers. It is a counterproductive behavior.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 1 Easy*

*Topic: Counterproductive Work Behaviors*

18. American employees are absent from scheduled work at an alarming average of 20 days per year.

**FALSE**

American employees are absent from scheduled work an average of only 5 days per year.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Maintaining Work Attendance*

19. Employees who experience job dissatisfaction, workplace incivility, or work-related stress are more likely to be absent or late for work because taking time off is a way of temporarily withdrawing from those situations.

**TRUE**

Employees who experience job dissatisfaction, workplace incivility, or work-related stress are more likely to be absent or late for work because taking time off is a way of temporarily withdrawing from those situations.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Maintaining Work Attendance*

20. Presenteeism refers to employees who attend work even though their capacity to work is significantly diminished by illness, fatigue, personal problems, or other factors.

**TRUE**

Presenteeism refers to employees who attend work even though their capacity to work is significantly diminished by illness, fatigue, personal problems, or other factors.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Maintaining Work Attendance*

21. Personality is a relatively stable 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Personality in Organizations*

22. 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*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Personality Determinants: Nature Versus Nurture*

23. Personality is completely determined by heredity.

**FALSE**

Although personality is heavily influenced by heredity, it is also affected by nurture—the person's socialization, life experiences, and other forms of interaction with the environment.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Personality Determinants: Nature Versus Nurture*

24. The "Big Five" personality dimensions represent five clusters that represent most personality traits.

**TRUE**

The most widely respected clustering of personality traits is the five-factor model (FFM), also known as the "Big Five" personality dimensions.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

25. The most researched and respected clustering of personality traits is the MARS model.

**FALSE**

The most researched and respected clustering of personality traits is the five-factor model (FFM).

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

26. Phoebe, a manager at a firm, was conventional, resistant to change, and unimaginative. This implies that Phoebe possessed openness to experience.

**FALSE**

Openness to experience refers to the extent to which people are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 1 Easy*

*Topic: Personality in Organizations*

27. 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*



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

**FALSE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

29. Agreeableness, extraversion, and conscientiousness are three of the "Big Five" personality dimensions.

**TRUE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

30. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.

**TRUE**

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

31. Sensing, feeling, and judging are three of the "Big Five" personality traits.

**FALSE**

Conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion are the "Big Five" personality dimensions. Sensing, feeling, and judging are not "Big Five" personality traits.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

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

32. Extraverts are people who are quiet, cautious, and less interactive with others.

**FALSE**

Extraverts are people who are outgoing, talkative, energetic, sociable, and assertive.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

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

33. The Myers-Briggs Type Indicator measures the personality traits described by Swiss psychiatrist Carl Jung.

**TRUE**

Swiss psychiatrist Carl Jung's psychological types are measured through the Myers-Briggs Type Indicator.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*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*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

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

35. The MBTI is an excellent predictor of job performances and is recommended for employment selection.

**FALSE**

MBTI seems to improve self-awareness for career development and mutual understanding. It also does a reasonably good job of representing Jung's psychological types. The MBTI poorly predicts job performance and is generally not recommended for employment selection or promotion decisions.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Personality Testing in Organizations*

36. The MBTI instrument is mostly used for team building and career development.

**TRUE**

The MBTI instrument is mostly used for team building and career development.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Personality Testing in Organizations*

37. Personality traits are the best predictors of work performance.

**FALSE**

Although traits are associated with workplace behavior to some extent, there are better predictors of work performance, such as work samples and past performance.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Personality Testing in Organizations*

38. Values are stable, evaluative beliefs about what is important in a variety of situations.

**TRUE**

Values are stable, evaluative beliefs about what is important in a variety of situations.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Values in the Workplace*

39. People arrange values into a hierarchy of preferences, called a value system.

**TRUE**

People arrange values into a hierarchy of preferences, called a value system. Some individuals value new challenges more than they value conformity. Others value generosity more than frugality. Each person's unique value system is developed and reinforced through socialization.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Values in the Workplace*

40. One dimension of Schwartz's Values Circumplex has openness to change at one extreme and conservation at the other extreme.

**TRUE**

One of the dimensions of Schwartz's Values Circumplex 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Types of Values*

41. Values and personality traits are related to each other and are essentially the same thing.

**FALSE**

Values and personality traits are related to each other, but the two concepts differ in a few ways. The most noticeable distinction is that values are evaluative - they tell us what we ought to do - whereas personality traits describe what we naturally tend to do.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Values in the Workplace*

42. Under Schwartz's Values Complex, the value category of self-direction refers to the pursuit of pleasure, enjoyment and the gratification of desires.

**FALSE**

The self-direction value category refers to creativity and independent thought.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Types of Values*

43. Work environments influence our behavior, so they necessarily encourage or discourage values-consistent behavior.

**TRUE**

Work environments influence our behavior, at least in the short term, and so they necessarily encourage or discourage our values-consistent behavior.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Values and Individual Behavior*

44. Person-organization values congruence occurs when a person's values are similar to the organization's dominant values.

**TRUE**

Person-organization values congruence occurs when a person's values are similar to the organization's dominant values.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Values Congruence*

45. The ideal situation in organizations is to have employees whose values are perfectly congruent with the organization's values.

**FALSE**

While a comfortable degree of values congruence is necessary for the reasons just noted, organizations also benefit from some level of incongruence. Also, too much congruence can create a "corporate cult" that potentially undermines creativity, organizational flexibility, and business ethics.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Values Congruence*



46. Utilitarianism suggests that we should choose the option that provides the highest degree of satisfaction to those affected.

**TRUE**

Utilitarianism advises us to seek the greatest good for the greatest number of people. In other words, we should choose the option that provides the highest degree of satisfaction to those affected.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Three Ethical Principles*

47. Distributive justice is sometimes known as a consequential principle because it focuses on the consequences of our actions, not on how we achieve those consequences.

**FALSE**

Utilitarianism is sometimes known as a consequential principle because it focuses on the consequences of our actions, not on how we achieve those consequences. Distributive justice suggests that people who are similar to one another should receive similar benefits and burdens; those who are dissimilar should receive different benefits and burdens in proportion to their dissimilarity.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Three Ethical Principles*

48. One problem with applying the individual rights principle of ethical decision making is that one individual right may conflict with another.

**TRUE**

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

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Three Ethical Principles*

49. 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*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Three Ethical Principles*

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

**FALSE**

Moral sensitivity (also called ethical sensitivity) is a personal characteristic that enables people to recognize the presence of an ethical issue and determine its relative importance.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Moral Sensitivity*

51. One type of factor that can change a person's moral sensitivity is expertise or knowledge of prescriptive norms or rules.

**TRUE**

Expertise and knowledge of prescriptive norms and rules are one of the factors that can predict and change a person's moral sensitivity.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Moral Sensitivity*

52. Mindfulness refers to the level of empathy a person has when referring to their moral sensitivity.

**FALSE**

Mindfulness refers to a person's reception and impartial attention to and awareness of the present situation as well as to one's own thoughts and emotions in that moment.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Moral Sensitivity*

53. An ethical code of conduct is a statement about desired practices, rules of conduct and philosophy about the organization's relationship to its stakeholders and the environment.

**TRUE**

An ethical code of conduct is a statement about desired practices, rules of conduct and philosophy about the organization's relationship to its stakeholders and the environment.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Supporting Ethical Behavior*

54. Collectivism is a cross-cultural value describing the degree to which people in a culture emphasize personal duty to the groups in which they belong.

**FALSE**

Collectivism is a cross-cultural value describing the degree to which people in a culture emphasize duty to groups which they belong and to group harmony.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Values Across Cultures*

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

**FALSE**

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*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Individualism and Collectivism*

56. In terms of cross-cultural values, people in the United States tend to have relatively high individualism, middle to high achievement orientation, and medium to low power distance.

**TRUE**

People in the United States tend to have high individualism, medium to low power distance, and medium to high achievement orientation.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Values Across Cultures*

57. People with high power distance expect relatively equal power sharing.

**FALSE**

People with high power distance accept and value unequal power.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Power Distance*

58. People with high achievement orientation tend to value assertiveness, competitiveness, and materialism.

**TRUE**

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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Achievement-Nurturing Orientation*

59. One limitation with some research on cross-cultural values is that it incorrectly assumes that everyone within a specific country holds similar values.

**TRUE**

Cross-cultural studies often assume that each country has one culture. In reality, many countries have become culturally diverse. As more countries embrace globalization and multiculturalism, it becomes even less appropriate to assume that an entire country has one unified culture.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Caveats about Cross-Cultural Knowledge*

## Multiple Choice Questions

60. Which of the following directly influences an employee's voluntary behavior and performance?

- A.** Role perceptions
- B. Moral intensity
- C. Corporate social responsibility
- D. Uncertainty avoidance
- E. Income

The four variables—motivation, ability, role perceptions, and situational factors are critical influences on an individual's voluntary behavior and performance.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: MARS Model of Individual Behavior and Performance*

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

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

The four variables—motivation, ability, role perceptions, and situational factors are represented by the acronym MARS. These factors directly influence individual behavior and performance.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: MARS Model of Individual Behavior and Performance*



62. Which of the following are external to the individual but still affect his/her behavior and performance?

- A. Motivations
- B. Role perceptions
- C. Situational factors
- D. Abilities
- E. Resolutions

Motivation, ability, and role perceptions are clustered together in the MARS model because they are located within the person. Situational factors are external to the individual but still affect his/her behavior and performance.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: MARS Model of Individual Behavior and Performance*

63. \_\_\_\_ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behavior.

- A. Motivation
- B. Personality
- C. Values
- D. Ethics
- E. Ability

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Motivation*

64. Motivation affects a person's \_\_\_\_ of voluntary behavior.

- A.** direction, intensity, and persistence
- B. antecedents, consequences, and reinforcers
- C. size, shape, and weight
- D. aptitudes, abilities, and competencies
- E. agreeableness, locus of control, and ethical sensitivity

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Motivation*

65. Which of the following refers to the fact that motivation is goal-directed, not random?

- A. Persistence
- B.** Direction
- C. Intensity
- D. Aptitude
- E. Competencies

With motivation, people have choices about where they put their effort; they have a sense of what they are trying to achieve and at what level of quality, quantity, and so forth. This shows that motivation is goal-directed, not random.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

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

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

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Motivation*

67. Which of the following refers to the natural talents that help employees learn specific tasks more quickly and perform them better?

- A. Persistence levels
- B. Direction
- C. Intensity
- D. Aptitude
- E. Commitment

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

68. Which of the following concepts consists of aptitudes, skills, and competencies?

- A. Motivation
- B. Personality
- C. Values
- D. Ethics
- E. Ability

Ability includes aptitudes, skills, and competencies that lead to superior performance.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Ability*

69. 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 you currently possess and knowledge you have acquired. This training would help the employees learn a certain capability.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Ability*

70. Travel Happy Corporation 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.

A good person-job match produces higher performance; it also tends to increase the employee's well-being. One of the person-job matching strategies is to redesign the job so that employees are given only tasks that reflect their current learned capabilities. A complex task might be simplified—with some aspects of the work transferred to others—so that a new employee performs only those tasks that he/she is currently able to perform. As the employee becomes more competent at these tasks, other tasks are added back into the job.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Ability*

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

- A. emphasize the utilitarianism principle in their decision making.
- 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.
- E. have a high degree of differentiation according to Holland's classification of occupations.

Role perceptions are the extent to which a person accurately understands the job duties (roles) assigned to or are expected of him/her.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Role Perceptions*

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

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

A form of role clarity involves understanding the preferred behaviors or procedures for accomplishing the assigned tasks.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

73. 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 so that employees have more difficulty practicing 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*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 3 Hard*

*Topic: Situational Factors*

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

- A. Organizational citizenship
- B. Counterproductive behavior
- C. Task performance
- D. Maintaining attendance
- E. Intensity

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Task Performance*

75. Assisting coworkers with their work problems, adjusting work schedules to accommodate coworkers, and showing genuine courtesy toward coworkers are some of the forms of:

- A. role perception.
- B. counterproductive behavior.
- C. task performance.
- D. organizational citizenship.
- E. job matching.

Organizational citizenship behaviors include various forms of cooperation and helpfulness to others that support the organization's social and psychological context.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*



76. Lawrence stole a clock from his workplace. Which of the following refers to Lawrence's activity?
- A. Productive behavior
  - B. Counterproductive behavior**
  - C. Task performance
  - D. Organizational citizenship behavior
  - E. Job matching

Counterproductive work behaviors (CWBs) are voluntary behaviors that have the potential to directly or indirectly harm the organization. Some of the CWBs include harassing coworkers, creating unnecessary conflict, deviating from preferred work methods being untruthful, stealing, sabotaging work, tardiness, and wasting resources.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 1 Easy*

*Topic: Counterproductive Work Behaviors*

77. Absenteeism is higher in organizations where there is(are):

- A. weak absence norms.
- B. low workplace incivility.
- C. high amounts of presenteeism.
- D. meager sick leave benefits.
- E. high work-related stress.

Employees who experience job dissatisfaction, workplace incivility, or work-related stress are more likely to be absent or late for work because taking time off is a way of temporarily withdrawing from those difficult conditions. Absenteeism is also higher in organizations with generous sick leave because this benefit minimizes the financial loss of taking time away from work. Another factor in absenteeism is the person's values and personality. Finally, studies report that absenteeism is higher in teams with strong absence norms, meaning that team members tolerate and even expect coworkers to take time off.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Maintaining Work Attendance*

78. Presenteeism is more common among employees with:

- A. sick leave pay.
- B. financial buffers.
- C. low centrality.
- D.** high centrality.
- E. high job security.

Presenteeism is more common among employees with low job security (such as new and temporary staff), who lack sick leave pay or similar financial buffers, and whose absence would immediately affect many people (i.e. high centrality).

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Maintaining Work Attendance*

79. \_\_\_\_\_ is 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

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

80. 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, reward systems, and other conditions constrain behavior.
  - D. does not provide an enduring pattern of processes.
  - E. is more prominent when rewards for 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*  
*Accessibility: Keyboard Navigation*  
*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*  
*Topic: Personality Determinants: Nature Versus Nurture*

81. Personality develops and changes mainly when people are young; it stabilizes by about age \_\_\_\_.

- A. 15
- B. 20
- C. 30
- D. 35
- E. 40

Personality develops and changes mainly when people are young; it stabilizes by about 30 years of age.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Personality Determinants: Nature Versus Nurture*

82. 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 extraversion.
- E. the characteristics of employees with low levels of motivation.

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

83. Which of the following acronyms identifies the "Big Five" personality dimensions?

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

The "Big Five" personality dimensions are represented by the handy acronym CANOE which includes conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

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

- A. openness to experience
- B. agreeableness**
- C. locus of control
- D. emotional stability
- E. extraversion

Agreeableness is a personality dimension that includes the traits of being trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate*

*to individual behavior in organizations.*

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

85. 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 of personality.

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

86. Which of the following explicitly identifies neuroticism?

- A. MARS model
- B. Schwartz's Values Circumflex model
- C. The Five-Factor model of personality
- 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

87. 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. High agreeableness**
- E. Low motivation

Agreeableness is a personality dimension that includes the traits of being trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible. An employee in the social service section should have agreeableness to work well.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 3 Hard*

*Topic: Five-Factor Model of Personality*



88. Eric is the advertising head of a firm. He is extremely imaginative, creative, and curious. Which of the following personality dimensions does Eric possess?

- A. Customary thinking
- B. Openness to experience**
- C. Resistance to change
- D. Neuroticism
- E. Cautiousness

Openness to experience refers to the extent to which people are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

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

- A. Extraversion
- 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate*

*to individual behavior in organizations.*

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

90. People with high agreeableness are more sensitive to others and experience more \_\_\_\_\_ and less \_\_\_\_\_.
- A. dependability; conflict
  - B. empathy; dependability
  - C. empathy; conflict
  - D. upbeat attitudes; dependability
  - E. extroversion; conflict

People with high agreeableness are more sensitive to others and experience more empathy and less conflict.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

91. Which "Big Five" personality dimension is most valuable for predicting job performance?

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

Conscientiousness characterizes people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious. Conscientiousness and emotional stability stand out as the personality traits that best predict individual performance in almost every job group.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

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

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

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

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

93. Barney, a manager, is very conventional, resistant to change, habitual, and does not accept new ideas very easily. This implies that Barney has:
- A. low neuroticism.
  - B. low customary thinking.
  - C. high extraversion.
  - D. high agreeableness.
  - E. low openness to experience.

Openness to experience refers to the extent to which people are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive. 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.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

94. Jung's psychological types are measured through the:
- A. "Big Five" personality types.
  - 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.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

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

95. People with perceiving orientation are:

- A. quiet.
- B.** curious.
- C. caring.
- D. realistic.
- E. all of these.

People with 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

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

96. Which of the following statements about the Myers-Briggs Type Indicator (MBTI) is true?
- A. It advocates the view that thinking and feeling are not important in decision making.
  - B. It is no longer used in organizations.
  - C. Research has 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.

The Myers-Briggs Type Indicator (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*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

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

97. Various studies have reported that specific Big Five dimensions predict:
- A. overall job performance.
  - B. leadership.
  - C. counterproductive work behaviors.
  - D. organizational citizenship.
  - E.** all of these.

Various studies have reported that specific Big Five dimensions predict overall job performance, organizational citizenship, leadership, counterproductive work behaviors, training performance, team performance, and a host of other important outcomes.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Personality Testing in Organizations*

98. One worry about using most personality tests to select job applicants is that applicants might fake their answers because:

- A. people are naturally dishonest when seeking employment.
- B.** they are self-reported scales.
- C. no one truly understands themselves.
- D. the scales are inaccurate.
- E. personality instruments are discriminatory.

A fourth worry is that most personality tests are self-reported scales, so applicants might try to fake their answers. Worse, the test scores might not represent the individual's personality or anything else meaningful because test takers often don't know what personality traits the company is looking for. Studies show that candidates who try to fake "good" personality scores change the selection results.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Personality Testing in Organizations*

99. Which of the following statements about values is true?

- A. They have fairly low conflict with each other.
- B. They describe what we naturally tend to do.
- C. They are not influenced much by socialization.
- D.** They guide our decisions and actions.
- E. A person's hierarchy of values typically changes a few times each year.

Values tell us to what we "ought" to do. They serve as a moral compass that directs our motivation and, potentially, our decisions and actions.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Values in the Workplace*

100. Beliefs about what is good or bad, right or wrong are referred to as:

- A. organizational citizenship.
- B.** values.
- C. collectivism.
- D. moral intensity.
- E. extraversion.

Values are perceptions about what is good or bad, right or wrong.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Values in the Workplace*



101. Schwartz's model organizes values into:

- A. six dimensions.
- B. a hierarchy.
- C. three statistical formulas.
- D. ten broader domains.
- E. a time line.

Schwartz's Values Circumplex model organizes 57 values cluster into 10 categories.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Values Types of Values*

102. Which of the following is a domain in Schwartz's model?

- A. Personality trait
- B. Emotion
- C. Conscientiousness
- D. Neuroticism
- E. Stimulation

Stimulation is one of the 10 domains in Schwartz's model.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Types of Values*

103. In Schwartz's Values Circumplex, the quadrant that includes hedonism, stimulation and self-direction is called:

- A. Openness to change
- B. Self-enhancement
- C. Conservation
- D. Self-transcendence
- E. Self-awareness

The quadrant called openness to change refers to the extent which a person is motivated to pursue innovative ways. This quadrant includes self-direction, stimulation and hedonism.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Types of Values*

104. Under Schwartz's Values Circumplex, hedonism is a part of two different quadrants, \_\_\_\_\_ and \_\_\_\_\_.

- A. Self-transcendence; Self-enhancement
- B. Self-transcendence; Conservation
- C. Self-enhancement; Conservation
- D. Openness to change; Conservation
- E. Openness to change; Self-enhancement

The quadrant called openness to change refers to the extent which a person is motivated to pursue innovative ways. This quadrant includes self-direction, stimulation and hedonism. The quadrant called self-enhancement refers to how much a person is motivated by self-interest. This quadrant includes the value categories of achievement, power and hedonism.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Types of Values*

105. Which of the following is ethics most closely related to?

- A. Values
- B. Locus of control
- C. Myers-Briggs type Indicator
- D. Personality
- E. Ability

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*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Ethical Values and Behavior*

106. 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. Self-monitoring
- 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*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Ethical Values and Behavior*

107. Which of the following is identified as an ethical principle?

- A. Utilitarianism
- B. Power distance
- C. Conservation
- D. Self-enhancement
- E. Power

Utilitarianism is one of the ethical principles.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Three Ethical Principles*

108. A problem with the utilitarian principle of ethical decision making is that:

- A. it focuses on the consequences of our actions, not on how we achieve those consequences.
- B. there is no agreement on what activities are of the greatest benefits to the affected.
- C. it is difficult to predict the "trickle down" benefits to those people who are 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*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Three Ethical Principles*

109. Which ethical principle reflects the idea that people have entitlements that let them act in a certain way?

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

Individual rights reflect the belief that everyone has entitlements that let him/her act in a certain way.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Three Ethical Principles*

110. One of the limitations of the individual rights principle is that:
- A. it really is not 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.

One problem with individual rights is that certain individual rights may conflict with others. The shareholders' right to be informed about corporate activities may ultimately conflict with an executive's right to privacy, for example.

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Three Ethical Principles*

111. Senior executives at CyberForm must make a decision that will affect many people, and 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*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Moral Intensity*

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

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

*AACSB: Analytic*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

113. People who have high moral sensitivity:

- A. tend to have more information about a specific situation.
- B. tend to have lower levels of empathy.
- C. are always more ethical than people with a moderate or low level of ethical sensitivity.
- D. are individualistic and achievement oriented.
- E. cannot 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*

*AACSB: Ethics*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Moral Sensitivity*

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

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

Individualism is a cross-cultural value describing the degree to which people in a culture emphasize independence and personal uniqueness.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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



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

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

Collectivism is a cross-cultural value describing the degree to which people in a culture emphasize duty to groups to which people belong, and to group harmony.

*AACSB: Analytic*  
*AACSB: Diversity*  
*Accessibility: Keyboard Navigation*  
*Blooms: Remember*  
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*  
*Level of Difficulty: 1 Easy*  
*Topic: Individualism and Collectivism*

116. 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 individualism can have any level (high or low) of collectivism.**
- C. People with high power distance value independence and personal uniqueness.
- 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*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 3 Hard*

*Topic: Individualism and Collectivism*

117. People with high collectivism:

- A. accept unequal distribution of power.
- B. also have low individualism.
- C. value harmonious relationships in the groups to which they belong.
- D. value thrift, savings, and persistence.
- E. appreciate the unique qualities that distinguish themselves from others.

Highly collectivist people define themselves by their group memberships, emphasize their personal connection to others in their in-groups, and value the goals and well-being of people within those groups.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Individualism and Collectivism*

118. Americans tend to have high:

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

Americans generally have high individualism.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Individualism and Collectivism*

119. Which of the following countries generally has the strongest collectivist value orientation?

- A. United States
- B. Japan
- C. Taiwan
- D. Egypt
- E. France

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

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Individualism and Collectivism*

120. Employees from cultures with a high power distance are more likely to:

- A. use their existing power to gain more power.
- 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. They value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate, and they prefer to resolve differences through formal procedures rather than directly.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Power Distance*

121. \_\_\_\_ is the extent to which people either 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*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Uncertainty Avoidance*

122. 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 has:

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

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 3 Hard*

*Topic: Values Across Cultures*

123. People with a high \_\_\_\_ value assertiveness, competitiveness, and materialism.

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

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

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Achievement-Nurturing Orientation*

124. 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 do not 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 are not 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 a training program for his employees to teach them how to operate the machines used for working. 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*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Ability*

125. 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 do not 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 are not 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. emphasize the utilitarianism principle in their decision making.
- B.** have lower job performance due to poor role perceptions.
- C. have better 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 require accurate role perceptions to perform their jobs well. Role perceptions are the extent to which people understand their job duties.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Role Perceptions*

126. Scenario: Elektronika International

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

Elektronika managers want to hire people who are dependable, goal-focused, thorough, and disciplined. Which of the following "Big Five" personality dimensions is desirable for individuals to be hired?

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

Conscientiousness characterizes people who are organized, dependable, goal-focused, thorough, disciplined, methodical, and industrious.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*



127. Scenario: Electronika International

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

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

- A. openness to experience.
- B.** agreeableness.
- C. locus of control.
- D. emotional stability.
- E. extraversion.

Agreeableness includes the traits of being trusting, helpful, good-natured, considerate, tolerant, selfless, generous, and flexible.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 1 Easy*

*Topic: Five-Factor Model of Personality*

128. Scenario: Elektronika International

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

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

- A. extraversion
- 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*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

129. Scenario: Electronika International

Electronika International is a fast growing small company specializing in consumer electronics. Managers at Electronika 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. extraversion
- B. openness to experience
- C. conscientiousness
- D. 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*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Five-Factor Model of Personality*

130. 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 Japan, Taiwan, and Malaysia. IMT will send key top 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 Japan tend to have:

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

People in Japan have medium power distance.

Refer: Exhibit 2.8

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 3 Hard*

*Topic: Power Distance*

131. 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 Japan, Taiwan, and Malaysia. IMT will send key top 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 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. They value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate, and they prefer to resolve differences through formal procedures rather than directly.

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Power Distance*

132. 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 Japan, Taiwan, and Malaysia. IMT will send key top 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:

- A. more individualistic.
- B. high in nurturing.
- C. more collectivist.
- D. low in achievement orientation.
- E. high in uncertainty avoidance.

U.S. managers tend to be more individualistic, low in nurturing, low in collectivism, a little above the middle of the range on achievement orientation, and have medium to low uncertainty avoidance.

Refer: Exhibit 2.8

*AACSB: Analytic*

*AACSB: Diversity*

*Accessibility: Keyboard Navigation*

*Blooms: Remember*

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

*Level of Difficulty: 1 Easy*

*Topic: Individualism and Collectivism*

## Essay Questions

133. 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 does not want to introduce time clocks, but this may be necessary if the lateness problem is not 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 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. 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*

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

*Level of Difficulty: 2 Medium*

*Topic: MARS Model of Individual Behavior and Performance*

134. 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, the store might have high turnover, so most employees lack the necessary experience. Alternatively, the store manager might have hired people who lack the necessary skills and knowledge.

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 very 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.

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.

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*

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

*Level of Difficulty: 3 Hard*

*Topic: MARS Model of Individual Behavior and Performance*



135. Employees in a company's warehouse are making several 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 three different strategies that would potentially improve this kind of person-job matching are:

Select qualified applicants: This involves measuring competencies of job applicants and selecting those whose competencies most closely align with the job requirements.

Provide training: Employees who lack certain skills and knowledge should receive training in those areas.

Redesign the job: This involves reassigning 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*

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

*Level of Difficulty: 3 Hard*

*Topic: Role Perceptions*

136. Identify and define the five types of individual behavior in the workplace.

The five types are: task performance, organizational citizenship, counter-productive behavior, joining/staying with the organization, and maintaining attendance.

- Task performance refers to goal-directed behaviors under the individual's control that support organizational objectives. It consists of proficiency, adaptability, and proactivity.
- Organizational citizenship includes various forms of cooperation and helpfulness to others that support the organization's social and psychological context.
- Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization.
- Joining and staying with the organization reflects the organization's ability to hire and retain talent.
- Maintaining work attendance consists of absenteeism (missing work), tardiness (being late for work), and presenteeism (attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors).

*AACSB: Analytic*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Types of Individual Behavior*

137. 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 text, but also their logic and persuasive argument skills. Factually, the text presents two arguments in favor of using personality testing in selection. First, some personality dimensions, particularly conscientiousness and internal locus of control, 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*

*Blooms: Evaluate*

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

*Level of Difficulty: 3 Hard*

*Topic: Personality Testing in Organizations*

138. Describe (and/or draw) and explain Schwartz's Values Circumplex model.

This model clusters 57 specific values into 10 broad values categories: universalism, benevolence, tradition, conformity, security, power, achievement, hedonism, stimulation, and self-direction. These 10 categories are further clustered into four quadrants. The first, openness to change, refers to the extent to which a person is motivated to pursue innovative ways. This quadrant includes the value categories of self-direction and hedonism. The opposing quadrant is conservation, which is the extent to which a person is motivated to preserve the status quo. The third quadrant is self-enhancement, which refers to how much a person is motivated by self-interest. The last quadrant, which is the opposite of self-enhancement, is self-transcendence, which refers to the motivation to promote the welfare of others and nature. The model is shown in Exhibit 2.5.

*AACSB: Analytic*

*Blooms: Remember*

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

*Level of Difficulty: 2 Medium*

*Topic: Types of Values*

139. The textbook states, "...there is often a 'disconnect' between personal values and individual behavior. What does this mean? What influences this disconnect?"

This means that people may think that they act consistently with their hierarchy of values, but they don't always do so. One influence on the values-behavior link is the situation. Work environments influence our behavior, at least in the short term, so they necessarily encourage or discourage values-consistent behavior. This sometimes occurs without our awareness, but more often we blame the situation for preventing us from applying our values. Another factor is that we are more likely to apply values when we actively think about them and understand their relevance to the situation. Some situations easily trigger awareness of our values. However, values are abstract concepts, so their relevance to specific situations is not obvious much of the time. We literally need to be reminded of our dominant personal values in these situations to ensure that we apply those values.

*AACSB: Analytic*

*Blooms: Understand*

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

*Level of Difficulty: 3 Hard*

*Topic: Values and Individual Behavior*

140. Explain the three distinct types of ethical principles.

The three distinct types of ethical principles are: utilitarianism, individual rights, and distributive justice.

Utilitarianism: This principle advises us to seek the greatest good for the greatest number of people. In other words, we should choose the option that provides the highest degree of satisfaction to those affected. This is sometimes known as a consequential principle, because it focuses on the consequences of our actions, not on how we achieve those consequences. 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.

Individual rights: This principle reflects the belief that everyone has entitlements that let him/her act in a certain way. Some of the most widely cited rights are freedom of movement, physical security, freedom of speech, fair trial, and freedom from torture. The individual rights principle includes more than legal rights; it also includes human rights that everyone is granted as a moral norm of society.

Distributive justice: This principle suggests that people who are similar to one another should receive similar benefits and burdens; those who are dissimilar should receive different benefits and burdens in proportion to their dissimilarity. A variation of the distributive justice principle says that inequalities are acceptable when they benefit the least well off in society. Thus, employees in risky jobs should be paid more if their work benefits others who are less well off. One problem with the distributive justice principle is that it is difficult to agree on who is "similar" and what factors are "relevant."

*AACSB: Analytic*

*AACSB: Ethics*

*Blooms: Understand*

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

*Level of Difficulty: 2 Medium*

*Topic: Three Ethical Principles*

141. 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 foreign salespeople might face 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*

*AACSB: Ethics*

*Blooms: Apply*

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

*Level of Difficulty: 2 Medium*

*Topic: Supporting Ethical Behavior*

142. What have we learned from research about differences in values across cultures? What warning flags do we need to pay attention to?

While our knowledge of cross-cultural dynamics has blossomed due to research in the past two decades, there are three issues we need to be aware of. One is that many research studies have relied on small, convenient samples, and these studies may draw conclusions that might not generalize to the cultures they represent. Second is that cross-cultural studies often assume that each country has one culture, while in reality many countries are culturally diverse. A third concern is that cross-cultural research and writing continues to rely on a major study conducted almost 40 years ago, the findings of which may have become out of date as values in some cultures have shifted over the years.

*AACSB: Analytic*

*Blooms: Understand*

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

*Level of Difficulty: 3 Hard*

*Topic: Caveats about Cross-Cultural Knowledge*