Test Bank for Developing Management Skills 9th Whetten

Access Complete Test Bank for Developing Management Skills 9th Whetten

Developing Management Skills, 9e **(Whetten/Cameron)**
Chapter 1 Developing Self-Awareness

1) Self-awareness is at the foundation of personal life management skills.
Answer: TRUE
Explanation: Though self-awareness is not itself sufficient for good life management, other management skills (such as self-control, time-management, stress mitigation) build upon strong self-awareness skills.
Difficulty: 1
Topic: Key Dimensions of Self-Awareness
Skill: Concept
AACSB: Reflective Thinking

2) Empirical evidence indicates that people who are more self-aware are healthier, perform better in leadership roles, and are more productive at work.
Answer: TRUE
Explanation: This is true because we cannot improve ourselves or develop new capabilities unless and until we know what level of capability we currently possess.
Difficulty: 1
Topic: Key Dimensions of Self-Awareness
Skill: Concept
AACSB: Reflective Thinking

3) The concept of sensitive line refers to the point at which individuals welcome information about themselves from their co-workers.
Answer: FALSE
Explanation: The concept of sensitive line refers to the point at which people become defensive or protective of information about themselves.
Difficulty: 2
Learning Objective 1.1
Topic: The Sensitive Line
Skill: Concept
AACSB: Reflective Thinking

4) Marvin consistently finds fault with Alicia's competence as a manager. Because Alicia has been told she is doing a good job she therefore responds in a threatened, rigid way. Thus, her most likely response will be to defend herself in light of Marvin's accusations.
Answer: TRUE
Explanation: The threat-rigidity response occurs when people encounter information that is a threat to their self-concept. They protect themselves and become risk averse. When people respond this way, they tend to deny the validity of the contradictory information or contradict the source.
Difficulty: 2
Learning Objective 1.1
Topic: The Sensitive Line
Skill: Application

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

AACSB: Reflective Thinking; Application of Knowledge

5) Self-awareness can be managed by exercising minimal control over when and what kind of information one receives about oneself and by not involving others in the pursuit of self-understanding.
Answer: FALSE
Explanation: Self-awareness is best achieved through self-disclosure, which allows one to receive feedback and additional information from others. A quote from the text states that "Our self-reflection in a mirror does not tell us what we are like, only our reflection in other people."
Difficulty: 2
Learning Objective 1.1
Topic: The Sensitive Line
Skill: Application
AACSB: Reflective Thinking

6) Simone will be viewed as an effective manager if she uses her ability to recognize, appreciate, and act on key fundamental differences among her employees.
Answer: TRUE
Explanation: These attributes (recognizing, appreciating, and acting on fundamental employee differences) are known generally as managing diversity. Effectively managing diversity allows Simone to better utilize the differences (perspectives, strengths, and skills she finds in her employees.
Difficulty: 1
Learning Objective 1.1
Topic: Application and Appreciating Individual Differences
Skill: Concept
AACSB: Diverse and Multicultural Work

7) Promoting similarity among people in a work setting reduces creativity and complex problem solving.
Answer: TRUE
Explanation: Though similarity is comfortable and differences are sometimes interpreted as frightening or threatening, research on organizational failure has repeatedly demonstrated that a lack of diversity makes it difficult to recognize changes in the environment and respond creatively and appropriately.
Difficulty: 1
Learning Objective 1.1
Topic: Application and Appreciating Individual Differences
Skill: Concept
AACSB: Diverse and Multicultural Work

8) Emotional intelligence has been identified as a moderately unimportant factor in accounting for success in leaders and managers.
Answer: FALSE
Explanation: Emotional intelligence has been identified as one of the most important factors in managerial and leadership success.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Difficulty: 1
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Concept
AACSB: Reflective Thinking

9) Results of research studies indicate that cognitive intelligence is twice as important in contributing to excellence as emotional intelligence.
Answer: FALSE
Explanation: Results of research indicate that emotional intelligence is twice as important in contributing to excellence (not the other way around).
Difficulty: 1
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Concept
AACSB: Reflective Thinking

10) Emotional intelligence refers to the noncognitive capabilities and skills□ including social skills□ that affect human functioning.
Answer: FALSE
Explanation: Emotional competence refers to the noncognitive capabilities and skills□ including social skills□ that affect human functioning. Emotional intelligence, according to the definition adopted by the authors, refers to the ability to diagnose, understand, and manage emotional cues.
Difficulty: 1
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Concept
AACSB: Reflective Thinking

11) Emotional intelligence can be developed and improved.
Answer: TRUE
Explanation: Unlike IQ, which remains relatively constant over a lifetime, emotional intelligence can be enhanced with practice and concerted effort.
Difficulty: 1
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Concept
AACSB: Reflective Thinking

12) According to research cited by the textbook authors, the general competency of emotional intelligence of individuals has increased over time.
Answer: FALSE
Explanation: Goleman, 1988, found that general competency levels of emotional intelligence have deteriorated over time. On the other hand, IQ scores have risen by almost 25 points over the

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

last 100 years.
Difficulty: 1
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Concept
AACSB: Reflective Thinking

13) Specific vs. diffuse refers to the cultural dimension that either general societal rules or relationships with others govern people's behavior.
Answer: FALSE
Explanation: Specific vs. diffuse refers to cultures that segregate life roles to maintain privacy and personal autonomy compared to cultures that integrate and merge their roles.
Difficulty: 2
Learning Objective 1.3
Topic: Cultural Values
Skill: Concept
AACSB: Ethical Understanding and Reasoning

14) Managers of Spanish or Hispanic origin place a high degree of emphasis on personal accomplishments and achievements.
Answer: FALSE
Explanation: Managers of Spanish origin place a high degree of emphasis on individual relationships, team contributions, and showing emotions.
Difficulty: 3
Learning Objective 1.3
Topic: Cultural Values
Skill: Concept
AACSB: Diverse and Multicultural Work

15) The value dimension about how people manage time relates to the emphasis people place on the past, present, or future.
Answer: TRUE
Explanation: Some people value past and tradition more than future possibilities. Others place more value on the future than the past. Another variation is in the time periods attributed to our past and future (short-time horizons versus long-time horizons).
Difficulty: 1
Learning Objective 1.3
Topic: Personal Values
Skill: Concept
AACSB: Reflective Thinking

16) Terminal values prescribe desirable standards of conduct or methods for attaining an end.
Answer: FALSE
Explanation: Instrumental values prescribe *desirable standards of conduct or methods* for attaining an end. Terminal values prescribe *desirable ends or goals* for the individual.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Difficulty: 1
Learning Objective 1.3
Topic: Personal Values
Skill: Concept
AACSB: Ethical Understanding and Reasoning

17) If you are cheating on this test, you are violating an instrumental value.
Answer: TRUE
Explanation: Cheating on a test is a means to an end and has to do with your standards of conduct or methods, which is an instrumental value.
Difficulty: 2
Learning Objective 1.3
Topic: Personal Values
Skill: Application
AACSB: Ethical Understanding and Reasoning

18) If you judge right and wrong on the basis of a set of core values developed from personal experience, you are at the principled level of maturity.
Answer: TRUE
Explanation: Principled maturity is the level in which moral values reside in a commitment to freely selected standards, rights, and duties. At the highest stage of maturity, this set of values is comprehensive, consistent, and universal.
Difficulty: 1
Learning Objective 1.3
Topic: Values Maturity
Skill: Concept
AACSB: Ethical Understanding and Reasoning

19) Assume you are a male during the late 1960s. If you joined the protests against the Vietnam War because you didn't want to go (you had college to finish), your level of maturity was self-centered.
Answer: TRUE
Explanation: At the principled level, you may join the protests out of a sense that the war was inherently wrong. At the conformity level, you may join the protests out of a sense of duty to society and soldiers. Here, your reason for protesting is to fulfill your own immediate interests, which is self-centered or preconventional.
Difficulty: 1
Learning Objective 1.3
Topic: Values Maturity
Skill: Concept
AACSB: Ethical Understanding and Reasoning

20) Most ethical trade-offs are conflicts between two desirable ends: economic performance versus social performance.
Answer: TRUE

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Explanation: Ethical dilemmas arise because management decisions are not simple cases of choosing between right and wrong. Organizations have duties and aspirations both in the economic and social arenas. Social responsibility cannot be an organization's only motivating influence; without solid fiscal performance an organization cannot usually be successful. On the other hand, neither can profit or production be the only motivator. Managers must therefore make tradeoffs.
Difficulty: 3
Learning Objective 1.3
Topic: Values Maturity
Skill: Concept
AACSB: Ethical Understanding and Reasoning

21) The primary dimensions of cognitive style include (1) the manner in which you gather information, and (2) the way you talk about information to other people.
Answer: FALSE
Explanation: The primary dimensions of cognitive style include the manner in which you gather information and the manner in which you interpret and act on information. Cognitive style is not related to the way you talk to others about information.
Difficulty: 1
Learning Objective 1.4
Topic: Cognitive Style
Skill: Concept
AACSB: Reflective Thinking

22) Someone who is strong on the planning dimension of cognitive style tends to seek agendas, outlines, and clear processes.
Answer: TRUE
Explanation: The planning dimension of cognitive style entails a focus on structure, plans, and preparation. Consequently, someone with a planning style would prefer using agendas, outlines, and clear processes.
Difficulty: 1
Learning Objective 1.4
Topic: Planning Style
Skill: Concept
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

23) Someone who is strong on the creating dimension of cognitive style tends to focus on the credibility of data and will emphasize accuracy and precision.
Answer: FALSE
Explanation: People with a creating style emphasize creativity and risk-taking, and may be resistant to structure and precedent. They also may be prone to making mistakes, so an emphasis on accuracy and precision is not a characteristic of creating style.
Difficulty: 1
Learning Objective 1.4
Topic: Creating Style
Skill: Concept
AACSB: Reflective Thinking

24) The three dimensions of tolerance of ambiguity are novelty, insolubility, and control.
Answer: FALSE
Explanation: Tolerance of ambiguity comprises three dimensions: novelty, insolubility, and complexity. High tolerance of ambiguity means that one maintains a level of comfort despite confronting change that involves any of these three characteristics.
Difficulty: 1
Learning Objective 1.5
Topic: Tolerance of Ambiguity
Skill: Concept
AACSB: Reflective Thinking

25) Based on the Locus of Control Scale you determine you are an external. This means that you have always been an external and will always be an external, because locus of control is a fixed trait.
Answer: FALSE
Explanation: Locus of control is not an inborn trait, but results from development of a general expectancy about the dominant sources of the reinforcement they receive. In other words, it did not develop overnight. Also, locus of control can shift over time, as a function of life experience, job responsibilities, and conscious attitudes.
Difficulty: 1
Learning Objective 1.5
Topic: Locus of Control
Skill: Concept
AACSB: Reflective Thinking

26) The concept of personality refers to the relatively enduring combination of traits that produces consistencies in thoughts and behaviors.
Answer: TRUE
Explanation: This combination of traits is what makes each of us unique. Some of our unique traits are genetic, others are learned, but it is our personality traits that manifest differences to others and inform them who we are.
Difficulty: 1

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

27) Core self-evaluation is the fundamental evaluation each person has developed about him- or herself.
Answer: TRUE
Explanation: Sometimes referred to as overall self-regard, core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control. This fundamental evaluation profoundly affects each person's perceptions and behaviors.
Difficulty: 1
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

28) To become a better manager, what is one of the first things one should do?
A) Improve one's communication skills
B) Seek knowledge of oneself
C) Manage one's time better
D) Empower one's employees
Answer: B
Explanation: A) Incorrect. Improved communication is one of the later steps in improving managerial skills. A manager should first seek self-knowledge. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.
B) Correct. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.
C) Incorrect. Improved time-management is one of the later steps in improving managerial skills. A manager should first seek self-knowledge. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.
D) Incorrect. Employee empowerment is one of the later steps in improving managerial skills. A manager should first seek self-knowledge. This self-knowledge is necessary because we cannot improve ourselves or develop new capabilities unless and until we know what level of capabilities we currently possess.
Difficulty: 1
Topic: Key Dimensions of Self-Awareness
Skill: Concept
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

29) How should managers know and accept others?
A) Be an enigma to themselves
B) Work toward self-denial and unselfishness
C) Work toward self-awareness and self-acceptance
D) Work toward self-reverence and reflection
Answer: C
Explanation: A) Incorrect. Being an enigma to oneself is not helpful in a managerial situation. Managers should work toward self-awareness and self-acceptance. Once managers are aware of and accept themselves, they are able to understand and accept others.
B) Incorrect. Self-denial and unselfishness are not always helpful in managerial situations. Managers should work toward self-awareness and self-acceptance. Once managers are aware of and accept themselves, they are able to understand and accept others.
C) Correct. Once managers are aware of and accept themselves, they are able to understand and accept others.
D) Incorrect. Self-reverence may actually be counterproductive, because self-reverent people fear discovering negative information about themselves. Managers should work toward self-awareness and self-acceptance in order to know and accept others.
Difficulty: 2
Topic: The Enigma of Self-Awareness
Skill: Concept
AACSB: Reflective Thinking

30) How can the enigma of self-awareness be managed?
A) Avoid information contradictory to one's self-image
B) Seek information from others about one's self
C) Make sure to cross the sensitive lines of others
D) Challenge information inconsistent with one's self-image
Answer: B
Explanation: A) Incorrect. The enigma of self-awareness is that self-awareness is a prerequisite and a motivator of growth and improvement, but that it may also inhibit growth and improvement. Avoiding contradictory information does not improve self-awareness, but rather inhibits growth and improvement because it merely reinforces our current views of ourself.
B) Correct. It is almost impossible to increase skill in self-awareness unless we interact with and disclose ourselves to others, because they see attributes and behaviors that we are unaware of.
C) Incorrect. The sensitive line is a concept that allows us to help manage and facilitate productive self-awareness and discovery in others. Intentionally crossing it is counterproductive to good management.
D) Incorrect. The enigma of self-awareness is that self-awareness is a prerequisite and a motivator of growth and improvement, but that it may also inhibit growth and improvement. Challenging inconsistent information does not improve self-awareness, but rather inhibits growth and improvement because it merely reinforces our current views of ourself.
Difficulty: 2
Topic: The Enigma of Self-Awareness
Skill: Application
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

31) To know one's self, what is most prescribed?
A) Introversion
B) Do not cross the sensitive line
C) Involve others
D) Be highly selective about who to get information from
Answer: C
Explanation: A) Incorrect. Self-examination and meditation is mentioned as one solution. The most often prescribed solution is to involve others in one's own self-awareness efforts.
B) Incorrect. Though not crossing the sensitive line can improve the self-awareness of others, it does not have as much of an effect on one's own self-awareness. The most often prescribed solution is to involve others in one's own self-awareness efforts.
C) Correct. Involving others brings helpful insights and the perspectives of others into the quest for self-discovery. They often see things more clearly than we see them ourselves.
D) Incorrect. Carefully selecting sources of information may actually be counterproductive to one's search for self-awareness. The most often prescribed solution is to involve others in one's own self-awareness efforts.
Difficulty: 2
Topic: The Sensitive Line
Skill: Concept
AACSB: Reflective Thinking

32) Responding to a remark from a peer that a report looks like it was slapped together at the last minute (you had spent most of last week working on it), the sensitive line was crossed. What will the *most likely* response be?
A) "I think you are right, thanks for the feedback."
B) "You don't know what you are talking about! Call my boss if you don't believe me!"
C) "Well, maybe I did or maybe I didn't, what do you care?"
D) "Could you tell me how I might improve the report?"
Answer: C
Explanation: A) Incorrect. The concept of the sensitive line states that the greater the discrepancy between the feedback and your self-concept, the greater the likelihood that it will evoke a strong defensive response. This response does not indicate that the sensitive line has even been crossed.
B) Incorrect. Though this is a possible response, you are more likely to question the validity source than to appeal to a higher authority, who may in fact agree with the negative remark.
C) Correct. This is typical threat-rigidity response□attacking the validity of the co-worker's opinion□which accompanies a breach of the sensitive line.
D) Incorrect. The concept of the sensitive line states that the greater the discrepancy between the feedback and your self-concept, the greater the likelihood that it will evoke a strong defensive response. This response only hints that the sensitive line has been crossed.
Difficulty: 2
Learning Objective 1.1
Topic: The Sensitive Line
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

33) George has returned from his two-week trip to India. He believes his trip has provided an introspection that increased his self-knowledge. When you begin to question him about his experiences, he becomes defensive and states, "I don't want to talk about it with you!" Based on the review of self-awareness in the text, what would be the *most accurate* conclusion?
A) Yes, it probably has increased his self-knowledge. Now he is protective of that knowledge.
B) No, it probably has not increased his self-knowledge.
C) Maybe, maybe not, depends upon what rituals he practiced.
D) Yes, because he has become more self-assertive and aware of what he wants to talk about.
Answer: B
Explanation: A) Incorrect. Protecting knowledge and experiences does not indicate increased self-awareness; rather, self-disclosure is a key to improvement in self-awareness. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge.
B) Correct. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge. If he truly had gained awareness, he would be eager and willing to share it.
C) Incorrect. George's self-awareness does not depend on the rituals he practiced during his trip to India. Self-disclosure is a key to improvement in self-awareness. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge.
D) Incorrect. Assertiveness is not indicative of self-awareness. In fact, self-disclosure is a key to improvement in self-awareness. George's unwillingness to share insights he gained indicates that he has probably not increased his self-knowledge.
Difficulty: 3
Learning Objective 1.1
Topic: The Sensitive Line
Skill: Analytical
AACSB: Reflective Thinking; Application of Knowledge

34) In the workplace, people are *most likely* to interact with which co-workers?
A) Creative co-workers
B) Co-workers with diverse social values
C) Co-workers with different self-awareness traits
D) Co-workers similar to them
Answer: D
Explanation: A) Incorrect. This may be true of creative individuals, but it is untrue of those for whom creativity is a challenge. This is because people have a tendency to exclude others who seem different and are most likely to interact with co-workers who are similar to them.
B) Incorrect. People actually have a tendency to exclude others who seem different and are most likely to interact with co-workers who are similar to them. People are less likely to interact with co-workers who have diverse social values.
C) Incorrect. People actually have a tendency to exclude others who seem different and are most likely to interact with co-workers who are similar to them. People are less likely to interact with co-workers who have diverse self-awareness traits.
D) Correct. This occurs because we tend to be more comfortable around people with similar backgrounds, experiences, and opinions. However, this tendency reduces creativity and complex problem-solving ability.
Difficulty: 2

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Learning Objective 1.1
Topic: Understanding and Appreciating Individual Differences
Skill: Concept
AACSB: Diverse and Multicultural Work

35) George made the following comment to Sarah, one of his co-workers: "Gene's recommendation to cut costs by eliminating travel to training seminars just shows he really isn't aware of how important training is. His lack of insight shows that people of his background aren't savvy enough to figure out the business world?
A) Observing a difference
B) Creating a distinction
C) Focusing on an artificial social barrier
D) Creating a false value for a college degree
Answer: B
Explanation: A) Incorrect. Differences are observable, and can help us understand potential sources of misunderstanding. Distinctions are things that we create to form social barriers. This is actually an example of creating a distinction: a social barrier based on Gene's "background".
B) Correct. A distinction is more than just being aware of a difference. It is creating a barrier between groups of people based on generalized (and usually unwarranted) assumptions. In this case, George creates a social barrier around people of Gene's "background."
C) Incorrect. The social barrier does not exist until George creates it. This is actually an example of creating a distinction□a social barrier around people of Gene's "background."
D) Incorrect. This is actually an example of creating a distinction□a social barrier around Gene's "background."
Difficulty: 2
Learning Objective 1.1
Topic: Understanding and Appreciating Individual Differences
Skill: Application
AACSB: Diverse and Multicultural Work; Application of Knowledge

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

36) Some of the areas of self-awareness are listed in 1 through 4. Which of the following are correctly listed as areas of self-awareness?

1. personal values
2. creativity
3. emotional intelligence
4. core self-evaluation

A) All four areas listed are correct.
B) Only areas 1 and 4 are correct.
C) Only area 2 is incorrect.
D) None of the four areas listed are correct.
Answer: C
Explanation: A) Incorrect. Creativity is not one of the five core concepts of self-awareness.
B) Incorrect. In addition to personal values and core self-evaluation, emotional intelligence is an important area of self-awareness.
C) Correct. Personal values, cognitive style, emotional intelligence, orientation toward change, and core self-evaluation are all important areas of self-awareness. Creativity, however, is not a part of self-awareness.
D) Incorrect. Personal values, emotional intelligence, and core self-evaluation are all important areas of self-awareness.
Difficulty: 1
Learning Objective 1.1
Topic: Important Areas of Self-Awareness
Skill: Concept
AACSB: Reflective Thinking

37) The manner in which individuals gather and process information is a part of what?
A) Personal values
B) Cognitive style
C) Adaptability
D) Creativity
Answer: B
Explanation: A) Incorrect. Personal values give rise to attitudes, orientations, and behaviors. The manner in which individuals gather and process information is a part of cognitive style.
B) Correct. This information-gathering process is important; researchers have found that differences in cognitive style influence our perceptions, learning, problem solving, decision making, creativity, and communication.
C) Incorrect. Adaptability is an element of one's orientation toward change. The manner in which individuals gather and process information is a part of cognitive style.
D) Incorrect. Level of creativity is an element of one's core self-evaluation. The manner in which individuals gather and process information is a part of cognitive style.
Difficulty: 1
Learning Objective 1.1
Topic: Important Areas of Self-Awareness
Skill: Concept
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

38) What method do the textbook authors propose to correct the problem of multiple definitions of emotional intelligence?
A) Use definitions proposed by the original developers of emotional intelligence theories
B) Use definitions that distinguish among personality traits and cognitive traits
C) Use definitions that distinguish among emotional intelligence and emotional competence
D) Use definitions that were developed within the last year
Answer: C
Explanation: A) Incorrect. There are over one hundred emotional intelligence tests and theories, each with its own definition. This would not solve the problem of multiple definitions. The authors instead distinguish among emotional intelligence and emotional competence.
B) Incorrect. Personality traits and cognitive traits are not directly related to emotional intelligence. The authors distinguish among emotional intelligence and emotional competence to correct the multiple-definition problem.
C) Correct. This distinguishing definition helps to separate the cognitive processes (emotional intelligence) from the learned behaviors (emotional competence) that build on them.
D) Incorrect. In any given time period, proponents advance multiple definitions and theories of emotional intelligence. To solve this problem, the authors distinguish among emotional intelligence and emotional competence rather than focusing on a specific time period.
Difficulty: 2
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Concept
AACSB: Reflective Thinking

39) According to the definition of emotional intelligence adopted by the textbook authors, how many abilities are involved with emotional intelligence?
A) 1
B) 2
C) 3
D) 4
E) 5
Answer: D
Explanation: A) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.
B) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.
C) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.
D) Correct. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

displayed by others; (4) The ability to respond appropriately to those emotional cues.
E) Incorrect. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.
Difficulty: 1
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Concept
AACSB: Reflective Thinking

40) Which statement is accurate concerning the abilities listed in the author's definition of emotional intelligence and the list provided below?

1. ability to diagnose and recognize emotions
2. ability to control emotions
3. ability to lead a team
4. ability to manage with self-confidence

A) All abilities above are included in the author's definition.
B) Abilities 1 and 3 are included in the author's definition.
C) Abilities 1 and 2 are included in the author's definition.
D) Abilities 1 and 4 are included in the author's definition.
E) None of the abilities are included in the author's definition.
Answer: C
Explanation: A) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.
B) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.
C) Correct. There are four abilities involved with emotional intelligence. They are (1) The ability to diagnose and recognize your own emotions; (2) The ability to control your own emotions; (3) The ability to recognize and diagnose the emotions displayed by others; (4) The ability to respond appropriately to those emotional cues.
D) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.
E) Incorrect. Ability to diagnose and recognize emotions and the ability to control one's own emotions are central to the author's definition of emotional intelligence. Ability to lead a team and ability to manage with self-confidence are not included in the author's definition of emotional intelligence.
Difficulty: 2
Learning Objective 1.2
Topic: Emotional Intelligence

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Skill: Application
AACSB: Reflective Thinking

41) Lana was sitting somberly in her office. Her face had an angry expression and she had a tear in her eye. One of her co-workers asked her how she was doing. Lana responded, "I am fine." Concerned, the co-worker asked, "Are you sure?" Lana again responded, "Yes, there is nothing wrong, I am fine." Which emotional intelligence ability does Lana most likely need to develop?
A) Ability to diagnose and recognize your own emotions
B) Ability to control your emotions
C) Ability to recognize and diagnose emotions displayed by others
D) Ability to respond appropriately to others' emotional cues
Answer: A
Explanation: A) Correct. Though Lana is clearly upset, she responds twice that nothing is wrong. Recognizing your own emotions is the first step to controlling them.
B) Incorrect. Though Lana is clearly upset, the passage contains no evidence that her emotions are out of control. She told a co-worker that nothing was wrong. The problem is that Lana seems not to recognize her own emotional state.
C) Incorrect. Lana's problem is not that she cannot recognize her co-worker's emotional cues, but that she is unable to diagnose and recognize her *own* emotions.
D) Incorrect. The co-worker may need to work on responding appropriately to emotional cues (he or she seems oblivious), but Lana's problem is that she is unable to diagnose and recognize her own emotions.
Difficulty: 3
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

42) Javier was getting a drink from the water cooler when Hartman approached excitedly and exclaimed, "Guess what, Javier? I got the deal ... I got the big contract ... we finally closed the sale with that giant computer company. I am so excited." Javier responded in a soft voice, "That's nice." Which emotional intelligence ability does Javier most likely need to develop?
A) Ability to diagnose and recognize your own emotions
B) Ability to control your emotions
C) Ability to recognize and diagnose emotions displayed by others
D) Ability to respond appropriately to others' emotional cues
Answer: D
Explanation: A) Incorrect. Though Javier may have problems with self-diagnosis, the passage contains no suggestion that Javier is misdiagnosing his own emotional state. Rather, in spite of the fact that Hartman was clearly excited, Javier responded quietly and without emotion.
B) Incorrect. Javier's muted response indicates that he is in control of his emotions. The problem is that he did not respond appropriately to Hartman's level of excitement.
C) Incorrect. Though a tempting answer, the passage does not indicate that Javier misdiagnosed Hartman's emotional state. In fact, that is unlikely, because Hartman clearly stated his excitement. The problem is more likely that Javier recognized Hartman's excitement but did not respond appropriately.
D) Correct. It appears that Javier recognized Hartman's excitement but did not respond

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

appropriately.
Difficulty: 2
Learning Objective 1.2
Topic: Emotional Intelligence
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

43) In Trompenaars' dimensions of national culture, which value dimensions refer to how individuals relate to others?

1. Universalism vs. Particularism
2. Individualism vs. Collectivism
3. Affective vs. Neutral
4. Specific vs. Diffuse
5. Achievement vs. Ascription
6. Past and Present vs. Future
7. Internal vs. External

A) All of the dimensions
B) Only dimensions 1, 2, and 4
C) The first five dimensions
D) Only dimension 2
Answer: C
Explanation: A) Incorrect. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.
B) Incorrect. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.
C) Correct. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.
D) Incorrect. The first five pairs refer to how individuals relate to others, and the last two value dimensions refer to other relationships (though they may indirectly affect interpersonal relations). "Past and Present vs. Future" refers to how people interpret and manage time, while "Internal vs. External" refers to attitudes about control.
Difficulty: 2
Learning Objective 1.3
Topic: Cultural Values
Skill: Concept
AACSB: Diverse and Multicultural Work

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

44) Employees at Turner, Inc. are engaged in a debate over the merits of an individual vs. a team-based compensation program. Based on Trompenaars' dimensions of national culture, which cultural dimension does this debate most closely relate to?
A) Universalism vs. particularism
B) Individualism vs. collectivism
C) Affective vs. neutral
D) Achievement vs. ascription
E) Internal vs. external
Answer: B
Explanation: A) Incorrect. Universalism vs. particularism refers to whether behavior is governed by universal standards and rules, or whether it is governed by one's relationships with others (i.e., behavior varies depending on the situation).
B) Correct. Individualism v. collectivism refers to whether the culture emphasizes the individual versus the group.
C) Incorrect. Affective vs. neutral refers to whether a culture openly shows emotion in public, or whether the culture more highly values stoicism and rationality.
D) Incorrect. Achievement vs. ascription refers to whether an individual obtains status based on personal accomplishments or based on characteristics such as age, family status, gender, etc.
E) Incorrect. Internal vs. external refers to whether the individual is in control of his own destiny, or whether the individual is a product of his external environment.
Difficulty: 3
Learning Objective 1.3
Topic: Cultural Values
Skill: Application
AACSB: Diverse and Multicultural Work; Application of Knowledge

45) It is obvious that Talia values her privacy as she rarely talks about her husband and children in conversations with her co-workers. Based on Trompenaars' dimensions of national culture, which cultural dimension does Talia's behavior in the workplace most closely relate to?
A) Specific vs. diffuse
B) Achievement vs. ascription
C) Universalism vs. particularism
D) Individualism vs. collectivism
E) Affective vs. neutral
Answer: A
Explanation: A) Correct. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.
B) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.
C) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.
D) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.
E) Incorrect. Talia is segregating her personal and professional lives, which relates to the specific vs. diffuse cultural dimension.
Difficulty: 1
Learning Objective 1.3

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Topic: Cultural Values
Skill: Concept
AACSB: Diverse and Multicultural Work

46) Research indicates that business managers
A) place higher emphasis on personal values rather than social values.
B) place higher emphasis on social values rather than personal values.
C) place higher emphasis on instrumental values rather than terminal values.
D) differ in the emphasis placed on social values according to gender.
Answer: A
Explanation: A) Correct. However, this tendency is not always beneficial. A better balance of personal and social values may increase managerial and organizational performance.
B) Incorrect. Business managers place a higher emphasis on personal values that social ones.
C) Incorrect. The research cited in the text does not discuss potential differences in emphasis on instrumental and terminal values. On the other hand, business managers do place a higher emphasis on personal values that social ones.
D) Incorrect. The research cited in the text states that there are *no* differences in emphasis on social values based on gender. On the other hand, business managers do place a higher emphasis on personal values that social ones.
Difficulty: 2
Learning Objective 1.3
Topic: Personal Values
Skill: Concept
AACSB: Ethical Understanding and Reasoning

47) Your boss was arrested for embezzlement at the office. As he walks past you handcuffed, he states, "You know, you and I possess the same values, I just didn't have the courage to act on mine." Which is the boss an example of?
A) Terminal values
B) Poor ethical decision making
C) Poor information gathering
D) Conformity level of values maturity
Answer: B
Explanation: A) Incorrect. Terminal values are prescribed desirable ends or goals. The boss is an example of poor ethical decision making.
B) Correct. This indicates that he has a value system that emphasizes honesty and company loyalty. However, he failed to act in accordance with it.
C) Incorrect. There is no indication that your boss failed to gather relevant information. The boss is an example of poor ethical decision making.
D) Incorrect. Conformity values maturity refers to moral reasoning based on an individual's conforming to and upholding the expectations of society.
Difficulty: 3
Learning Objective 1.3
Topic: Personal Values
Skill: Application
AACSB: Ethical Understanding and Reasoning

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

48) Which of the following statements are correct? (1) individuals differ in their level of values development, (2) individuals hold different sets of instrumental values at different stages of development, and (3) peoples' value priorities do not change once they become adults.
A) All three statements are correct.
B) Only statements 1 and 3 are correct.
C) Only statements 1 and 2 are correct.
D) Only statements 2 and 3 are correct.
Answer: C
Explanation: A) Incorrect. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.
B) Incorrect. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.
C) Correct. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.
D) Incorrect. Statement 3 is incorrect. Rather than becoming permanently fixed in early adulthood, an individual's value priorities do in fact change according to his or her value maturity.
Difficulty: 1
Learning Objective 1.3
Topic: Values Maturity
Skill: Concept
AACSB: Ethical Understanding and Reasoning

49) During the 1992 riots in Los Angeles where many individuals took merchandise, some argued that looters took only what they needed, like food and diapers, whereas others argued looters took only what they had been denied by the system, like TVs and stereos. If these looters were focusing on their own needs, what was their level of values maturity?
A) First level of maturity
B) Second level of maturity
C) Third level of maturity
Answer: A
Explanation: A) Correct. The first level of maturity is called the self-centered level and focuses on personal needs and wants.
B) Incorrect. The second level of maturity is called the conformity level and focuses on conforming the individual's behavior to societal norms and expectations. The first level of maturity is called the self-centered level and focuses on personal needs and wants.
C) Incorrect. The third level of maturity is called the principled level and focuses on judging right and wrong based on a set of internalized principles. The first level of maturity is called the self-centered level and focuses on personal needs and wants.
Difficulty: 2
Learning Objective 1.3
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical Understanding and Reasoning

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

50) You need a little extra money, so you added an extra $100 to your expense reimbursement statement before handing the receipts over to accounting. Your co-worker Sara added over $1000 to her statement. If you believe Sara's actions are worse than yours, what is your level of values maturity?
A) First level of maturity
B) Second level of maturity
C) Third level of maturity
Answer: A
Explanation: A) Correct. Under the self-centered level, stealing $1000 is worse because it has more negative consequences to your company.
B) Incorrect. Under the conformity level of maturity, you would view both actions as equally violating societal expectations and norms.
C) Incorrect. Under the principled level of maturity, you would view both actions as equally violating universal principles of right and wrong.
Difficulty: 3
Learning Objective 1.3
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical Understanding and Reasoning

51) You added an extra $100 to your expense statement and Sara added an extra $1000 to her expense statement. If you believe both of you are equally wrong (this does violate company policy), what is your level of values maturity?
A) First level of maturity
B) Second level of maturity
C) Third level of maturity
Answer: B
Explanation: A) Incorrect. Under the first level of maturity, Sara's actions would be worse because they caused more financial damage to the company.
B) Correct. Though you would hold the behaviors equally wrong under both the second and third levels of maturity, the difference is that under the second level, it is wrong because it violates a rule or policy, rather than because it violates universal principles of right and wrong.
C) Incorrect. Though under the third level of maturity, you would view both behaviors as equally egregious, it would not be based on a violation of company policy, but rather on universal principles of right and wrong.
Difficulty: 3
Learning Objective 1.3
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical Understanding and Reasoning

52) If you stole something to save a stranger's life (you received no compensation), what would be your level of moral judgment?
A) First level of maturity
B) Second level of maturity

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

C) Third level of maturity
Answer: C
Explanation: A) Incorrect. You were not acting for your own needs or self-interest, which is the basis of the first level of maturity.
B) Incorrect. You violated the law and societal expectations, which are the basis of the second level of maturity.
C) Correct. You made a judgment that human life is more important than laws against stealing, which seems to be based on universal principles of right and wrong.
Difficulty: 3
Learning Objective 1.3
Topic: Values Maturity
Skill: Analytical
AACSB: Ethical Understanding and Reasoning

53) As manager, you have decided to enforce a new policy restricting dating in the office. You are comfortable with the policy and have decided that the policy will affect you also. Which ethical test did you most likely employ?
A) Personal gain test
B) Equal treatment test
C) Cost-benefit test
D) Golden rule test
Answer: D
Explanation: A) Incorrect. The personal gain test asks the question: "Would I make the decision the same way if it did not benefit me in any way?" Here there is no indication that you have benefited from the new policy. The golden rule test asks whether you would be willing to be treated in the same manner.
B) Incorrect. The equal treatment test asks whether you are considering the perspectives of minorities and lower status people. Here there is no evidence that the policy has any particular effect on privileged or unprivileged individuals, so this test is not applicable. The golden rule test asks whether you would be willing to be treated in the same manner.
C) Incorrect. The cost-benefit test asks whether the benefit to one group causes unacceptable harm to another. This policy is being enforced uniformly and there is no evidence of potential unacceptable harm to others. The golden rule test asks whether you would be willing to be treated in the same manner.
D) Correct. The golden rule test asks whether you would be willing to be treated in the same manner.
Difficulty: 2
Learning Objective 1.3
Topic: Ethical Decision Making
Skill: Application
AACSB: Ethical Understanding and Reasoning

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

54) If your goal in life is to live a stimulating and active life, what is this an example of?
A) Terminal value
B) Instrumental value
C) Attitudinal value
D) Interpersonal need value
Answer: A
Explanation: A) Correct. Your goal of living a stimulating and active life is a desirable end, which means that it is a terminal (versus an instrumental) value.
B) Incorrect. A terminal value prescribes a desirable end, while an instrumental value prescribes the means.
C) Incorrect. This is an example of a terminal value, which prescribes a desirable end, in this case, living a stimulating and active life.
D) Incorrect. This is an example of a terminal value, which prescribes a desirable end, in this case, living a stimulating and active life.
Difficulty: 1
Learning Objective 1.3
Topic: Personal Values
Skill: Application
AACSB: Application of knowledge

55) If you believe a government policy would benefit those that are less advantaged than yourself, what view of ethics is this?
A) Golden rule test
B) Equal treatment test
C) Cost-benefit test
D) Personal gain test
Answer: B
Explanation: A) Incorrect. This policy provides a benefit, therefore it is not productive to ask if you would be willing to be treated in the same manner. This policy actually implicates the equal treatment test.
B) Correct. This policy appears to give full consideration to the rights and needs of the less advantaged.
C) Incorrect. There is no evidence of unacceptable harm to others who do not benefit from the test. This policy actually implicates the equal treatment test.
D) Incorrect. You have nothing to gain from the policy and do not have to consider whether you would make the same decision absent the personal benefit. This policy actually implicates the equal treatment test.
Difficulty: 2
Learning Objective 1.3
Topic: Ethical Decision Making
Skill: Application
AACSB: Ethical Understanding and Reasoning

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

56) Your personal cognitive style is based on which of the following two dimensions?
A) The manner in which you gather information and whether you think it is true
B) The manner in which you gather information and the way in which you act on that information
C) Horizontal and vertical
D) The manner in which others gather information about you and the way you react to their behaviors
Answer: B
Explanation: A) Incorrect. Whether you think information is true is not part of your personal cognitive style, rather, what is important is the way you act on that information.
B) Correct. Cognitive style refers to the inclination each of us has to perceive, interpret, and respond to information in a certain way. The three dimensions of cognitive style are knowing, planning, and creating.
C) Incorrect. Horizontal and vertical are geometric dimensions, but the two dimensions of personal cognitive style are the manner in which you gather information and the way in which you act on that information.
D) Incorrect. The manner in which others gather information about you is indicative of *their* cognitive learning style rather than yours.
Difficulty: 1
Learning Objective 1.4
Topic: Cognitive Style
Skill: Concept
AACSB: Reflective Thinking

57) Which of the following statements are true?

1. Your cognitive style is the same as your personality type.
2. Your cognitive style is innate and cannot be changed.
3. The three cognitive styles are knowing, planning, and creating.

A) Statement 3 is true, and statements 1 and 2 are false.
B) Statements 2 and 3 are true, and statement 1 is false.
C) None of the statements are true.
D) All of the statements are true.
Answer: A
Explanation: A) Correct. Statement 1 is incorrect□Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable. Statement 3 is correct.
B) Incorrect. Statement 1 is incorrect□Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable. Statement 3 is correct.
C) Incorrect. Statement 1 is incorrect□Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable. Statement 3 is correct.
D) Incorrect. Statement 1 is incorrect□Cognitive style and personality type are not the same. Statement 2 is incorrect. Cognitive styles are habits but are not unchangeable. Statement 3 is correct.
Difficulty: 1
Learning Objective 1.4

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Topic: Cognitive Style
Skill: Concept
AACSB: Reflective Thinking

58) At the beginning of your team's first meeting, Betsy said, "I think it's really important that we develop a clear agenda for what we want to accomplish and then decide who is going to do what." Based on this comment, you suspect that Betsy is strongest on which dimension of cognitive style?
A) Knowing
B) Planning
C) Creating
D) Assimilating
Answer: B
Explanation: A) Incorrect. People with a strong knowing style emphasize facts, details, and data. They do not necessarily emphasize agendas and structured planning.
B) Correct. People with a strong planning style emphasize agendas and structured planning.
C) Incorrect. People with a strong creating style emphasize innovation and risk-taking. They tend to be resistant to structure.
D) Incorrect. Assimilating is not one of the dimensions of cognitive style.
Difficulty: 1
Learning Objective 1.4
Topic: Planning Style
Skill: Application
AACSB: Application of knowledge

59) Your co-worker Sandy plans her vacations 12 months in advance and is the first to volunteer to create agendas for team meetings. Which cognitive style does Sandy's behavior exhibit?

A) Creating cognitive style
B) Obsessive cognitive style
C) Planning cognitive style
D) None of the above
Answer: C
Explanation: A) Incorrect. The creating cognitive style emphasizes creativity, spontaneity, and risk-taking. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.
B) Incorrect. Obsessive is not one of the three cognitive styles. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.
C) Correct. Planning cognitive style is exhibited by structure, preparation, and planning. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.
D) Incorrect. Sandy's 12-month vacation plans and focus on preparation for team meetings is an example of the planning cognitive style.
Difficulty: 2
Learning Objective 1.4
Topic: Planning Style
Skill: Application

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

AACSB: Application of knowledge

60) During a meeting, Bruce turns to you and comments, "We really shouldn't be making a decision until we have got a better handle on the facts and data. New ideas are fine, but if we can't back them up with credible and precise analysis, we shouldn't be taking the risk." Based on this comment, you recognize that Bruce is probably strongest on which dimension of cognitive style?
A) Knowing
B) Planning
C) Creating
D) Accommodating
Answer: A
Explanation: A) Correct. People with a strong knowing style tend to emphasize facts, details, and precise data analysis. They often are skeptical of innovation.
B) Incorrect. People with a strong planning style focus on agendas, rules, and routines, but don't necessarily insist upon precision about facts and data.
C) Incorrect. People with a strong creating style emphasize innovation and risk-taking, and are tolerance of rule-breaking even in the absence of clear data.
D) Incorrect. Accommodating is not one of the dimensions of cognitive style.
Difficulty: 1
Learning Objective 1.4
Topic: Knowing Style
Skill: Application
AACSB: Application of knowledge

61) Individuals who tend to prefer jobs in fields such as social work where personal interactions predominate have which cognitive style?
A) Creating cognitive style
B) Knowing cognitive style
C) Planning cognitive style
D) None of the three cognitive styles are more likely in individuals who choose such a career.
Answer: A
Explanation: A) Correct. People with a creating cognitive style are likely to prefer experimentation, nonrational thinking, and creativity. This leads them to choose careers where personal interactions predominate.
B) Incorrect. Individuals with a knowing cognitive style prefer jobs that have a technical problem-solving emphasis. Individuals with a creating cognitive style tend to choose careers where personal interactions predominate.
C) Incorrect. Individuals with a planning cognitive style prefer jobs where information-gathering predominates. Individuals with a creating cognitive style tend to choose careers where personal interactions predominate.
D) Incorrect. Individuals with a creating cognitive style tend to choose careers where personal interactions predominate.
Difficulty: 1
Learning Objective 1.4

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Topic: Creating Style
Skill: Application
AACSB: Reflective Thinking

62) After graduation you have decided to stay in Bedford Falls, the only place you have ever known. Which area of self-awareness probably affected your decision?
A) Cognitive style
B) Interpersonal needs
C) Attitudes toward change
D) Instrumental values
Answer: C
Explanation: A) Incorrect. Your decision to stay in the only town you have ever lived in indicates that you are resistant to change and is not a product of the way you process information.
B) Incorrect. It is more likely that your decision to stay in the only town you have ever lived in indicates that you are resistant to change.
C) Correct. The text mentions two dimensions of orientation toward change: (1) Tolerance of ambiguity and (2) locus of control. That you wanted to remain in the same town you grew up in indicates that you probably have a low tolerance for ambiguity, making you resistant to change.
D) Incorrect. Instrumental values prescribe standards or means of reaching a goal, and the question does not indicate that you made a decision based on particular values. On the other hand, your decision to stay in the only town you have ever lived in indicates that you are resistant to change.
Difficulty: 2
Learning Objective 1.5
Topic: Tolerance of Ambiguity
Skill: Application
AACSB: Application of knowledge

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

63) Research suggests individuals with low tolerance for ambiguity and low cognitive complexity are
A) better transmitters of information.
B) able to interpret more cues.
C) less behaviorally adaptive.
D) unable to understand abstract ideas.
Answer: C
Explanation: A) Incorrect. Individuals with high tolerance for ambiguity tend to be better transmitters of information.
B) Incorrect. Individuals with high tolerance for ambiguity tend to be better able to interpret cues.
C) Correct. Behavior adaptation often depends on one's ability to deal with ambiguous, incomplete, and unstructured situations. By definition, an individual with a low tolerance for ambiguity will have more difficulty in such a situation.
D) Incorrect. A low tolerance for ambiguity does not mean that an individual is less intelligent or that he is unable to understand abstract ideas, but rather that the individual may have a more difficult time doing so.
Difficulty: 1
Learning Objective 1.5
Topic: Tolerance of Ambiguity
Skill: Concept
AACSB: Reflective Thinking

64) If a job requires someone to be able to focus on only one element of information in order to not become distracted, which of the following would best match those requirements?
A) High tolerance of ambiguity
B) Low tolerance of ambiguity
C) High instrumental values
D) Low cognitive style
Answer: B
Explanation: A) Incorrect. A high tolerance of ambiguity means that an individual may have a difficult time focusing on a particular task or element of information. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.
B) Correct. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.
C) Incorrect. Instrumental values refer to desirable standards of conduct and are unrelated to one's ability to focus on a single task. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.
D) Incorrect. Low cognitive style is not a term used in the text. An individual with a low tolerance for ambiguity sometimes has difficulty focusing on several tasks at once, but may more easily focus on a single element of information.
Difficulty: 1
Learning Objective 1.5
Topic: Tolerance of Ambiguity
Skill: Application

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

AACSB: Application of knowledge

65) The individual most likely to be entrepreneurial in his/her actions is someone with a(n)
A) high tolerance of ambiguity.
B) low tolerance of ambiguity.
C) external locus of control.
D) lateral locus of control.
Answer: A
Explanation: A) Correct. This is because they thrive in situations that are unclear, dynamic, and unstructured.
B) Incorrect. Individuals with a high tolerance for ambiguity are more likely to be entrepreneurial. Individuals with a low tolerance for ambiguity are less flexible and adaptive.
C) Incorrect. Individuals with an internal locus of control are more likely to be entrepreneurial, as are individuals with a high tolerance for ambiguity.
D) Incorrect. Individuals with an internal locus of control are more likely to be entrepreneurial, as are individuals with a high tolerance for ambiguity.
Difficulty: 1
Learning Objective 1.5
Topic: Tolerance of Ambiguity
Skill: Concept
AACSB: Reflective Thinking

66) You think you would like to join the Peace Corps and see the world, live in another culture, and experience new situations. Which subscale from the Tolerance of Ambiguity Scale would indicate whether you would enjoy the Peace Corps experience?
A) Insolubility
B) Complexity
C) Novelty
D) None of the above
Answer: C
Explanation: A) Incorrect. Insolubility indicates the extent to which you are tolerant of problems that are difficult to solve. The novelty subscale would indicate whether you would enjoy the experience. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.
B) Incorrect. Complexity indicates the extent to which you are tolerant of multiple, distinctive, or unrelated information. The novelty subscale would indicate whether you would enjoy the experience. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.
C) Correct. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.
D) Incorrect. The novelty subscale would indicate whether you would enjoy the experience. Novelty indicates the extent to which you are tolerant of new, unfamiliar information or circumstances.
Difficulty: 3
Learning Objective 1.5
Topic: Tolerance of Ambiguity

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Skill: Analytical
AACSB: Application of knowledge

67) Bob enjoys his management professor. She hands out vague assignments and encourages him to be creative and to look at things a different way. Which *best* describes Bob's tolerance?
A) Tolerant of familiar information
B) Tolerant of distinctive or unrelated information
C) Intolerant of problems that are difficult to solve
D) Tolerant of contradictory information
Answer: B
Explanation: A) Incorrect. Here, the information you are receiving is not necessarily familiar. Additionally, tolerance of ambiguity addresses one's ability to deal with unfamiliarity.
B) Correct. The tolerance for ambiguity scale computes three subscores. They are novelty (the extent to which you are tolerant of new or unfamiliar information or situations), complexity (the extent to which you are tolerant of multiple, distinctive, or unrelated information), and insolubility (the extent to which you are tolerant of difficult problems in which solutions are not clearly evident or information is missing). This situation best fits with complexity or possibly insolubility. Because answer choice B defines complexity, and none of the answer choices define insolubility, this is the best answer.
C) Incorrect. Here, you are tolerant rather than intolerant, of difficult problems.
D) Incorrect. The tolerance for ambiguity scale computes three subscores. They are novelty (the extent to which you are tolerant of new or unfamiliar information or situations), complexity (the extent to which you are tolerant of multiple, distinctive, or unrelated information), and insolubility (the extent to which you are tolerant of difficult problems in which solutions are not clearly evident or information is missing). Contradictory information is not one of the three subscores, nor does it accurately describe one.
Difficulty: 3
Learning Objective 1.5
Topic: Tolerance of Ambiguity
Skill: Analytical
AACSB: Reflective Thinking

68) What does the internal-external locus of control measure?
A) The ways in which a person goes about gathering and evaluating information
B) A person's value system
C) The extent to which a person feels able to affect his or her life
D) A person's tolerance of ambiguity
Answer: C
Explanation: A) Incorrect. This answer choice refers to cognitive style. Internal and external locus of control measures the extent to which a person feels able to affect his or her life.
B) Incorrect. Internal and external locus of control measures the extent to which a person feels able to affect his or her life.
C) Correct. An internal believes that he or she is in charge of his or her own life, while an external believes that his or her life is controlled by outside forces.
D) Incorrect. Tolerance of ambiguity refers to the extent to which individuals are threatened by or have difficulty coping with ambiguous situations and unpredictable change.
Difficulty: 1

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Learning Objective 1.5
Topic: Locus of Control
Skill: Concept
AACSB: Reflective Thinking

69) On the Locus of Control Scale discussed in the Skill Assessment portion of your text, Morgan scored a 6 and George scored a 15. How could these results be interpreted?
A) Both Morgan and George have an internal locus of control.
B) Both Morgan and George have an external locus of control.
C) Morgan has an internal locus of control and George has an external locus of control.
D) Morgan has an external locus of control and George has an internal locus of control.
Answer: C
Explanation: A) Incorrect. George's 15 is much too high to indicate an internal locus of control.
B) Incorrect. Morgan's 6 is much too low to indicate an external locus of control.
C) Correct. Any score above 7 or so indicates an external locus of control, while a score below 7 indicates an internal locus of control.
D) Incorrect. Higher scores indicate a shift toward more external locus of control. This answer choice incorrectly flips George and Morgan.
Difficulty: 2
Learning Objective 1.5
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

70) After the professor passed back the graded test, you heard a student remark, "I didn't do well because the professor gave us tricky questions." Which locus of control does this student probably have?
A) Internal locus of control
B) External locus of control
C) High tolerance for ambiguity
D) Small locus of control
Answer: B
Explanation: A) Incorrect. An internal believes that he or she is in control of significant life outcomes. The student's remark shows that he or she is blaming the professor for the low test score.
B) Correct. An external believes that environmental factors and other people are in control of his or her performance. Here, the student's remark shows that he or she is blaming the professor for the low test score.
C) Incorrect. Tolerance for ambiguity is not a component of locus of control, though both are elements of a person's attitude toward change.
D) Incorrect. Locus of control is either external or internal.
Difficulty: 2
Learning Objective 1.5
Topic: Locus of Control
Skill: Application
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

71) In a meeting, you hear Mary say, "Some things are just meant to be," and "The economic health of this country is largely beyond the control of the individual." You classify Mary as a person with an external locus of control. How would you expect her to utilize her power?
A) Persuasion and expertise
B) Coercive power and threats
C) Her own position
D) There is not enough information available to answer the question.
Answer: B
Explanation: A) Incorrect. Persuasion and expertise are hallmarks of an individual with an internal locus of control. Coercive power and threats are hallmarks of an individual with an external locus of control.
B) Correct. Because externals believe that other people are best influenced by environmental factors, Mary will use coercive power and threats, rather than persuasion, to motivate her employees.
C) Incorrect. This answer choice does not actually specify how Mary would use her position. More specifically, you would expect an external locus of control to result in coercive power and threats as a managerial style.
D) Incorrect. Coercive power and threats are hallmarks of an individual with an external locus of control.
Difficulty: 2
Learning Objective 1.5
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

72) Research suggests that internals (1) ask fewer questions, (2) are achievement oriented, and (3) remember more information than externals. Which statements are correct?
A) All three statements are correct.
B) Only statements 1 and 2 are correct.
C) Only statements 1 and 3 are correct.
D) Only statements 2 and 3 are correct.
Answer: D
Explanation: A) Incorrect. Statement 1 is incorrect. Internals actually ask more questions than externals do. Statement 2 is correct. Statement 3 is correct.
B) Incorrect. Statement 1 is incorrect. Internals actually ask more questions than externals do. Statement 2 is correct. Statement 3 is correct.
C) Incorrect. Statement 1 is incorrect. Internals actually ask more questions than externals do. Statement 2 is correct. Statement 3 is correct.
D) Correct. Statement 1 is incorrect. Internals actually ask more questions than externals do. Statement 2 is correct. Statement 3 is correct.
Difficulty: 1
Learning Objective 1.5
Topic: Locus of Control
Skill: Concept
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

73) Research suggests people with an internal locus of control (1) are more satisfied with work, (2) outperform externals in stressful situations, and (3) are less accurate in processing feedback about successes and failures than externals. Which statements are correct?
A) Statements 1 and 2 are correct.
B) Statement 2 is incorrect.
C) Statement 2 and 3 are correct.
D) All of the statements are correct.
Answer: D
Explanation: A) Incorrect. All three statements are correct.
B) Incorrect. All three statements are correct.
C) Incorrect. All three statements are correct.
D) Correct. Despite some drawbacks, people in America are handicapped by an external locus of control.
Difficulty: 1
Learning Objective 1.5
Topic: Locus of Control
Skill: Concept
AACSB: Reflective Thinking

74) Nobody seems to know what their role is and what they are supposed to do in one of your divisions. Two people have applied for the job as manager of this struggling division. They are equal in experience and knowledge; however, Robert has been classified as external and Susan has been classified as an internal. Who should you hire?
A) You should hire Susan.
B) You should hire Robert.
C) You should continue your job search outside the division, as neither Susan nor Robert are qualified for the job.
D) These classifications do not help in selecting the right candidate for this job.
Answer: B
Explanation: A) Incorrect. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the better choice.
B) Correct. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the better choice.
C) Incorrect. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the preferred hire.
D) Incorrect. Though internal locus of control is generally the preferred attribute, an individual with an external locus of control is more likely to initiate structure and clarify roles, something that this struggling division needs. Robert is the preferred hire.
Difficulty: 3
Learning Objective 1.5
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

75) Janet reads her horoscope and calls the psychic hot line for advice every day. Which would *most likely* apply to Janet?
A) Internal locus of control
B) External locus of control
C) Tolerance for ambiguity
D) None of the above
Answer: B
Explanation: A) Incorrect. An internal locus of control would likely indicate that Janet would seek to improve her position daily, rather than seeking to discover what the universe has in store for her.
B) Correct. Janet's behavior is most applicable to an external locus of control (she is seeking to discover what her future holds).
C) Incorrect. Janet's behavior is most applicable to an external locus of control (she is seeking to discover what her future holds). The question does not indicate whether Janet has a high or low tolerance for ambiguity.
D) Incorrect. Janet's behavior is most applicable to an external locus of control (she is seeking to discover what her future holds).
Difficulty: 2
Learning Objective 1.5
Topic: Locus of Control
Skill: Application
AACSB: Application of knowledge

76) Which is *not* one of the most researched big five personality attributes?
A) Extraversion
B) Agreeableness
C) Ego
D) Neuroticism
E) Conscientiousness
Answer: C
Explanation: A) Incorrect. The big five personality attributes are extraversion, aggreeableness, neuroticism, conscientiousness, and openness to experience.
B) Incorrect. The big five personality attributes are extraversion, aggreeableness, neuroticism, conscientiousness, and openness to experience.
C) Correct. The big five personality attributes are extraversion, aggreeableness, neuroticism, conscientiousness, and openness to experience.
D) Incorrect. The big five personality attributes are extraversion, aggreeableness, neuroticism, conscientiousness, and openness to experience.
E) Incorrect. The big five personality attributes are extraversion, aggreeableness, neuroticism, conscientiousness, and openness to experience.
Difficulty: 2
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

77) Which best defines core self-evaluation?
A) The evaluation each person has developed about himself or herself
B) The evaluation of dominant personality traits that are core to a person's management skills
C) The evaluation other people give to a person's most dominant personality traits
D) The evaluation each person gives of himself or herself to appraise eligibility for salary increases
Answer: A
Explanation: A) Correct. It is also defined as overall positive self-regard.
B) Incorrect. Core self-evaluation refers to an evaluation each person has developed about him- or herself, not of generally dominant personality traits.
C) Incorrect. Core self-evaluation refers to an evaluation each person has developed about him- or herself, not an evaluation of others.
D) Incorrect. Core self-evaluation determines one's attitude about oneself, not eligibility for increases in salary.
Difficulty: 2
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Application
AACSB: Reflective Thinking

78) Which best describes core self-evaluation?
A) The extent to which people accurately evaluate how others think about them
B) The extent to which people are able to diagnose their own emotions
C) The extent to which people value themselves and feel proficient as individuals
D) The extent to which people want affection
Answer: C
Explanation: A) Incorrect. Self-evaluation is the extent to which people value themselves and feel proficient as individuals. It has nothing to do with whether people accurately evaluate others' perceptions of them.
B) Incorrect. This answer choice refers to self-awareness, rather than self-evaluation.
C) Correct. The four components of self-esteem are (value), self-efficacy (proficiency), neuroticism (proficiency and value), and locus of control (proficiency).
D) Incorrect. Expressed need for affection is not central to self-evaluation. Self-evaluation is the extent to which people value themselves and feel proficient as individuals.
Difficulty: 2
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Application
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

79) Which components contribute to the latent attribute of core self-evaluation?
1. self-esteem
2. self-efficacy
3. locus of control
4. extraversion

A) Components 1 and 2 contribute.
B) Components 1 and 4 contribute.
C) Components 1, 2, and 3 contribute
D) Components 1, 2, and 4 contribute.
Answer: C
Explanation: A) Incorrect. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.
B) Incorrect. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.
C) Correct. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.
D) Incorrect. The latent attribute of core self-evaluation is comprised of four components: (1) self-esteem, (2) self-efficacy, (3) neuroticism, and (4) locus of control.
Difficulty: 2
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

80) What is neuroticism?
A) The extent to which people see themselves as capable and successful
B) The tendency to have a negative outlook and pessimistic approach to life
C) The belief that one can control his or her experiences
D) The generalized sense of one's ability to perform capably across a variety of circumstances
Answer: B
Explanation: A) Incorrect. This answer choice describes self-esteem. Neuroticism refers to the tendency to have a negative outlook and pessimistic approach to life.
B) Correct. Because this is a negative, rather than a positive, attribute, it is reverse-scored. That is, a higher neuroticism score will lower one's core self-evaluation.
C) Incorrect. This answer choice refers to locus of control. Neuroticism refers to the tendency to have a negative outlook and pessimistic approach to life.
D) Incorrect. This answer choice refers to self-efficacy. Neuroticism refers to the tendency to have a negative outlook and pessimistic approach to life.
Difficulty: 1
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

81) What is self-efficacy?
A) The extent to which people see themselves as capable and successful
B) The tendency to have a negative outlook
C) The belief that one can control his or her experiences
D) The generalized sense of one's ability to perform capably across a variety of circumstances
Answer: D
Explanation: A) Incorrect. This answer choice refers to self-esteem. Self-efficacy is the generalized sense of one's ability to perform capably across a variety of circumstances.
B) Incorrect. This answer choice refers to neuroticism. Self-efficacy is the generalized sense of one's ability to perform capably across a variety of circumstances.
C) Incorrect. This answer choice refers to locus of control. Self-efficacy is the generalized sense of one's ability to perform capably across a variety of circumstances.
D) Correct. Though it is possible to have varying levels of self-efficacy depending on the task, core self-evaluation refers to generalized self-efficacy, which refers to general confidence in one's abilities.
Difficulty: 1
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

82) Which is true concerning people who have higher core self-evaluation scores?
A) They tend to be selfish.
B) They tend to possess an overabundance of positive self-regard.
C) They tend to avoid diagnosing others' emotions.
D) They tend to choose complex and more challenging work.
Answer: D
Explanation: A) Incorrect. A high core self-evaluation implies sensitivity to others and their environment.
B) Incorrect. An overabundance of self-regard (and resulting selfishness or insensitivity) does not indicate a high core self-evaluation.
C) Incorrect. Core self-evaluation does not address an individual's emotional intelligence (ability to diagnose emotions), but rather deals with an individual's view of him- or herself.
D) Correct. This is because high core self-evaluation scores are associated with motivation, persistence, and productivity.
Difficulty: 1
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

83) Which of the following Big 5 personality traits is the strongest predictor of job performance?
A) Conscientiousness
B) Openness to experience
C) Extraversion
D) Agreeableness
Answer: A

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Explanation: A) Correct. Research shows that there is a strong relationship between conscientiousness and overall job performance.
B) Incorrect. Although openness to experience leads people to engage in more innovative pursuits, scholars have not identified a strong link between it and performance.
C) Incorrect. Extraversion does seem to have an impact on job performance in a few professions that are socially demanding, such as sales. But in most professions, there is no strong link between extraversion and job performance.
D) Incorrect. Although agreeableness is a desirable trait among coworkers, there is not strong evidence that agreeableness is related directly to job performance.
Difficulty: 1
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Concept
AACSB: Reflective Thinking

84) Describe an actual example from your life of someone's sensitive line being crossed (it might be yourself). What were the signals that indicated the crossing of a sensitive line? How was threat rigidity manifest?
Answer: Students should describe a real-life example that exhibits defensiveness on the part of the actor in response to someone else's words or behavior. The best answers provide background and detail to demonstrate they understand that the crossing of a sensitive line involves a sense of threat and defensive words or behavior. The best answers will also describe threat rigidity by providing examples of how the actor became uncooperative or resistant as a result of the crossing of the sensitive line.
Difficulty: 2
Learning Objective 1.1
Topic: The Sensitive Line
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

85) Describe examples (either from real life or a story of your own construction) that depicts at least two of Trompenaar's pairs of cultural dimensions. What behaviors or attitudes are associated with each dimension in the examples you describe?
Answer: Students should describe examples that exhibit an understanding of at least two pairs of Trompenaar's five pairs of cultural dimensions. The best answers provide background and detail to demonstrate they understand the unique behaviors and attitudes that accompany the cultural traits as described in the text.
Difficulty: 3
Learning Objective 1.1
Topic: Cultural Values
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

86) Describe a story (either fictional or from real life) that depicts an individual developing through the three major phases of value maturity.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Answer: Students should describe an example that exhibits how an individual might develop over time through the three phases of Kohlberg's model of cognitive moral development. Specifically, they should depict an individual at the pre-conventional level (making choices based on self-interest and punishment avoidance), at the conventional level (making choices based on social obligation) and at the post-conventional level (making choices based on appeals to universal principle). The best answers provide background and detail to demonstrate that the student understands the unique behaviors and attitudes that accompany each stage of Kohlberg's model
Difficulty: 3
Learning Objective 1.1
Topic: Cultural Values
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

87) Describe a story (either fictional or from real life) that depicts an individual developing through the three major phases of value maturity.
Answer: Students should describe an example that exhibits how an individual might develop over time through the three phases of Kohlberg's model of cognitive moral development. Specifically, they should depict an individual at the pre-conventional level (making choices based on self-interest and punishment avoidance), at the conventional level (making choices based on social obligation) and at the post-conventional level (making choices based on appeals to universal principle). The best answers provide background and detail to demonstrate That the student understands the unique behaviors and attitudes that accompany each stage of Kohlberg's model
Difficulty: 3
Learning Objective 1.1
Topic: Values Maturity
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

88) Tell a story (either fictional or based on real life) that depicts how three people with different cognitive styles might interact with each other as they work together to solve a problem. Clearly label each cognitive style as you depict it.
Answer: Students should describe an example that exhibits how three people who are discussing a single problem would approach it differently based on knowing style, planning style, and creative style. The best answers provide background and detail to demonstrate that the student understands the unique approaches that accompany each cognitive style.
Difficulty: 3
Learning Objective 1.1
Topic: Cognitive Style
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

89) Share a story (either fictional or based on real life) that depicts two people on the polar extremes of locus of control. Clearly label which extreme each individual falls on.
Answer: Students should describe an example that illustrates differences between two people,

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

one of whom has an extremely internal locus of control, and one of whom has an extremely external locus of control. The best answers provide background and detail to demonstrate that the student understands that people with an internal locus tend to attribute causality for events to themselves, take responsibility for their actions, and exhibit more initiative and leadership. They should also show their understanding that people with an external locus tend to attribute causality to external sources, take less responsibility for their own behaviors, and are less likely to take initiative.
Difficulty: 3
Learning Objective 1.1
Topic: Locus of Control
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

90) Share a story (either fictional or based on real life) that depicts all three elements of tolerance for ambiguity. Clearly label each element in the story.
Answer: Students should describe an example that illustrates how people might express tolerance (or intolerance) of ambiguity on three dimensions: novelty, complexity, and insolubility. The best answers provide background and detail to demonstrate that the student understands that people with an intolerance for novelty are resistant to change, that people with an intolerance for complexity are resistant to problems with many variables, and that people with an intolerance for insolubility are resistant to problems that have no clear answer.
Difficulty: 3
Learning Objective 1.1
Topic: Tolerance for Ambiguity
Skill: Application
AACSB: Reflective Thinking; Application of Knowledge

91) Explain the key areas of self-awareness. For each key area of self-awareness, provide a real-life example to support your description.
Answer: The student should describe (1) emotional intelligence: the ability to diagnose and recognize your own emotions, the ability to control your own emotions, the ability to recognize and diagnose the emotions displayed by others, and the ability to respond appropriately to those emotional cues; (2) Personal values: all attitudes, orientations, and behaviors arise out of an individual's values; (3) Cognitive style: the manner in which individuals gather and process information; (4) Attitudes toward change: focuses on the methods people use to cope with change in their environment; and (5) Core self-evaluation: overall positive self-regard or the extent to which people value themselves and feel proficient as individuals. Also, the student should provide one appropriate real-life example for each key area of self-awareness. See Figure 1.2.
Difficulty: 2
Learning Objective 1.1
Topic: Important Areas of Self-Awareness
Skill: Application
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

92) You are a vice-president of operations for a Fortune 500 company and have six area managers reporting to you. Using Rokeach's value classification system, identify and explain the key values your managers are *most likely* to perceive as the most important to their success in the workplace.
Answer: With regards to instrumental values, managers want employees who are responsible, honest, capable, imaginative, and logical. Managers in the business world tend to rate ambition, capability, responsibility, and freedom higher than people in general. Highly successful managers typically place more emphasis on economic (a comfortable life) and political (social recognition) values than less successful managers. Managers also place more value on sense of accomplishment, self-respect, a comfortable life, and independence than the population in general. The instrumental value managers held highest for themselves was ambition; their highest-held terminal value was sense of accomplishment. Personal values rather than social values and those oriented toward achievement predominate among managers.
Difficulty: 2
Learning Objective 1.3
Topic: Personal Values
Skill: Concept
AACSB: Diverse and Multicultural Work

93) Compare and contrast the key differences in the major levels of Kohlberg's model of values maturity.
Answer: Kohlberg's model focuses on the kind of reasoning used to reach a decision about an issue that has value or moral connotations. The model has three major levels, each of which contains two stages. The stages are sequential (a person can't progress to stage 3 before passing through stage 2), and each stage represents a higher level of maturity. The first level of maturity, the self-centered level (preconventional), focuses on moral reasoning and instrumental values that are based on personal needs or wants and on the consequences of an act. The second level, conformity level (conventional), focuses on moral reasoning based on conforming to and upholding the conventions and expectations of society. This level is sometimes referred to as the law and order level because the emphasis is on conformity to laws and norms. Right and wrong are judged on the basis of whether or not behaviors conform to the rules of those in authority. Respect from others based on obedience is a prized outcome. The principled level (postconventional) is the highest level and represents the most mature level of moral reasoning and the most mature set of instrumental values. Right and wrong are judged on the basis of the internalized principles of the individual. This set of principles is comprehensive, consistent, and universal. In sum, self-centered (first level of maturity) individuals view rules and laws as outside themselves, but they obey because they may obtain rewards or avoid punishment. Conformist (second level of maturity) individuals view rules and laws as outside themselves, but they obey because they have learned and accepted those rules and laws, and they seek the respect of others. Principled (third level of maturity) individuals examine the rules and laws and develop a set of internal principles that they believe are morally right. If there is a choice to be made between obeying a law or a principle, they chose the principle. Internalized principles supersede rules and laws in principled individuals.
Difficulty: 2
Learning Objective 1.3

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Topic: Values Maturity
Skill: Application
AACSB: Ethical Understanding and Reasoning

94) Research indicates that an internal locus of control is not always a positive attribute. Compare and contrast both the advantages and disadvantages of an internal locus of control and an external locus of control.
Answer: Individuals with an external locus of control have been shown to help clarify roles and are more considerate than internals. This is an advantage of people with an external locus of control. Internals are less likely to follow directions and are less accurate in processing feedback about success and failures than externals. These are disadvantages of individuals with an internal locus of control. Also, internals have a harder time reaching a decision when the outcome of such decision is a serious consequence for someone else. This too is a disadvantage of people with an internal locus of control. Advantages of individuals with an internal locus of control are that they perform better in stressful situations, engage in more entrepreneurial activity, are more active in managing their own careers, and have higher levels of job involvement and participative management style.
Difficulty: 3
Learning Objective 1.5
Topic: Locus of Control
Skill: Application
AACSB: Reflective Thinking

95) Assume that you are charged with the orientation of a cohort of new managers in your organization. How would you help them understand their own strengths and inclinations and how they could best contribute?

Answer: Answers to this question should include a discussion of key individual differences described in the chapter. For instance, a manager could held a new cohort better understand themselves by teaching them about locus of control, tolerance for ambiguity, cognitive moral development, cognitive style, cultural differences, and/or the Big 5 personality traits. The best responses demonstrate that students understand the meaning of these terms, and how to articulate them in a way that others can understand them.
Difficulty: 3
Learning Objective: All
Topic: Entire Chapter
Skill: Analytical
AACSB: Reflective Thinking; Application of Knowledge

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

Communist Prison Camp

To understand the development of increased self-awareness, it is helpful to consider the opposite process: the destruction of self-awareness. Understanding the growth process is often enhanced by understanding the deterioration process. In the case below, a process of psychological self-destruction is described as it occurred among prisoners of war during the Korean War. Consider how these processes that destroy self-awareness can be reversed to create greater self-awareness. The setting is a prisoner of war camp managed by the Communist Chinese.

In such prisons the total regimen, consisting of physical privation, prolonged interrogation, total isolation from former relationships and sources of information, detailed regimentation of all daily activities, and deliberate humiliation and degradation, was geared to producing a confession of alleged crimes, the assumption of a penitent role, and the adoption of a Communist frame of reference. The prisoner was not informed what his crimes were, nor was he permitted to evade the issue by making up a false confession. Instead, what the prisoner learned he must do was reevaluate his past from the point of view of the Communists and recognize that most of his former attitudes and behavior were actually criminal from this point of view. A priest who had dispensed food to needy peasants in his mission church had to "recognize" that he was actually a tool of imperialism and was using his missionary activities as a cover for exploitation of the peasants. Even worse, he had used food as blackmail to accomplish his aims.

The key technique used by the Communists to produce social alienation to a degree sufficient to allow such redefinition and reevaluation to occur was to put the prisoner into a cell with four or more other prisoners who were somewhat more advanced in their "thought reform" than he. Such a cell usually had one leader who was responsible to the prison authorities, and the progress of the whole cell was made contingent on the progress of the least "reformed" member. This condition meant in practice that four or more cell members devoted all their energies to getting their least "reformed" member to recognize "the truth" about himself and to confess. To accomplish this, they typically swore at, harangued, beat, denounced, humiliated, reviled, and brutalized their victim 24 hours a day, sometimes for weeks or months on end. If the authorities felt that the prisoner was basically uncooperative, they manacled his hands behind his back and chained his ankles, which made him completely dependent on his cellmates for the fulfillment of his basic needs. It was this reduction to an animal-like existence in front of other humans that constituted the ultimate humiliation and led to the destruction of the prisoner’s image of himself. Even in his own eyes he became something not worthy of the regard of his fellow man.

If, to avoid complete physical and personal destruction, the prisoner began to confess in the manner desired of him, he was usually forced to prove his sincerity by making irrevocable behavioral commitments, such as denouncing and implicating his friends and relatives in his own newly recognized crimes. Once he had done this, he became further alienated from his former self, even in his own eyes, and could seek security only in a new identity and new social relationships. Aiding this process of confessing was the fact that the crimes gave the prisoner something concrete to which to attach the free-floating guilt which the accusing environment and his own humiliation usually stimulated.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

A good example was the plight of the sick and wounded prisoners of war who, because of their physical confinement, were unable to escape from continual conflict with their interrogator or instructor, and who often ended up forming a close relationship with him. Chinese Communist instructors often encouraged prisoners to take long walks or have informal talks with them and offered as incentives cigarettes, tea, and other rewards. If the prisoner was willing to cooperate and become a "progressive," he could join with other "progressives" in an active group life.

Within the political prison, the group cell not only provided the forces toward alienation but also offered the road to a "new self." Not only were there available among the fellow prisoners individuals with whom the prisoner could identify because of their shared plight, but once he showed any tendency to seek a new identity by trying to reevaluate his past, he received a whole range of rewards, of which the most important was the interpersonal information that he was again a person worthy of respect and regard.

Source: Schein, E. H. (1960). Interpersonal communication, group solidarity, and social influence. *Sociometry*, 23, 148-61.

Note to Instructors: The remaining essay questions in this testbank all relate to the above case. You may choose to use all of the following questions, or some subset of them. To ensure that you have all relevant information regardless of which questions you use, we have provided a general explanation of the case for each question. The redundancy in the explanations is built in intentionally.

96) What specific techniques were used to bring about the destruction of self-awareness among the prisoners?

Answer: This case is about the value of the five dimensions ofself-awareness. The case illustrates the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. It points out the coupling between one's social definition and self-definition. One of the strongest points illustrated is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading student answers, keep in mind the following points.

· Self-concept is argued by many to be almost completely a socially constructed concept. The old adage from social psychology, "I am what I think you think I am," is an important factor in our development of a self-concept. We are all heavily dependent on our perceptions of what we think others think of us for our feeling of self-worth.

· The more self-awareness and self-knowledge, the more comfortable and confident individuals are and the more they are likely to resist social pressure. That is, the unexamined life not only is not worth living, it is the most changeable and unstable. Self-understanding leads to stability and consistency.

· Self-awareness is a process, not a state; consequently, it is never completed. It is a lifelong journey.

· Self-knowledge creates confidence and stability. The same is true for a well-developed, consistent set of values. When social pressures were brought to bear on prisoners of war, those who folded first were those without a foundation in values and self-confidence. They relied heavily on social perception for the definitions. The chapter stresses that self-awareness is crucial

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

to personal progress in the midst of contradictory, ambiguous, and nonreinforcing circumstances facing all managers as they become increasingly successful.

The major technique used by the Chinese Communists in changing self-concepts (both in the post-1949 thought reform of the Chinese people and with prisoners of war) as noted in the writings of Mao Tse-tung:

· Form a cohesive team that individuals identify with and feel very much a part of.
· Use the group to break down the self-concept and self-identity of the individual, mainly by identifying weaknesses, transgressions, faults, and shortcomings. Do this by isolating the individual, requiring public confessions, writing personally critical autobiographies, and subjecting the individual to many group interrogations and defenses of actions.
· Substitute a new idealogy as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Difficulty: 3
Learning Objective: All
Topic: Entire Chapter
Skill: Analytical
AACSB: Reflective Thinking

97) What mechanisms do people use, and what mechanisms could the prisoners of war have used, to resist a change in their self-concepts?
Answer: This case is about the value of the five dimensions ofself-awareness. The case illustrates the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. It points out the coupling between one's social definition and self-definition. One of the strongest points illustrated is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading student answers, keep in mind the following points.

· Self-concept is argued by many to be almost completely a socially constructed concept. The old adage from social psychology, "I am what I think you think I am," is an important factor in our development of a self-concept. We are all heavily dependent on our perceptions of what we think others think of us for our feeling of self-worth.
· The more self-awareness and self-knowledge, the more comfortable and confident individuals are and the more they are likely to resist social pressure. That is, the unexamined life not only is not worth living, it is the most changeable and unstable. Self-understanding leads to stability and consistency.
· Self-awareness is a process, not a state; consequently, it is never completed. It is a lifelong journey.
· Self-knowledge creates confidence and stability. The same is true for a well-developed, consistent set of values. When social pressures were brought to bear on prisoners of war, those who folded first were those without a foundation in values and self-confidence. They relied heavily on social perception for the definitions. The chapter stresses that self-awareness is crucial to personal progress in the midst of contradictory, ambiguous, and nonreinforcing circumstances facing all managers as they become increasingly successful.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

The major technique used by the Chinese Communists in changing self-concepts (both in the post-1949 thought reform of the Chinese people and with prisoners of war) as noted in the writings of Mao Tse-tung:

· Form a cohesive team that individuals identify with and feel very much a part of.

· Use the group to break down the self-concept and self-identity of the individual, mainly by identifying weaknesses, transgressions, faults, and shortcomings. Do this by isolating the individual, requiring public confessions, writing personally critical autobiographies, and subjecting the individual to many group interrogations and defenses of actions.

· Substitute a new idealogy as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Difficulty: 2
Learning Objective 1.6
Topic: Core Self-Evaluation
Skill: Analytical
AACSB: Reflective Thinking

98) What could be done to reform or rebuild the self-awareness of these prisoners? What can be done to help individuals without self-awareness to improve that skill?
Answer: This case is about the value of the five dimensions ofself-awareness. The case illustrates the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. It points out the coupling between one's social definition and self-definition. One of the strongest points illustrated is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading student answers, keep in mind the following points.

· Self-concept is argued by many to be almost completely a socially constructed concept. The old adage from social psychology, "I am what I think you think I am," is an important factor in our development of a self-concept. We are all heavily dependent on our perceptions of what we think others think of us for our feeling of self-worth.

· The more self-awareness and self-knowledge, the more comfortable and confident individuals are and the more they are likely to resist social pressure. That is, the unexamined life not only is not worth living, it is the most changeable and unstable. Self-understanding leads to stability and consistency.

· Self-awareness is a process, not a state; consequently, it is never completed. It is a lifelong journey.

· Self-knowledge creates confidence and stability. The same is true for a well-developed, consistent set of values. When social pressures were brought to bear on prisoners of war, those who folded first were those without a foundation in values and self-confidence. They relied heavily on social perception for the definitions. The chapter stresses that self-awareness is crucial to personal progress in the midst of contradictory, ambiguous, and nonreinforcing circumstances facing all managers as they become increasingly successful.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

The major technique used by the Chinese Communists in changing self-concepts (both in the post-1949 thought reform of the Chinese people and with prisoners of war) as noted in the writings of Mao Tse-tung:

· Form a cohesive team that individuals identify with and feel very much a part of.

· Use the group to break down the self-concept and self-identity of the individual, mainly by identifying weaknesses, transgressions, faults, and shortcomings. Do this by isolating the individual, requiring public confessions, writing personally critical autobiographies, and subjecting the individual to many group interrogations and defenses of actions.

· Substitute a new idealogy as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world-view is the only way to reconstruct the now-destroyed self-confidence.

Difficulty: 2
Learning Objective 1.1
Topic: Important Areas of Self-Awareness
Skill: Application
AACSB: Reflective Thinking

99) In the situation of these prisoners of war, what demonstrates that individuals tend to avoid new self-knowledge?

Answer: This case is about the value of the five dimensions of self-awareness. The case illustrates the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. It points out the coupling between one's social definition and self-definition. One of the strongest points illustrated is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading student answers, keep in mind the following points.

· Self-concept is argued by many to be almost completely a socially constructed concept. The old adage from social psychology, "I am what I think you think I am," is an important factor in our development of a self-concept. We are all heavily dependent on our perceptions of what we think others think of us for our feeling of self-worth.

· The more self-awareness and self-knowledge, the more comfortable and confident individuals are and the more they are likely to resist social pressure. That is, the unexamined life not only is not worth living, it is the most changeable and unstable. Self-understanding leads to stability and consistency.

· Self-awareness is a process, not a state; consequently, it is never completed. It is a lifelong journey.

· Self-knowledge creates confidence and stability. The same is true for a well-developed, consistent set of values. When social pressures were brought to bear on prisoners of war, those who folded first were those without a foundation in values and self-confidence. They relied heavily on social perception for the definitions. The chapter stresses that self-awareness is crucial to personal progress in the midst of contradictory, ambiguous, and nonreinforcing circumstances facing all managers as they become increasingly successful.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

The major technique used by the Chinese Communists in changing self-concepts (both in the post-1949 thought reform of the Chinese people and with prisoners of war) as noted in the writings of Mao Tse-tung:

· Form a cohesive team that individuals identify with and feel very much a part of.

· Use the group to break down the self-concept and self-identity of the individual, mainly by identifying weaknesses, transgressions, faults, and shortcomings. Do this by isolating the individual, requiring public confessions, writing personally critical autobiographies, and subjecting the individual to many group interrogations and defenses of actions.

· Substitute a new idealogy as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Difficulty: 2
Learning Objective 1.1
Topic: Important Areas of Self-Awareness
Skill: Analytical
AACSB: Reflective Thinking

100) Which of the five core aspects of self-concept were the prison camps structured to change? Provide justification for your answer.

Answer: This case is about the value of the five dimensions ofself-awareness. The case illustrates the techniques used in Communist prisoner-of-war camps to dissolve social support mechanisms and destroy individual self-concept. It points out the coupling between one's social definition and self-definition. One of the strongest points illustrated is the need for a stable set of internalized principles to govern behavior. Suicides and defections were most common among prisoners without well-constructed value systems. When grading student answers, keep in mind the following points.

· Self-concept is argued by many to be almost completely a socially constructed concept. The old adage from social psychology, "I am what I think you think I am," is an important factor in our development of a self-concept. We are all heavily dependent on our perceptions of what we think others think of us for our feeling of self-worth.

· The more self-awareness and self-knowledge, the more comfortable and confident individuals are and the more they are likely to resist social pressure. That is, the unexamined life not only is not worth living, it is the most changeable and unstable. Self-understanding leads to stability and consistency.

· Self-awareness is a process, not a state; consequently, it is never completed. It is a lifelong journey.

· Self-knowledge creates confidence and stability. The same is true for a well-developed, consistent set of values. When social pressures were brought to bear on prisoners of war, those who folded first were those without a foundation in values and self-confidence. They relied heavily on social perception for the definitions. The chapter stresses that self-awareness is crucial to personal progress in the midst of contradictory, ambiguous, and nonreinforcing circumstances facing all managers as they become increasingly successful.

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten

The major technique used by the Chinese Communists in changing self-concepts (both in the post-1949 thought reform of the Chinese people and with prisoners of war) as noted in the writings of Mao Tse-tung:

· Form a cohesive team that individuals identify with and feel very much a part of.

· Use the group to break down the self-concept and self-identity of the individual, mainly by identifying weaknesses, transgressions, faults, and shortcomings. Do this by isolating the individual, requiring public confessions, writing personally critical autobiographies, and subjecting the individual to many group interrogations and defenses of actions.

· Substitute a new idealogy as the solution to the negative feelings of self-worthlessness and sin. "The party" or the adoption of a new world view is the only way to reconstruct the now-destroyed self-confidence.

Difficulty: 2
Learning Objective 1.6
Topic: Core Self-Concept
Skill: Analytical
AACSB: Reflective Thinking

Copyright © 2016 Pearson Education, Inc.

Access Complete Test Bank for Developing Management Skills 9th Whetten