Test Bank for Organizational Behaviour Understanding and Managing Life at Work CDN 11th Johns

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Organizational Behaviour, 11e **(Johns/Saks)**
Chapter 2 Personality and Learning

Objective 2.1

1) An individual's personality encompasses
A) a relatively stable set of psychological characteristics.
B) a constantly shifting set of personal characteristics.
C) all aspects of the individual's consciousness.
D) behaviours which are mostly learned through childhood experience.
E) all aspects of the individual's physical and emotional response to their environment.
Answer: A
Diff: 2 Type: MC Page Ref: 50
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

2) Personality will have the most impact in which situation?
A) Weak situations of loosely defined roles with few rules
B) Strong situations with well-defined roles, rules, and contingencies
C) Both weak and strong situations
D) Situations of medium strength
E) Weak situations with well-defined roles, rules, and contingencies
Answer: A
Diff: 3 Type: MC Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

3) According to the _____ approach, organizational behaviour is a function of both dispositions and the situation.
A) personality
B) interactionist
C) operant learning
D) social cognitive
E) contingency
Answer: B
Diff: 1 Type: MC Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

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4) If an organization decides to change the characteristics of work tasks in order to improve employee satisfaction and performance, what approach to organizational behaviour are they following?
A) Dispositional approach
B) Personality approach
C) Situational approach
D) Interactionist approach
E) Operant learning approach
Answer: C
Diff: 2 Type: MC Page Ref: 51
Skill: Applied
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

5) If an organization decides to use personality tests in the hiring of employees in order to improve employee satisfaction and performance, what approach to organizational behaviour are they following?
A) Dispositional approach
B) Situational approach
C) Interactionist approach
D) Testing approach
E) Military approach
Answer: A
Diff: 2 Type: MC Page Ref: 51
Skill: Applied
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

6) Which of the following is the most widely accepted perspective within organizational behaviour?
A) The five-factor approach
B) The dispositional approach
C) The situational approach
D) The interactionist approach
E) The personality approach
Answer: D
Diff: 1 Type: MC Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

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7) According to trait activation theory,
A) traits lead to certain personalities only when the situation makes the need for that personality salient.
B) traits lead to certain behaviours only when the situation makes the need for that trait salient.
C) situations lead to certain traits only when the situation makes the need for that trait salient.
D) situations lead to certain behaviours only when the situation makes the need for a trait salient.
E) personality leads to certain traits only when the situation makes the need for that personality salient.
Answer: B
Diff: 3 Type: MC Page Ref: 52
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

8) The idea that personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic is known as
A) personality activation theory.
B) situation activation theory.
C) trait activation theory.
D) situational approach.
E) dispositional approach.
Answer: C
Diff: 2 Type: MC Page Ref: 52
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

9) Personality is the unstable set psychological characteristics that influences the way an individual interacts with the environment.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 50
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

10) According to the dispositional approach, individuals possess stable traits or characteristics that influence their attitudes and behaviours.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

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11) The dispositional approach is the most widely accepted perspective within organizational behaviour.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

12) An important implication of the situational approach is that some personality characteristics are useful in certain organizational situations.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

13) Personality is a relatively new idea in organizational behaviour research.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

14) According to trait activation theory, traits lead to certain personalities only when the situation makes the need for them salient.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 52
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

15) Personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 52
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

16) A relatively stable set of psychological characteristics that influences the way an individual interacts is referred to as _____.
Answer: personality
Diff: 1 Type: SA Page Ref: 50
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

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17) The _____ approach is the most widely accepted perspective within organizational behaviour.
Answer: interactionist
Diff: 1 Type: SA Page Ref: 51
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

18) According to _____ activation theory, traits lead to certain behaviours only when the situation makes the need for the trait salient.
Answer: trait
Diff: 2 Type: SA Page Ref: 52
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

19) _____ characteristics influence people's behaviour when the situation calls for a particular personality characteristic.
Answer: Personality
Diff: 2 Type: SA Page Ref: 52
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

20) What is personality? Is it possible for an individual to have "no personality"? Explain.
Answer: Personality is the relatively stable set of psychological characteristics that influences the way an individual interacts with his or her environment. As a result, everyone must have a personality. The expression "no personality" is often directed towards individuals who are low on a personality dimension such extraversion or agreeableness.
Diff: 2 Type: ES Page Ref: 50
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

21) What is trait activation theory and what does it tell us about the role that personality plays in organizational behaviour?
Answer: According to trait activation theory, traits lead to certain behaviours only when the situation makes the need for the trait salient. This tells us that personality will only be important in situations that call for a particular personality trait. In situations where the personality trait is not important it will not be a factor in terms of a person's behaviour. Thus, personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic. This also means that there is no one best personality trait; it depends on the situation.
Diff: 3 Type: ES Page Ref: 52
Skill: Recall
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

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22) What are the implications of trait activation theory for a manager who has to assign employees to various tasks in different situations? How should the manager proceed and what will be most effective?
Answer: According to trait activation theory, traits lead to certain behaviours only when the situation makes the need for the trait salient. Thus, personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic. This means that a manager must understand each employee in terms of their personality traits and assign them to tasks that call for their personality traits. For example, if a task requires an employee to interact with others and to be sociable and talkative, it would be best to assign an employee who is high on extraversion since this will be important for the employee's behaviour and success rather than, say, an employee who is high on openness to experience. The point is to match the employee to the task with an understanding that the employee has a personality trait that will lead to behaviours that are necessary to be effective in task performance. As described in the text, the key concept here is fit: putting the right person in the right job, group, or organization.
Diff: 3 Type: ES Page Ref: 52
Skill: Applied
Objective: 2.1 Define personality and describe the dispositional, situational, and interactionist approaches to organizational behaviour.

Objective 2.2

1) Personality is most commonly thought to consist of _____ general dimensions.
A) four
B) five
C) three
D) seven
E) six
Answer: B
Diff: 1 Type: MC Page Ref: 52
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

2) The personality dimension of extraversion is defined as
A) the extent to which a person is outgoing and enjoys social situations.
B) the degree to which a person has appropriate emotional control.
C) the extent to which a person is friendly and approachable.
D) the degree to which a person thinks flexibly and is receptive to new ideas.
E) the degree to which a person is responsible and achievement oriented.
Answer: A
Diff: 1 Type: MC Page Ref: 52
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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3) The personality dimension of emotional stability is defined as
A) the extent to which a person is outgoing and enjoys social situations.
B) the degree to which a person has appropriate emotional control.
C) the extent to which a person is friendly and approachable.
D) the degree to which a person thinks flexibly and is receptive to new ideas.
E) the degree to which a person is responsible and achievement oriented.
Answer: B
Diff: 1 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

4) Extraversion is especially important for jobs that require
A) low interpersonal interaction and independence.
B) in-depth research and analysis with great independence.
C) extensive education and credibility, e.g., Ph.D.
D) a lot of interpersonal interaction such as sales and management.
E) being a solo practitioner.
Answer: D
Diff: 2 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

5) The personality dimension of agreeableness is defined as
A) the extent to which a person is outgoing and enjoys social situations.
B) the degree to which a person has appropriate emotional control.
C) the extent to which a person is friendly and approachable.
D) the degree to which a person thinks flexibly and is receptive to new ideas.
E) the degree to which a person is responsible and achievement oriented.
Answer: C
Diff: 1 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

6) Emotional stability helps support positive work performance because
A) the person is neurotic about their responsibilities and is fanatically detail oriented.
B) the person is more calm and has highly effective interactions with co-workers and customers.
C) the person is obsessive with customer service quality.
D) the person expresses great detachment and apathy.
E) the person sticks to their established patterns and ignores updated information.
Answer: B
Diff: 2 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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7) The personality dimension of conscientiousness is defined as
A) the extent to which a person is outgoing and enjoys social situations.
B) the degree to which a person has appropriate emotional control.
C) the extent to which a person is friendly and approachable.
D) the degree to which a person thinks flexibly and is receptive to new ideas.
E) the degree to which a person is responsible and achievement oriented.
Answer: E
Diff: 1 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

8) The personality dimension of openness to experience is defined as
A) the extent to which a person is outgoing and enjoys social situations.
B) the degree to which a person has appropriate emotional control.
C) the extent to which a person is friendly and approachable.
D) the degree to which a person thinks flexibly and is receptive to new ideas.
E) the degree to which a person is responsible and achievement oriented.
Answer: D
Diff: 1 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

9) The personality dimension which helps foster cooperation and nurturing of others and teamwork is
A) emotional stability.
B) conscientiousness.
C) general self-efficacy.
D) self-monitoring.
E) agreeableness.
Answer: E
Diff: 1 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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10) Recent studies suggest that extraversion is related to absenteeism in a positive direction. This means that
A) extraverts tend to be absent less often than introverts.
B) the more extraverted a person is, the less absent they are.
C) extraverts tend to be absent more often than introverts.
D) the more introverted a person is, the more absent they are.
E) people become more extraverted through higher absenteeism.
Answer: C
Diff: 3 Type: MC Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

11) Edward has recently been told that he is very effective at networking with potential customers. However, his follow-up after initial contact is sloppy and his files are not up to date. In order to be more effective on the job he needs to keep working on the _____ part of his personality.
A) emotional stability
B) openness to experience
C) neuroticism
D) conscientiousness
E) independence
Answer: D
Diff: 2 Type: MC Page Ref: 53
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

12) Janet has shown her boss how effective she is on the job because she is naturally curious about what is happening with her company, has broad interests, and has a vibrant imagination. She is demonstrating great
A) willingness to get along with everyone.
B) openness to experience.
C) focus on getting promoted and is highly ambitious.
D) emotional stability.
E) reluctance to work long hours.
Answer: B
Diff: 2 Type: MC Page Ref: 53
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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13) Gary Reynolds is the CEO of Reynolds Software Limited. He attributes his success to careful planning, hard work, and a good business education. In terms of locus of control, Gary is most likely a(n)
A) external.
B) extravert.
C) introvert.
D) internal.
E) high self-monitor.
Answer: D
Diff: 2 Type: MC Page Ref: 55
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

14) A person who is a high self-monitor will
A) observe the situation when determining how to behave.
B) ignore the situation when determining how to behave.
C) be rather rigid in his or her leadership style.
D) be prone to uncontrollable emotional outbursts.
E) have difficulty regulating their behaviour in social situations.
Answer: A
Diff: 2 Type: MC Page Ref: 56
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

15) A person with low self-esteem will likely
A) react well to ambiguous stressful situations.
B) be able to deal with negative feedback.
C) be less susceptible to external and social influences.
D) respond well to mentoring.
E) be less pliable than someone with high self-esteem.
Answer: D
Diff: 2 Type: MC Page Ref: 57
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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16) Which of the following is associated with more unsafe behaviours?
A) High extraversion
B) High emotional stability
C) High agreeableness
D) High conscientiousness
E) High openness to experience
Answer: A
Diff: 2 Type: MC Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

17) According to behavioural plasticity theory,
A) people with high self-esteem are more likely to benefit from external and social influences.
B) people with low self-esteem are more susceptible to external and social influences.
C) people's self-esteem can easily be changed in response to external and social influences.
D) people's behaviour will only change when their self-esteem is threatened.
E) the best way to change people's behaviour is to use external and social influence.
Answer: B
Diff: 2 Type: MC Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

18) Which of the following is TRUE about high self-monitors?
A) They experience more role stress and show higher commitment to their organization.
B) They experience less role stress and show higher commitment to their organization.
C) They experience less role stress and show less commitment to their organization.
D) They experience no role stress and show less commitment to their organization.
E) They experience more role stress and show less commitment to their organization.
Answer: E
Diff: 2 Type: MC Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

19) Which of the following is TRUE about high self-monitors?
A) They tend to be less involved in their jobs and experience more role stress.
B) They tend to be more involved in their jobs and show more commitment to their organization.
C) They tend to be more involved in their jobs and to experience more role stress.
D) They tend to be less involved in their jobs and are more likely to emerge as leaders.
E) They tend to be less involved in their jobs and show more commitment to their organization.
Answer: C
Diff: 2 Type: MC Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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20) Which of the following statements is most accurate?
A) Each of the Big Five dimensions is related to job performance but not organizational citizenship behaviours.
B) Each of the Big Five dimensions is related to organizational citizenship behaviours but not job performance.
C) Some of the Big Five dimensions are related to job performance and all of them are related to organizational citizenship behaviours.
D) Some of the Big Five dimensions are related to organizational citizenship behaviours and all of them are related to job performance.
E) Each of the Big Five dimensions is related to job performance and organizational citizenship behaviours.
Answer: E
Diff: 2 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

21) Which of the Big Five dimensions predicts job performance in all jobs across occupations?
A) Extraversion
B) Emotional stability
C) Agreeableness
D) Conscientiousness
E) Openness to experience
Answer: D
Diff: 2 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

22) If Nadia is susceptible to external and social influences, what can you say about her personality?
A) She has an internal locus of control.
B) She has an external locus of control.
C) She has high self-esteem.
D) She has low self-esteem.
E) She is a high self-monitor.
Answer: D
Diff: 2 Type: MC Page Ref: 56
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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23) Behavioural plasticity theory has to do with what personality characteristic?
A) Locus of control
B) Self-esteem
C) Self-monitoring
D) General self-efficacy
E) Core self-evaluations
Answer: B
Diff: 1 Type: MC Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

24) Which of the following are associated with workplace deviance?
A) Conscientiousness, agreeableness, and emotional stability
B) Conscientiousness, agreeableness, and openness to experience
C) Extraversion, agreeableness, and emotional stability
D) Conscientiousness, extraversion, and agreeableness
E) Extraversion, agreeableness, and openness to experience
Answer: A
Diff: 3 Type: MC Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

25) The Big Chunk Candy Company has experienced problems with employees engaging in deviant workplace behaviours. As a result, they are going to begin to use personality tests to hire employees who are less likely to be deviant. What should they be looking for?
A) High conscientiousness and high openness to experience
B) High conscientiousness and high self-monitoring
C) High extraversion and high emotional stability
D) High conscientiousness and high extraversion
E) High conscientiousness and high agreeableness
Answer: E
Diff: 3 Type: MC Page Ref: 54
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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26) Which of the following are associated with fewer unsafe work behaviours?
A) High conscientiousness and high openness to experience
B) High conscientiousness and high emotional stability
C) High extraversion and high emotional stability
D) High conscientiousness and high extraversion
E) High conscientiousness and high agreeableness
Answer: E
Diff: 3 Type: MC Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

27) Which of the following is most strongly related to organizational commitment?
A) Openness to experience
B) Emotional stability
C) Extraversion
D) Agreeableness
E) Conscientiousness
Answer: D
Diff: 3 Type: MC Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

28) The Don't Break Your Back fitness company has a serious problem with the commitment of new employees. As a result, they are thinking about including personality measures in the selection process. If they want to hire employees who will be highly committed, what would be the best personality variable to include in the selection process?
A) Openness to experience
B) Agreeableness
C) Extraversion
D) Emotional stability
E) Conscientiousness
Answer: B
Diff: 3 Type: MC Page Ref: 55
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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29) Which of the following is related to lower unemployment throughout adulthood?
A) Openness to experience
B) Emotional stability
C) Extraversion
D) Agreeableness
E) Conscientiousness
Answer: E
Diff: 3 Type: MC Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

30) Which of the following is related to higher organizational financial performance?
A) Openness to experience
B) Emotional stability
C) Extraversion
D) Agreeableness
E) Conscientiousness
Answer: E
Diff: 2 Type: MC Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

31) Behavioural plasticity has to do with how external and social influences can change people's self-esteem.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

32) The "Big Five" refers to five distinct dimensions of personality.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 52
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

33) Altruism is one of the "Big Five" personality dimensions.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 52
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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34) Agreeableness means that a person tends to be friendly and approachable.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

35) If you believe that you are being controlled by internal forces, you are an external locus of control person.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 55
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

36) Locus of control is not a personality dimension.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

37) Being a high self-monitor means that you observe only yourself and no one else.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

38) Having high self-esteem means that you have a negative self-evaluation.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

39) Self-esteem, self-monitoring, locus of control, agreeableness, conscientiousness, and emotional stability are all examples of personality characteristics or dimensions.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 52
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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40) Conscientiousness is the strongest predictor of all of the "Big Five" dimensions of overall job performance.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

41) High self-monitors experience less role stress.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

42) Each of the Big Five dimensions is related to job performance but not organizational citizenship behaviours.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

43) High agreeableness predicts performance in all jobs across occupations.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

44) Extraverts tend to be absent more often than introverts.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

45) People with high self-esteem tend to be more susceptible to external and social influences than those who have low self-esteem.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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46) Behavioural plasticity theory has to do with the situations in which personality characteristics influence people's behaviour.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

47) High levels of conscientiousness and agreeableness are associated with fewer unsafe behaviours.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

48) High levels of conscientiousness and extraversion are associated with fewer unsafe behaviours.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

49) High levels of extraversion and low emotional stability are associated with more unsafe behaviours.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

50) High levels of agreeableness and low emotional stability are associated with more unsafe behaviours.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

51) High levels of conscientiousness, agreeableness, and emotional stability are associated with lower levels of workplace deviance.
Answer: TRUE
Diff: 3 Type: TF Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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52) High levels of extraversion, agreeableness, and emotional stability are associated with lower levels of workplace deviance.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

53) Of all of the Big Five factors, conscientiousness is the most strongly related to organizational commitment.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

54) Conscientiousness in adolescence is related to lower unemployment throughout adulthood.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

55) Organizations with more conscientious employees have higher organizational financial performance.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

56) _____ is the strongest predictor of all of the "Big Five" dimensions of organizational commitment.
Answer: Agreeableness
Diff: 3 Type: SA Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

57) Organizations with more _____ employees have higher organizational financial performance.
Answer: conscientious
Diff: 2 Type: SA Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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58) _____ in adolescence is related to lower unemployment throughout adulthood.
Answer: Conscientiousness
Diff: 3 Type: SA Page Ref: 55
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

59) _____ is the strongest predictor of all of the "Big Five" dimensions of overall job performance.
Answer: Conscientiousness
Diff: 2 Type: SA Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

60) _____ refers to the extent to which a person thinks flexibly and is receptive to new ideas.
Answer: Openness to experience
Diff: 2 Type: SA Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

61) Stan believes that his boss is responsible for all the stuff that happens to him (Stan). Stan is exhibiting an external _____.
Answer: locus of control
Diff: 2 Type: SA Page Ref: 55
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

62) Susan is disliked by her sorority sisters because she is always able to act perfectly, regardless of the situation. Susan might be called a(n) _____.
Answer: high self-monitor
Diff: 3 Type: SA Page Ref: 56
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

63) _____ is the degree to which a person has a positive self-evaluation.
Answer: Self-esteem
Diff: 1 Type: SA Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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64) High _____ are likely to experience more role stress and show less commitment to their organization.
Answer: self-monitors
Diff: 2 Type: SA Page Ref: 56
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

65) High _____ predicts performance in all jobs across occupations.
Answer: conscientiousness
Diff: 2 Type: SA Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

66) High conscientiousness and _____ are associated with fewer unsafe behaviours.
Answer: agreeableness
Diff: 3 Type: SA Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

67) High _____ and low emotional stability are associated with more unsafe behaviours.
Answer: extraversion
Diff: 3 Type: SA Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

68) High conscientiousness, _____, and emotional stability are associated with lower levels of workplace deviance.
Answer: agreeableness
Diff: 3 Type: SA Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

69) High conscientiousness, agreeableness, and emotional stability are associated with lower levels of workplace _____.
Answer: deviance
Diff: 3 Type: SA Page Ref: 54
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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70) Of the "Big Five" personality dimensions, which three do you feel are the most important in order to be effective as a sales representative?
Answer: It is likely that all five play a role in the success of a sales representative. The three that are most likely to help an individual be successful are extraversion, agreeableness, and conscientiousness. Extraversion is important because most sales roles involve breaking some new ground and creating new customer relationships on a continual basis. Agreeableness is important because of the need to build relationships over time and to foster social connections. A high degree of conscientiousness helps ensure that the sales representative works effectively and diligently and is thorough when serving customers.
Diff: 3 Type: ES Page Ref: 53
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

71) What are the "Big Five" dimensions of personality? Give two examples of research from the text which link these dimensions to workplace behaviours.
Answer: Extraversion, emotional stability, agreeableness, conscientiousness, and openness to experience. There are several examples of research on pages 53-55 in the chapter, which link these dimensions to workplace behaviours. One study suggests that extraversion was important for managers and salespeople, while another one found that extraversion was positively correlated with absenteeism.
Diff: 2 Type: ES Page Ref: 53
Skill: Recall
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

72) Describe three personality characteristics which you would expect to be associated with success as a manager. Defend your answer.
Answer: High internal locus of control, high self-monitor, and high self-esteem would all be considered desirable personality characteristics for managerial success. Students may also cite some of the "Big Five" personality dimensions such as extraversion and conscientiousness.
Diff: 3 Type: ES Page Ref: 52
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem.

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73) Distinguish between self-esteem and self-efficacy. Is it possible for an individual to have high self-esteem but low self-efficacy? Explain your answer.
Answer: Self-esteem is the degree to which a person has an overall positive self-evaluation; self-efficacy refers to the beliefs which people have about their ability to successfully perform a specific task. It is clearly possible for an individual to have high self-esteem and also have low self-efficacy with respect to a specific task. For example, someone who has a favourable self-image may also acknowledge that they are not very good at playing golf.
Diff: 3 Type: ES Page Ref: 56
Skill: Applied
Objective: 2.2 Discuss the Five-Factor Model of personality, locus of control, self-monitoring, and self-esteem and 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

Objective 2.3

1) Which of the following is an emotional disposition that predicts people's general emotional tendencies?
A) General self-efficacy
B) Self-esteem
C) Proactive personality
D) Positive affectivity
E) Locus of control
Answer: D
Diff: 2 Type: MC Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

2) A person who is relatively unconstrained by situational forces and acts to change and influence the environment has what kind of personality?
A) High self-esteem
B) Internal locus of control
C) Proactive personality
D) Positive affect
E) General self-efficacy
Answer: C
Diff: 2 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

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3) Which of the following is an example of a motivational trait?
A) Positive affectivity
B) Self-esteem
C) Core self-evaluations
D) Emotional stability
E) General self-efficacy
Answer: E
Diff: 2 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

4) Which one of the dimensions of the five-factor model of personality is also one of the traits of core self-evaluations?
A) Extraversion
B) Emotional stability
C) Agreeableness
D) Conscientiousness
E) Openness to experience
Answer: B
Diff: 2 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

5) Which of the following is NOT one of the traits of core self-evaluations?
A) General self-efficacy
B) Self-esteem
C) Locus of control
D) Neuroticism
E) Negative affectivity
Answer: E
Diff: 2 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

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6) What personality trait is considered to be one of the best dispositional predictors of job satisfaction and job performance?
A) Locus of control
B) Self-esteem
C) Self-monitoring
D) General self-efficacy
E) Core self-evaluations
Answer: E
Diff: 2 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

7) Which personality trait is considered to be a motivational trait?
A) Negative affect
B) Self-esteem
C) Self-monitoring
D) General self-efficacy
E) Positive affect
Answer: D
Diff: 2 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

8) Which of the following is a multidimensional trait?
A) Negative affect
B) Core self-evaluations
C) Proactive personality
D) General self-efficacy
E) Positive affect
Answer: B
Diff: 1 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

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9) Which of the following is related to learning outcomes?
A) Negative affectivity
B) Core self-evaluations
C) Proactive personality
D) General self-efficacy
E) Positive affectivity
Answer: B
Diff: 3 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

10) Which of the following is the strongest predictor of employee engagement?
A) Negative affectivity
B) Core self-evaluations
C) Proactive personality
D) General self-efficacy
E) Positive affectivity
Answer: E
Diff: 3 Type: MC Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

11) The Don't Break Your Back fitness company has a serious problem with the engagement of new employees. As a result, they are thinking about including personality measures in the selection process. If they want to hire employees who will be highly engaged, what would be the best personality variable to include in the selection process?
A) Proactive personality
B) General self-efficacy
C) Conscientiousness
D) Positive affectivity
E) Core self-evaluations
Answer: D
Diff: 3 Type: MC Page Ref: 58
Skill: Applied
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

12) Core self-evaluations are positively related to learning outcomes.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 59
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

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13) Among eight personality traits, core self-evaluations was found to be the strongest predictor of employee engagement.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

14) People who have high negative affectivity experience more stressful conditions at work and report higher levels of workplace stress.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

15) General self-efficacy is a stable personal disposition that reflects a tendency to effect positive change in one's environment.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

16) Core self-evaluations are related to job satisfaction but not life satisfaction.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

17) A good indication of whether or not an individual believes he or she can succeed at a variety of tasks is their general self-efficacy.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

18) Employees who have higher negative affectivity have been found to be more creative at work.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

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19) Positive affect is a key factor that links happiness to success in life and at work.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

20) Positive and negative affectivity are opposite ends of a continuum.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

21) Core self-evaluations are among the best dispositional predictors of job satisfaction and job performance.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

22) People who have high _____ experience more stressful conditions at work and report higher levels of workplace stress and strain.
Answer: negative affectivity
Diff: 3 Type: SA Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

23) The four traits that make up a person's core self-evaluations are self-esteem, general self-efficacy, locus of control, and _____.
Answer: neuroticism
Diff: 2 Type: SA Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

24) There is some evidence that _____ is a key factor that links happiness to success in life and at work.
Answer: positive affect
Diff: 3 Type: SA Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

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25) Employees who have higher _____ have been found to be more creative at work.
Answer: positive affect
Diff: 3 Type: SA Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

26) _____ is a multidimensional trait.
Answer: Core self-evaluations
Diff: 1 Type: SA Page Ref: 58
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

27) _____ is related to learning outcomes.
Answer: Core self-evaluations
Diff: 3 Type: SA Page Ref: 59
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

28) Among eight personality traits, _____ is by far the strongest predictor of employee engagement.
Answer: positive affectivity
Diff: 3 Type: SA Page Ref: 57
Skill: Recall
Objective: 2.3 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

Objective 2.4

1) Learning is
A) a relatively temporary change in behaviour potential due to experience.
B) a relatively permanent change in behaviour potential due to experience.
C) not directly related to behaviour or experience.
D) related to behaviour more than experience.
E) concerned with both permanent and temporary changes.
Answer: B
Diff: 2 Type: MC Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

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2) Which of the following is NOT one of the four primary categories of learning content in organizations?
A) Practical skills
B) Intrapersonal skills
C) Interpersonal skills
D) Cultural awareness
E) Financial management
Answer: E
Diff: 1 Type: MC Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

3) Learning job-specific skills, knowledge and technical competence is known as
A) job skills.
B) practical skills.
C) work skills.
D) technical skills.
E) task skills.
Answer: B
Diff: 2 Type: MC Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

4) Learning skills such as problem solving, critical thinking, alternative work processes, and risk taking is known as
A) critical skills.
B) thinking skills.
C) cognitive skills.
D) practical skills.
E) intrapersonal skills.
Answer: E
Diff: 2 Type: MC Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

5) Learning skills such as communicating, teamwork, and conflict resolution is known as
A) cultural awareness skills.
B) team skills.
C) interpersonal skills.
D) soft skills.
E) intrapersonal skills.
Answer: C
Diff: 2 Type: MC Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

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6) Learning the social norms of an organization and understanding company goals, business operations, and company expectations and priorities is known as
A) interpersonal skills.
B) intrapersonal skills.
C) organization skills.
D) cultural awareness.
E) organization awareness.
Answer: D
Diff: 2 Type: MC Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

7) Intrapersonal skills are skills such as problem solving, critical thinking, learning about alternative work processes, and risk taking.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

8) Interpersonal skills are skills such as problem solving, critical thinking, learning about alternative work processes, and risk taking.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

9) Intrapersonal skills include skills such as communicating, teamwork, and conflict resolution.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

10) Interpersonal skills include skills such as communicating, teamwork, and conflict resolution.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

11) Cultural awareness involves learning about the culture of different nations.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

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12) Cultural awareness involves learning the social norms of organizations and understanding company goals.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

13) _____ skills include job-specific skills, knowledge, and technical competence.
Answer: Practical
Diff: 2 Type: SA Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

14) _____ skills are skills such as problem solving, critical thinking, learning about alternative work processes, and risk taking.
Answer: Intrapersonal
Diff: 2 Type: SA Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

15) _____ skills are skills such as communicating, teamwork, and conflict resolution.
Answer: Interpersonal
Diff: 2 Type: SA Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

16) _____ awareness involves learning the social norms of organizations and understanding company goals, business operations, and company expectations and priorities.
Answer: Cultural
Diff: 2 Type: SA Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

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17) Define learning and describe what people learn in organizations.
Answer: Learning occurs when practice or experience leads to a relatively permanent change in behaviour potential. The words practice or experience rule out viewing behavioural changes caused by factors like drug intake or biological maturation as learning. The "what" aspect of learning can be described as learning content, of which there are four primary categories: practical skills, intrapersonal skills, interpersonal skills, and cultural awareness Practical skills include job-specific skills, knowledge, and technical competence. Intrapersonal skills are skills such as problem solving, critical thinking, learning about alternative work processes, and risk taking. Interpersonal skills include interactive skills such as communicating, teamwork, and conflict resolution. Finally, cultural awareness involves learning the social norms of organizations and understanding company goals, business operations, and company expectations and priorities.
Diff: 2 Type: ES Page Ref: 60
Skill: Recall
Objective: 2.4 Define learning, and describe what is learned in organizations.

Objective 2.5

1) Ron is a sensitive person, and he works very hard so that his boss doesn't criticize him. Criticism is a(n) _____ of Ron's work.
A) positive reinforcer
B) extinguisher
C) negative reinforcer
D) punisher
E) continuous reinforcer
Answer: C
Diff: 2 Type: MC Page Ref: 61
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

2) A company converted its machine operators from piece rate pay to hourly pay and found that accidents involving the machines were reduced to almost zero from a previously high level. What can we conclude?
A) Safe working practices were positively reinforced.
B) Unsafe working practices were punished.
C) Safe working practices were negatively reinforced.
D) Unsafe working practices were extinguished.
E) Hourly pay resulted in bigger paycheques for the machine operators.
Answer: D
Diff: 3 Type: MC Page Ref: 65
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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3) Which of the following statements concerning extinction is FALSE?
A) Extinction works best when coupled with the reinforcement of a desired substitute behaviour.
B) Behaviours learned under delayed or partial reinforcement schedules are more difficult to extinguish than those learned under continuous, immediate reinforcement.
C) Extinction can be successful in reducing an unwanted behaviour by removing the reinforcer of that behaviour.
D) Using the application of an unpleasant stimulus after an unwanted behaviour, extinction can reduce the probability of that behaviour occurring again.
E) Behaviours which are eliminated through extinction may reappear if they become positively reinforced again.
Answer: D
Diff: 3 Type: MC Page Ref: 65
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

4) If a behaviour is increasing in probability, we can be certain that it is NOT being
A) extinguished.
B) positively reinforced.
C) learned.
D) negatively reinforced.
E) modelled.
Answer: A
Diff: 1 Type: MC Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

5) When we say that organizations sometimes confuse rewards with reinforcers, we mean that
A) rewards cannot serve as reinforcers.
B) people differ as to which rewards are reinforcing.
C) the rewards are not made contingent on a desired behaviour.
D) the reinforcers are not backed up with attractive rewards.
E) only monetary rewards work as effective reinforcers.
Answer: C
Diff: 2 Type: MC Page Ref: 62
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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6) A positive reinforcer is
A) pay.
B) interesting work.
C) a holiday.
D) a company car.
E) There is insufficient information to accurately answer this question.
Answer: E
Diff: 1 Type: MC Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

7) _____ decreases the probability of a behaviour by the application of a negative stimulus after that behaviour occurs.
A) Punishment
B) Extinction
C) Negative reinforcement
D) Positive reinforcement
E) Modelling
Answer: A
Diff: 1 Type: MC Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

8) _____ increases the probability of a behaviour by the removal of a negative stimulus after that behaviour occurs.
A) Punishment
B) Extinction
C) Negative reinforcement
D) Positive reinforcement
E) Modelling
Answer: C
Diff: 1 Type: MC Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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9) To reduce the probability of some unwanted behaviour we can use
A) positive reinforcement.
B) extinction.
C) negative reinforcement.
D) continuous reinforcement.
E) immediate reinforcement.
Answer: B
Diff: 2 Type: MC Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

10) Positive reinforcement _____ the probability of a behaviour by applying a _____ stimulus after that behaviour occurs.
A) increases; nasty
B) increases; pleasant
C) decreases; pleasant
D) decreases; nasty
E) increases; neutral
Answer: B
Diff: 2 Type: MC Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

11) Which of the following statements concerning punishment is generally TRUE?
A) Punishment involves the same process as extinction.
B) Managers seldom use punishment to control organizational behaviour.
C) Punishment differs from negative reinforcement in that punishment removes a nasty stimulus following some behaviour.
D) While punishment signals which behaviours are inappropriate, it fails to illustrate correct behaviour.
E) Managers should punish subordinates in front of other employees to set an example.
Answer: D
Diff: 3 Type: MC Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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12) A manager who scolds her employees for being late with the hope that this will stop them from being late is using
A) punishment.
B) negative reinforcement.
C) extinction.
D) positive reinforcement.
E) modelling.
Answer: A
Diff: 2 Type: MC Page Ref: 65
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

13) _____ increase or maintain the probability of some response by their _____ the situation in question.
A) Positive reinforcers; removal from
B) Negative reinforcers; application or addition to
C) Positive reinforcers; application or addition to
D) Negative reinforcers; modelling of
E) Rewards; removal from
Answer: C
Diff: 2 Type: MC Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

14) Managers should be especially careful in administering punishment because
A) over a long period of time, repeated punishment becomes positively reinforcing.
B) punishment has a tendency to provoke a strong emotional reaction on the part of the punished individual.
C) punishment usually has no impact on the behaviour they are trying to eliminate.
D) punishment will always lead to the emergence of other undesirable behaviours.
E) punishment must be administered in front of other employees, and this often results in lowered morale.
Answer: B
Diff: 3 Type: MC Page Ref: 66
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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15) Which of the following statements represents bad advice on administering punishment?
A) Punishment should start off with a very mild warning, gradually proceeding to stronger punishment if the offense continues.
B) The chosen punishment should be truly aversive to the individual being punished.
C) Punishment should be coupled with an indication of the correct behaviour in the situation.
D) Do not reward unwanted behaviours before or after punishment.
E) Do not inadvertently punish desirable behaviour.
Answer: A
Diff: 2 Type: MC Page Ref: 67
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

16) A manager realizes that her complaints about employee horseplay seem to encourage more horseplay. She resolves to ignore their horseplay in the future. In operant terms, what has she decided to do?
A) Positively reinforce proper work behaviour
B) Negatively reinforce horseplay
C) Extinguish horseplay
D) Punish horseplay
E) Model horseplay
Answer: C
Diff: 2 Type: MC Page Ref: 65
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

17) There are two strategies that can be used to reduce the probability of learned behaviour. They are
A) organizational behaviour modification and reinforcement.
B) extinction and punishment.
C) negative reinforcement and punishment.
D) negative reinforcement and extinction.
E) modelling and positive reinforcement.
Answer: B
Diff: 1 Type: MC Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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18) What is the most sensible strategy for administering punishment, as long as conditions permit?
A) Partially and immediately
B) Partially with delay
C) Continuously with delay
D) Continuously and immediately
E) Intermittently and cautiously
Answer: D
Diff: 2 Type: MC Page Ref: 67
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

19) Stop reinforcement to _____ a behaviour.
A) punish
B) extinguish
C) model
D) strengthen
E) learn
Answer: B
Diff: 1 Type: MC Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

20) The most difficult tactic for a manager to use effectively is
A) positive reinforcement.
B) negative reinforcement.
C) punishment.
D) modelling.
E) extinction.
Answer: C
Diff: 2 Type: MC Page Ref: 66
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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21) Which of the following represents the most effective punishment strategy?
A) Continuous
B) Delayed
C) Partial
D) Intermittent
E) This question cannot be answered accurately as stated.
Answer: A
Diff: 2 Type: MC Page Ref: 67
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

22) A manager has just provided an employee with information on past performance for the purpose of changing or maintaining performance in specific ways. What is this called?
A) Social recognition
B) Self-regulation
C) Behaviour modelling training
D) Performance feedback
E) Modelling
Answer: D
Diff: 2 Type: MC Page Ref: 63
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

23) Performance feedback is most effective when it is
A) conveyed in a negative manner.
B) delivered immediately after observing performance.
C) represented verbally, such as a written description.
D) delivered by several observers.
E) delivered only after everyone has had a chance to think about the performance.
Answer: B
Diff: 2 Type: MC Page Ref: 63
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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24) When one individual provides informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done to another individual, he/she is providing
A) performance feedback.
B) a good example of a model.
C) social recognition.
D) peer recognition.
E) continuous and immediate reinforcement.
Answer: C
Diff: 2 Type: MC Page Ref: 63
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

25) Generation Y workers prefer non-monetary rewards to a greater extent than
A) traditionalists and baby boomers.
B) generation X and traditionalists.
C) traditionalists only.
D) generation X and baby boomers.
E) traditionalists, generation X, and baby boomers.
Answer: D
Diff: 3 Type: MC Page Ref: 62
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

26) Negative reinforcement is a technical term for punishment. In fact, they both mean the same thing.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

27) In technical terms, to extinguish some behaviour, just stop reinforcement.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

28) Punishment is most effective when it is delivered according to a partial and delayed schedule.
Answer: FALSE
Diff: 3 Type: TF Page Ref: 67
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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29) By definition, all rewards that organizations provide for employees are reinforcers.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

30) It is probably easier for managers to learn to use positive reinforcement effectively than to use punishment effectively.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 67
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

31) In theory, both punishment and extinction should have a similar impact on the probability of behaviour occurring.
Answer: TRUE
Diff: 3 Type: TF Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

32) Negative reinforcement and punishment produce similar results but through different processes.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

33) Negative reinforcers increase the probability of a behaviour occurring.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

34) Punishment stops unwanted behaviours most effectively when it is mild and accompanied by presents or rewards.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 66
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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35) Punishment is the easiest operant technique to use effectively.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 66
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

36) Negative reinforcement is more effective than punishment in stopping unwanted behaviours.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

37) Extinction is accomplished by terminating reinforcement.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

38) A manager who wants to use performance feedback should provide quantitative but not qualitative information on past performance.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 63
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

39) Performance feedback is most effective when it is represented visually in a graph or chart form.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 63
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

40) If a manager wants to use performance feedback to change employee behaviour, he/she should convey it after the employee has had some time to think about the performance in question.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 63
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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41) Social recognition and performance feedback are the same thing.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 63
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

42) Performance feedback is most effective when it is represented verbally in written form.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 63
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

43) In order to provide effective performance feedback, a manager should provide employees with informal acknowledgement, attention, praise, approval, and genuine appreciation for work well done.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 63
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

44) According to operant learning theory, human behaviour can best be explained through a system of triadic reciprocal causation.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 60
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

45) Generation Y prefers non-monetary rewards to a greater extent than generation X and baby boomers.
Answer: TRUE
Diff: 3 Type: TF Page Ref: 62
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

46) Generation X prefers non-monetary rewards to a greater extent than generation Y and baby boomers.
Answer: FALSE
Diff: 3 Type: TF Page Ref: 62
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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47) Both punishment and extinction should _____ the probability of a behaviour occurring.
Answer: reduce
Diff: 1 Type: SA Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

48) To extinguish some behaviour we _____ reinforcement.
Answer: stop
Diff: 2 Type: SA Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

49) Negative reinforcement _____ the probability of some behaviour occurring.
Answer: increases
Diff: 2 Type: SA Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

50) Applying a negative stimulus to terminate unwanted behaviour is called _____.
Answer: punishment
Diff: 1 Type: SA Page Ref: 65
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

51) Removing a negative stimulus when a behaviour occurs in order to strengthen the behaviour is called _____.
Answer: negative reinforcement
Diff: 1 Type: SA Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

52) Learning by virtue of direct experience with the consequences of one's behaviour is called _____ learning.
Answer: operant
Diff: 2 Type: SA Page Ref: 60
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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53) To increase the probability of some behaviour, _____ that behaviour.
Answer: reinforce
Diff: 1 Type: SA Page Ref: 61
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

54) Generation Y prefers non-monetary rewards to a greater extent than _____ and baby boomers.
Answer: generation X
Diff: 2 Type: SA Page Ref: 62
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

55) Describe three common errors made by managers involving reinforcement.
Answer: Confusing rewards with reinforcers, neglecting diversity in preferences for reinforcers, and neglecting important sources of reinforcement.
Diff: 2 Type: ES Page Ref: 62
Skill: Recall
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

56) Explain the difference between negative reinforcement and punishment. Give an example of each.
Answer: In negative reinforcement, an unpleasant stimulus is removed following some desired behaviour, increasing the probability of that behaviour. In punishment, an unpleasant stimulus is applied after some undesired behaviour, decreasing the probability of that behaviour. Examples include cleaning up a desk to avoid a supervisor's nagging, and docking a worker one hour's pay for being late.
Diff: 2 Type: ES Page Ref: 61
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

57) What advice would you give to a manager about the effective use of punishment in the workplace?
Answer: Punishment can be an effective means for stopping undesirable behaviour, but it must be applied very carefully. When using punishment, managers should provide correct alternative responses, limit the emotions involved, ensure that the punishment is truly aversive, punish immediately when possible, avoid the rewarding of unwanted behaviours, and try not to inadvertently punish undesirable behaviours.
Diff: 2 Type: ES Page Ref: 67
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

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58) If a manager wants to reinforce organizational behaviour but is unable to use formal means such as pay and promotions, describe what he/she might use instead?
Answer: Performance feedback and social recognition. Performance feedback involves providing quantitative or qualitative information on past performance for the purpose of changing or maintaining performance in specific ways. Social recognition involves informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done from one individual or group to another.
Diff: 3 Type: ES Page Ref: 63
Skill: Applied
Objective: 2.5 Explain operant learning theory, differentiate between positive and negative reinforcements, and extinction and punishment, and explain how to use punishment effectively.

Objective 2.6

1) To obtain the best compromise between the speed of acquisition of a desired response and resistance to its extinction, which reinforcement strategy should be used in training? (In other words, how do we get the fastest learning combined with the strongest resistance to extinction?)
A) Continuous reinforcement
B) Begin with self-management and then go to modeling.
C) Begin with delayed and partial reinforcement and gradually go to immediate and continuous reinforcement.
D) Begin with immediate and continuous reinforcement and gradually go to delayed and partial reinforcement.
E) Begin with negative reinforcement and gradually change to continuous positive reinforcement.
Answer: D
Diff: 3 Type: MC Page Ref: 64
Skill: Applied
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

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2) A supervisor complimented each of his workers as he or she arrived promptly to work every morning. Due to time constraints, the supervisor had to stop this practice, resulting in a much higher rate of tardiness among his workers. Which of the following statements best explains this situation in operant terms?
A) The supervisor was inadvertently punishing his workers by not complimenting them, so the workers didn't arrive on time any more.
B) The supervisor's negative reinforcement strategy was stopped, thus extinguishing the behaviour of arriving promptly.
C) The supervisor was using a continuous, immediate reinforcement strategy, and behaviour learned under such conditions is easily extinguishable.
D) The supervisor was using a partial reinforcement strategy, and behaviour learned under such conditions is easily extinguishable.
E) The supervisor was using a delayed reinforcement strategy, and behaviour learned under such conditions is easily extinguishable.
Answer: C
Diff: 3 Type: MC Page Ref: 64
Skill: Applied
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

3) Which of the following represents the least effective reinforcement strategy?
A) Delayed reinforcement
B) Immediate reinforcement
C) Continuous reinforcement
D) Negative reinforcement
E) This question cannot be answered accurately as stated.
Answer: E
Diff: 2 Type: MC Page Ref: 64
Skill: Applied
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

4) Persistent learning is best achieved through
A) partial, delayed reinforcement.
B) continuous, immediate reinforcement.
C) partial, immediate reinforcement.
D) continuous, delayed reinforcement.
E) punishment.
Answer: A
Diff: 2 Type: MC Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

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5) In order to obtain the fastest acquisition of some response, reinforcement should be used
A) immediately and continuously.
B) immediately and partially.
C) after a long delay and continuously.
D) after a long delay and partially.
E) intermittently and cautiously.
Answer: A
Diff: 2 Type: MC Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

6) To make behaviour most resistant to extinction, it should be learned under _____ reinforcement.
A) continuous and delayed
B) continuous and immediate
C) partial and delayed
D) partial and immediate
E) negative
Answer: C
Diff: 2 Type: MC Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

7) Bobby praises every good report his employee produces. This is an example of a partial reinforcement strategy.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 64
Skill: Applied
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

8) The very fastest acquisition of behaviour will occur under continuous and delayed reinforcement.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

9) Delayed reinforcement results in slowly learned but persistent behaviour.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

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10) Continuous reinforcement with short delay causes behaviours to be learned _____.
Answer: quickly
Diff: 2 Type: SA Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

11) Behaviour learned under delayed partial reinforcement will be learned slowly but it will also be _____.
Answer: persistent
Diff: 3 Type: SA Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

12) To obtain the fast acquisition of some response, reinforce that response _____ and _____.
Answer: continuously; immediately
Diff: 2 Type: SA Page Ref: 64
Skill: Recall
Objective: 2.6 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

Objective 2.7

1) Social cognitive theory is most strongly associated with which of the following concepts?
A) Punishment
B) Delayed reinforcement
C) Partial reinforcement
D) Modelling
E) Extinction
Answer: D
Diff: 2 Type: MC Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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2) In learning terms, a model is a person who
A) imitates the behaviour of others.
B) administers a high degree of positive reinforcement.
C) has his or her behaviour imitated.
D) engages in self-management.
E) seeks a mentor.
Answer: C
Diff: 1 Type: MC Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

3) The concepts of observational learning and self-regulation both assume
A) that cognitive learning cannot occur.
B) that extinction is superior to punishment.
C) that people can reinforce themselves.
D) that learning can occur without reinforcement.
E) that all workers prefer the same reinforcers.
Answer: C
Diff: 2 Type: MC Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

4) The process of self-regulation can include
A) observation of models.
B) collection of self-observation data.
C) goal setting.
D) rehearsal.
E) all of the above.
Answer: E
Diff: 1 Type: MC Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

5) In the text, observational learning is described as a process of
A) reinforcing others.
B) punishing others.
C) imitating others.
D) showing others.
E) managing others.
Answer: C
Diff: 1 Type: MC Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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6) The idea of triadic reciprocal causation has its basis in
A) operant learning theory.
B) organizational behaviour modification.
C) behaviour modelling training.
D) social cognitive theory.
E) employee recognition programs.
Answer: D
Diff: 2 Type: MC Page Ref: 67
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

7) When there exists a discrepancy between one's goals and performance, this is known as
A) discrepancy production.
B) discrepancy induction.
C) discrepancy seduction.
D) discrepancy reduction.
E) discrepancy function.
Answer: D
Diff: 2 Type: MC Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

8) When individuals attain their goals, they are likely to set even higher and more challenging goals, a process known as
A) discrepancy production.
B) discrepancy reduction.
C) discrepancy seduction.
D) discrepancy induction.
E) discrepancy function.
Answer: A
Diff: 2 Type: MC Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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9) A new manager wants her employees to learn the principles of self-regulation. She has them set a goal so that there is a discrepancy between their goal and their performance. When employees attain their goals, they are likely to
A) set the same goal.
B) set lower goals.
C) set even higher and more challenging goals.
D) stop setting goals.
E) ask the manager to set a new goal.
Answer: C
Diff: 2 Type: MC Page Ref: 70
Skill: Applied
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

10) According to social cognitive theory, human behaviour can best be explained through a system of
A) bidirectional reciprocal causation.
B) triadic reciprocal causation.
C) triadic bidirectional causation.
D) cognitive reciprocal causation.
E) triadic cognitive causation.
Answer: B
Diff: 2 Type: MC Page Ref: 67
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

11) Which of the following is NOT a determinant of self-efficacy beliefs?
A) Performance mastery
B) Observation
C) Social recognition
D) Verbal persuasion
E) Physiological state
Answer: C
Diff: 2 Type: MC Page Ref: 69
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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12) A task-specific cognitive appraisal of one's ability to perform a specific task is known as
A) core self-evaluations.
B) self-efficacy.
C) proactive personality.
D) self-regulation.
E) self-esteem.
Answer: B
Diff: 2 Type: MC Page Ref: 69
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

13) After installing new technology, the Crying Baby Diaper Company found that many of its employees were not very confident about using the technology and so they continued to use the old technology. What is the source of this problem?
A) Core self-evaluations
B) Self-efficacy beliefs
C) Proactive personality
D) Self-regulation
E) Self-esteem
Answer: B
Diff: 2 Type: MC Page Ref: 69
Skill: Applied
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

14) After installing new technology, the Crying Baby Diaper Company found that many of its employees had low self-efficacy beliefs about using the new technology. If they want to strengthen employees' self-efficacy beliefs for using the new technology, which of the following is LEAST likely to influence employees' self-efficacy beliefs?
A) Performance mastery
B) Observation
C) Social recognition
D) Verbal persuasion
E) Physiological state
Answer: C
Diff: 2 Type: MC Page Ref: 69
Skill: Applied
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

15) Self-efficacy beliefs are influenced by positive reinforcement.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 69
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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16) Self-efficacy beliefs are beliefs people have about how successful they will be in all aspects of their lives.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 69
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

17) Self-regulation is closely related to the concept of social cognition.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

18) Under self-regulation, employees in effect reinforce themselves.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

19) In social cognitive theory, a model is a person who imitates another person's behaviour.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

20) The imitation of a prominent model (such as a successful and respected CEO) is an example of social cognitive theory.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

21) The modelling process is an example of social cognitive theory.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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22) Ironically, the best models in learning terms behave in a subtle and forgettable manner.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

23) Under the concept of self-regulation, an employee reinforces his or her own behaviour.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

24) In learning terms, attractive, high status people are often effective models.
Answer: TRUE
Diff: 1 Type: TF Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

25) When individuals attain their goals, they are likely to set even higher and more challenging goals.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

26) Self-regulation involves both discrepancy reduction and discrepancy production.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

27) In social cognitive theory, a(n) _____ is a person whose behaviour is imitated.
Answer: model
Diff: 1 Type: SA Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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28) In social cognitive theory, the process of imitating the behaviour of others is called _____.
Answer: observational learning
Diff: 1 Type: SA Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

29) Collecting self-observation data, observing models, goal setting, and rehearsal are all aspects of _____.
Answer: self-regulation
Diff: 2 Type: SA Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

30) _____ who are attractive, credible, competent, and of high status are the people who are most likely to be imitated.
Answer: Models
Diff: 1 Type: SA Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

31) _____ reinforcement occurs in the modelling process.
Answer: Self
Diff: 2 Type: SA Page Ref: 68
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

32) According to social cognitive theory, human behaviour can best be explained through a system of _____ reciprocal causation.
Answer: triadic
Diff: 3 Type: SA Page Ref: 67
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

33) Social cognitive theory emphasizes the role of _____ processes in regulating people's behaviour.
Answer: cognitive
Diff: 2 Type: SA Page Ref: 67
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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34) When individuals attain their goals, they are likely to set even higher and more challenging goals, a process known as _____.
Answer: discrepancy production
Diff: 3 Type: SA Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

35) When there exists a discrepancy between one's goals and performance, individuals are motivated to modify their behaviour in the pursuit of goal attainment, a process known as _____.
Answer: discrepancy reduction
Diff: 3 Type: SA Page Ref: 70
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

36) Sasha wants to change his behaviour through self-regulation. The first thing he needs to do is collect _____ data.
Answer: self-observation
Diff: 2 Type: SA Page Ref: 70
Skill: Applied
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

37) Beliefs people have about their ability to successfully perform a specific task are called _____.
Answer: self-efficacy beliefs
Diff: 1 Type: SA Page Ref: 69
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

38) Self-efficacy is a task-specific _____ appraisal of one's ability to perform a specific task.
Answer: cognitive
Diff: 3 Type: SA Page Ref: 69
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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39) Describe social cognitive theory and the key components.
Answer: A theory that emphasizes the role of cognitive processes in regulating people's behaviour. According to social cognitive theory, human behaviour can best be explained through a system of triadic reciprocal causation in which personal factors and environmental factors work together and interact to influence people's behaviour. In addition, people's behaviour also influences personal factors and the environment. Social cognitive theory involves three key components: observational learning, self-efficacy beliefs, and self-regulation.
Diff: 3 Type: ES Page Ref: 67
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

40) What is the meaning of triadic reciprocal causation of social cognitive theory and what are the main components of social cognitive theory?
Answer: According to SCT, human behaviour can best be explained through a system of triadic reciprocal causation in which personal factors and environmental factors work together and interact to influence people's behaviour. In addition, people's behaviour can also influence personal factors and the environment. SCT involves three key components: observational learning, self-efficacy beliefs, and self-regulation.
Diff: 2 Type: ES Page Ref: 67
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

41) What is self-regulation and how can it be used by a manager to improve safety among his/her employees in the workplace? Be sure to describe self-regulation techniques and how they should be used by employees to improve safety.
Answer: Self-regulation refers to the use of learning principles to regulate one's own behaviour. A manager can teach employees how to use self-regulation to manage their own behaviour and to learn and engage in safe working practices and behaviours. Self-regulation techniques include collecting self-observation data; observing models; setting goals; rehearsing; and reinforcing oneself. These techniques can be taught to employees with respect to specific safe working practices and behaviours—employees observe their own behaviour, observe others engaging in safe working behaviours, set goals for their own safe working behaviour, practise the safe working behaviours, and reward themselves for performing the safe working behaviours.
Diff: 3 Type: ES Page Ref: 70
Skill: Applied
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

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42) Define self-efficacy beliefs and describe its determinants and consequences.
Answer: Self-efficacy beliefs refer to beliefs people have about their ability to successfully perform a specific task. It is one of the components of social cognitive theory. There are four determinants of self-efficacy: performance mastery, observation, verbal persuasion and social influence, and physiological state. Self-efficacy beliefs influence the activities people choose to perform, the amount of effort and persistence they devote to a task, affective and stress reactions, and job performance.
Diff: 2 Type: ES Page Ref: 69
Skill: Recall
Objective: 2.7 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

Objective 2.8

1) The chapter described a company that posted a feedback chart in the workplace to indicate the percentage of safe behaviours observers noted every three days. Which of the following is NOT true about this practice?
A) It was an example of positive reinforcement.
B) It was an example of organizational behaviour modification.
C) It was an example of self-regulation.
D) The scheme was designed to improve safe working practices.
E) The posting of safe behaviours every three days is essentially a delayed, continuous reinforcement strategy.
Answer: C
Diff: 3 Type: MC Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

2) Which of the following best describes the effects of organizational behaviour modification on task performance?
A) The effects are strongest in service organizations.
B) The effects are strongest in military organizations.
C) The effects are strongest in manufacturing organizations.
D) The effects are the same in all organizations.
E) It depends on the type of positive reinforcement used.
Answer: C
Diff: 3 Type: MC Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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3) Which of the following most accurately indicates the forms of positive reinforcement that have been found to be effective for organizational behaviour modification?
A) Money and feedback but not social recognition
B) Money and social recognition but not feedback
C) Social recognition and feedback but not money
D) Only money
E) Money, feedback, and social recognition
Answer: E
Diff: 2 Type: MC Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

4) Which of the following is a key part of an employee recognition program?
A) The type of award
B) The amount of financial reward
C) Public acknowledgement
D) The fairness of the program
E) The type of recognition
Answer: C
Diff: 2 Type: MC Page Ref: 73
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

5) Which of the following is NOT one of the steps of behaviour modelling training?
A) Describe a set of well-defined behaviours to be learned.
B) Provide a model displaying the effective use of the behaviours.
C) Provide opportunities to practice using the behaviours.
D) Determine the most appropriate reinforcement strategy.
E) Provide feedback and reinforcement to trainees.
Answer: D
Diff: 2 Type: MC Page Ref: 75
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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6) One of the most widely used and effective methods of training is
A) organizational behaviour modification.
B) self-regulation training.
C) behaviour modelling training.
D) self-efficacy training.
E) social cognitive training.
Answer: C
Diff: 1 Type: MC Page Ref: 75
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

7) Research on behaviour modelling training has concluded that it has a positive effect on
A) learning and skills.
B) learning only.
C) learning and behaviour.
D) learning, skills, and behaviour.
E) skills and behaviour.
Answer: D
Diff: 2 Type: MC Page Ref: 76
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

8) The effects of behaviour modelling training are greatest when
A) trainees are instructed to set goals.
B) rewards and sanctions are used in the work environment.
C) trainees are instructed to set goals and rewards and sanctions are used in the work environment.
D) trainees are instructed to set goals and rewards are used in the work environment.
E) trainees are instructed to set goals and sanctions are used in the work environment.
Answer: C
Diff: 3 Type: MC Page Ref: 76
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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9) Luke has just described a set of well-defined behaviours to be learned. What is he doing?
A) Organizational behaviour modification
B) Self-regulation
C) Positive reinforcement
D) Behaviour modelling training
E) Self-monitoring
Answer: D
Diff: 2 Type: MC Page Ref: 75
Skill: Applied
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

10) Luke has just described to trainees a set of well-defined behaviours to be learned. What does he need to do next?
A) Provide feedback and social reinforcement to trainees
B) Provide opportunities for trainees to practise using those behaviours
C) Provide a model or models displaying the effective use of those behaviours
D) Take steps to maximize the transfer of those behaviours to the job
E) Take the steps that are required to achieve an individual's goals and career plans
Answer: C
Diff: 3 Type: MC Page Ref: 75
Skill: Applied
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

11) Luke has just provided opportunities for trainees to practise using newly learned behaviours. What does he need to do next?
A) Provide a model or models displaying the effective use of those behaviours
B) Take steps to maximize the transfer of those behaviours to the job
C) Describe to trainees a set of well-defined behaviours to be learned
D) Provide feedback and social reinforcement to trainees
E) Collect self-observation data
Answer: D
Diff: 3 Type: MC Page Ref: 76
Skill: Applied
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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12) Which of the following represents the findings of research on organizational behaviour modification?
A) Social recognition has stronger effects on performance than money and performance feedback.
B) Performance feedback has stronger effects on performance than money and social recognition.
C) Social recognition and performance feedback have the same effects on performance as money.
D) Money has stronger effects on performance than social recognition and performance feedback.
E) Money and social recognition have stronger effects on performance than performance feedback.
Answer: D
Diff: 2 Type: MC Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

13) According to research on organizational behaviour modification, which combination of factors has the strongest effect on task performance?
A) Money, social recognition, and formal recognition
B) Money, formal recognition, and performance feedback
C) Money, social recognition, and performance feedback
D) Formal recognition, social recognition, and performance feedback
E) Money, peer recognition, and performance feedback
Answer: C
Diff: 2 Type: MC Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

14) Companies that invest the most in recognition programs have more than
A) double the profits of those that invest the least.
B) double the revenues of those that invest the least.
C) triple the profits of those that invest the least.
D) triple the revenues of those that invest the least.
E) double the number of employees who apply for jobs.
Answer: C
Diff: 3 Type: MC Page Ref: 74
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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15) Formal programs in which employees can publicly acknowledge, recognize, and reward their co-workers for exceptional work and performance are called
A) employee recognition programs.
B) co-worker recognition programs.
C) colleague recognition programs.
D) peer recognition programs.
E) group recognition programs.
Answer: D
Diff: 2 Type: MC Page Ref: 74
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

16) Money, feedback, and social recognition together have the strongest effect on task performance.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

17) The effects of organizational behaviour modification on task performance tend to be strongest in service organizations.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

18) Money has been found to have stronger effects than social recognition and performance feedback in organizational behaviour modification.
Answer: TRUE
Diff: 2 Type: TF Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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19) The effect of money on performance is greater when it is part of a pay-for-performance program than organizational behaviour modification.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

20) The first step of behaviour modelling training is to provide a model or models displaying the effective use of behaviours to be learned.
Answer: FALSE
Diff: 2 Type: TF Page Ref: 75
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

21) Behaviour modelling training is based on organizational behaviour modification.
Answer: FALSE
Diff: 1 Type: TF Page Ref: 75
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

22) A financial reward for good performance will not qualify as an employee recognition program if it is not accompanied by _____.
Answer: public praise and recognition
Diff: 2 Type: SA Page Ref: 73
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

23) The chapter presented detailed examples of programs that used reinforcement to improve safety. These programs are examples of _____.
Answer: organizational behaviour modification
Diff: 2 Type: SA Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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24) Research on organizational behaviour modification has found that _____ has stronger effects on performance than other forms of positive reinforcement.
Answer: money
Diff: 2 Type: SA Page Ref: 71
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

25) One of the most widely used and effective methods of training is _____ training.
Answer: behaviour modelling
Diff: 2 Type: SA Page Ref: 75
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

26) Behaviour modelling training is based on the _____ component of social cognitive theory.
Answer: observational learning
Diff: 2 Type: SA Page Ref: 75
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

27) With the increasing use of technology, many organizations have begun use _____ recognition platforms for peer recognition.
Answer: social
Diff: 3 Type: SA Page Ref: 74
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

28) With the increasing use of technology, many organizations have begun use social recognition platforms for _____ recognition.
Answer: peer
Diff: 3 Type: SA Page Ref: 74
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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29) Formal programs in which employees can publicly acknowledge, recognize, and reward their co-workers for exceptional work and performance are called _____ recognition programs.
Answer: peer
Diff: 2 Type: SA Page Ref: 74
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

30) What should a formal employee recognition program specify in order to be effective? Give an example for improving work attendance.
Answer: a) how a person will be recognized, b) the type of behaviour being encouraged, c) the manner of public acknowledgement, and d) a token or icon of the event for the recipient. The example for work attendance can be found in the text on page 74. Employees with perfect attendance for an entire month had their names posted with a gold star for that month. At the end of each quarter, employees with no more than two absences received a personal card notifying and congratulating them. At the end of the year there was a plant-wide meeting to recognize good attendance and small, engraved mementos were awarded to employees who had perfect attendance during the entire year.
Diff: 2 Type: ES Page Ref: 73
Skill: Applied
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

31) What is organizational behaviour modification? Give an example of a reinforcement strategy which may be applied to improve worker safety.
Answer: The systematic use of learning principles to influence organizational behaviour. The slide show, feedback chart, and supervisor praise of safe performance program discussed in the text is one strategy that has been successfully used to improve safe working practices.
Diff: 2 Type: ES Page Ref: 71
Skill: Applied
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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32) Is it unethical for managers to use reinforcement strategies to control the behaviour of workers? Be sure to consider the use of organizational behaviour modification and to defend your answer.
Answer: This is an opinion question which forces students to consider the positive and negative aspects of organization behaviour modification. Most would agree that managers control the behaviour of workers anyway, so it may be beneficial for them to learn about the effective use of reinforcement strategies. For example, a manager who learns to use positive reinforcement techniques instead of punishment may also be helping his workers achieve higher levels of job satisfaction.
Diff: 3 Type: ES Page Ref: 71
Skill: Applied
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

33) What is behaviour modelling training and what are the steps involved?
Answer: BMT is a training method based on the observational learning component of social cognitive theory in which trainees observe a model performing a task followed by opportunities to practise the observed behaviours. It involves the following steps: describe to trainees a set of well-defined behaviours to be learned; provide a model or models displaying the effective use of those behaviours; provide opportunities for trainees to prepare using those behaviours; provide feedback and social reinforcement to trainees following practice; and take steps to maximize the transfer of those behaviours to the job.
Diff: 2 Type: ES Page Ref: 75
Skill: Recall
Objective: 2.8 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, and training and development programs.

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