# Test Bank for Organizational Behavior Emerging Knowledge Global Reality 8th McShane

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# Chapter 02
# Test Bank

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

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

2. Intensity refers to the fact that motivation is goal-directed, not random.
**FALSE**

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

3. Learned capabilities refer to the skills and knowledge that one has actually acquired.
**TRUE**

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Managerial Skills*

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

4. The four elements of the MARS model affect all voluntary workplace behaviors and performance.
**TRUE**

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

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

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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


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

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

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

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

8. The "Big Five" personality dimensions represent five clusters that represent most personality traits.
**TRUE**

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Big Five Personality Dimensions*

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

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

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

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

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Values*

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

11. People arrange values into a hierarchy of preferences called a value system.
**TRUE**

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*


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*Level of Difficulty: 1 Easy*
*Topic: Values*

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

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

*AACSB: Ethics*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

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

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

*AACSB: Ethics*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

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

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

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

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

15. Individualism and collectivism are mutually exclusive values found in certain countries and places.
**FALSE**

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 2 Medium*
*Topic: Individualism*

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

16. Which of the following directly influences an employee's voluntary behavior and performance?
**A.** role perceptions
B. moral intensity
C. corporate social responsibility
D. uncertainty avoidance
E. income


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*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*

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

17. Which of the following identifies the four factors that directly influence individual behavior and performance?
A. utilitarianism
**B.** MARS model
C. Schwartz's model
D. Holland's model
E. Myers-Briggs Type Indicator

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

18. Which of the following are external to the individual but still affect his/her behavior and performance?
A. motivations
B. role perceptions
**C.** situational factors
D. abilities
E. resolutions

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

19. _____ represent(s) the forces within a person that affect the direction, intensity, and persistence of voluntary behavior.
**A.** Motivation
B. Personality
C. Values
D. Ethics
E. Ability

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

20. Motivation affects a person's _____ of voluntary behavior.
**A.** direction, intensity, and persistence
B. antecedents, consequences, and reinforcers
C. size, shape, and weight
D. aptitudes, abilities, and competencies
E. agreeableness, locus of control, and ethical sensitivity

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*Accessibility: Keyboard Navigation*


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*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

21. Which of the following refers to the fact that motivation is goal-directed, not random?
A. persistence
**B.** direction
C. intensity
D. aptitude
E. competencies

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

22. Which of the following best represents the amount of effort allocated to a particular goal?
A. persistence
B. direction
**C.** intensity
D. aptitude
E. competencies

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

23. Which of the following refers to the natural talents that help employees learn specific tasks more quickly and perform them better?
A. persistence levels
B. direction
C. intensity
**D.** aptitude
E. commitment

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*
*Topic: Task Role*

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

24. Which of the following concepts consists of aptitudes, skills, and competencies?
A. motivation
B. personality
C. values
D. ethics
**E.** ability

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
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*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 1 Easy*


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*Topic: Performing*

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

25. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine. This course will improve job performance mainly by altering employees'
A. aptitudes.
B. role perceptions.
C. motivation.
D. organizational citizenship.
**E.** learned capabilities.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Performing*

Feedback: Learned capabilities are the skills and knowledge that you currently possess and knowledge you have acquired. This training would help the employees learn a certain capability.

26. Travel Happy Corporation gives simple accounts to newly hired employees, and then adds more challenging accounts as employees master the simple tasks. This practice mainly
A. improves role perceptions.
**B.** increases person-job matching.
C. reduces employee motivation.
D. provides more resources to accomplish the assigned task.
E. improves employee aptitudes.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Performing*

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

27. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they are not sure what tasks are included in their job. According to the MARS model, these new employees will likely
A. emphasize the utilitarianism principle in their decision making.
**B.** have lower job performance due to poor role perceptions.
C. have high job performance because they are motivated and able to perform the work.
D. have above-average organizational citizenship.
E. have a high degree of differentiation according to Holland's classification of occupations.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Task Role*

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

28. Which of the following refers to a person's beliefs about what behaviors are appropriate or necessary in a particular situation?
A. natural aptitudes
**B.** role perceptions
C. competencies
D. locus of control
E. situational factors

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*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

29. To reduce the amount of non-recyclable waste that employees throw out each day, a major computer company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behavior mainly by
A. increasing employee motivation to be less wasteful.
B. helping employees to learn how to be less wasteful.
**C.** altering situational factors so that employees have more difficulty practicing wasteful behavior.
D. increasing aptitudes that make employees less wasteful.
E. increasing organizational citizenship so that employees will be less wasteful.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 3 Hard*
*Topic: Behaviors*
*Topic: Situational Approach*

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

30. To help remember the three elements of motivation, consider a metaphor for
A. flying a kite.
**B.** driving a car.
C. rowing a boat.
D. skiing down a hill.
E. choosing a path at a fork in the road.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

Feedback: To help remember these three elements of motivation, consider the metaphor of driving a car in which the thrust of the engine is your effort. Direction refers to where you steer the car, intensity is how much you put your foot down on the gas pedal, and persistence is for how long you drive toward your destination.

31. When employees understand the priority of their various tasks and performance expectations, they have
**A.** role clarity.
B. role ambiguity.
C. role perception.
D. role responsibility.
E. role motivation.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Task Role*

Feedback: Role clarity exists when employees understand the priority of their various tasks and performance expectations. This is illustrated in the classic dilemma of quantity versus quality, such as how many customers to serve in an hour (quantity) versus how well each customer should be served (quality). Role clarity in the form of task priorities also exists in the dilemma of allocating personal time and resources, such as how much time managers should devote to coaching employees versus meeting with customers.

32. _____ refers to goal-directed behaviors under the individual's control that support organizational objectives.
A. Organizational citizenship
B. Counterproductive behavior
**C.** Task performance
D. Maintaining attendance


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E. Intensity

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*Blooms: Remember*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*
*Topic: Task Role*

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

33. Assisting coworkers with their work problems, adjusting work schedules to accommodate coworkers, and showing genuine courtesy toward coworkers are some of the forms of
A. role perception.
B. counterproductive behavior.
C. task performance.
**D.** organizational citizenship.
E. job matching.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*
*Topic: Organizational Politics*

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

34. Lawrence stole a clock from his workplace. Which of the following refers to Lawrence's activity?
A. productive behavior
**B.** counterproductive behavior
C. task performance
D. organizational citizenship behavior
E. job matching

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 1 Easy*

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

35. Absenteeism is higher in organizations where there is(are)
A. weak absence norms.
B. low workplace incivility.
C. high amounts of presenteeism.
D. meager sick leave benefits.
**E.** high work-related stress.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*

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

36. Presenteeism is exhibited in all the following ways *except*


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A. coming to work when ill.
B. even when injured reporting to work.
C. when the employee is preoccupied by personal problems.
**D.** when an absence would immediately affect many people.
E. when an employee faces dangerous conditions to get to work.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*

Feedback: The positive consequences of absenteeism are apparent when employees engage in presenteeism—showing up for work even though they are unwell, injured, preoccupied by personal problems, or face dangerous conditions getting to work.

37. Which profession is most likely to report to work when ill?
A. lawyer
B. teacher
C. administrative assistant
D. human resources director
**E.** physician

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

Feedback: Most physicians urge sick patients to stay home, yet few take their own advice. Almost all (95 percent) of the physicians surveyed at Children's Hospital of Pennsylvania agreed that working while sick puts patients at risk, yet 83 percent of them admitted working while sick within the past year. Similarly, 75 percent of New Zealand doctors working in hospitals say they went to work while unwell over the past year.

38. What is the organization's main source of competitive advantage?
A. employee turnover
**B.** human capital
C. relationships with coworkers
D. team development
E. external stakeholders

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 3 Hard*
*Topic: Competitive Environment*

Feedback: Hiring qualified and productive staff is vital, but so is ensuring that they stay with the company. As we discussed in Chapter 1, human capital is arguably the organization's main source of competitive advantage.

39. Harassing coworkers, creating unnecessary conflicts, and sabotaging work are all examples of
A. organizational citizenship behaviors.
B. task performance measures.
**C.** counterproductive work behaviors.
D. redundant behaviors.
E. illicit behaviors.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

Feedback: CWBs are voluntary behaviors that have the potential to directly or indirectly harm the organization or its stakeholders. This concept includes a wide array of behaviors, both intentional and unintentional, such as harassing coworkers, creating unnecessary conflict, deviating from preferred work methods (e.g., shortcuts that undermine work quality), being untruthful, stealing, sabotaging work, and wasting resources.


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40. What are maintaining attendance, organizational citizenship, and counterproductive behavior all types of?
A. task performance
**B.** individual behavior
C. personal motivation
D. role perceptions
E. situational factors

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

41. _____ is the relatively stable pattern of behaviors and consistent internal states that explain a person's behavioral tendencies.
**A.** Personality
B. Values
C. Motivation
D. Locus of control
E. Job satisfaction

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

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

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

43. Personality develops and changes mainly when people are young; it stabilizes by about age
A. 15.
B. 20.
**C.** 30.
D. 35.
E. 40.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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


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

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Big Five Personality Dimensions*

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

45. Which of the following acronyms identifies the "Big Five" personality dimensions?
A. MBTIA
**B.** CANOE
C. VALUE
D. MARSE
E. SMART

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Big Five Personality Dimensions*

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

46. Being good-natured, trusting, helpful, and tolerant are characteristics of people with which personality trait?
A. openness to experience
**B.** agreeableness
C. locus of control
D. emotional stability
E. extraversion

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Big Five Personality Dimensions*

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

47. Conscientiousness is a dimension of
A. the MARS model.
B. Schwartz's values model.
C. Myers-Briggs Type Indicator.
D. Jungian personality theory.
**E.** the five-factor model of personality.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Big Five Personality Dimensions*

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


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48. Which of the following explicitly identifies neuroticism?
A. MARS model
B. Schwartz's Values Circumflex model
**C.** the five-factor model of personality
D. Holland's theory of vocational choice
E. Myers-Briggs Type Indicator

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Big Five Personality Dimensions*

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

49. Most employees in the social services section of a government department have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?
A. high neuroticism
B. external locus of control
C. high introversion
**D.** high agreeableness
E. low motivation

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 3 Hard*
*Topic: Big Five Personality Dimensions*

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

50. Eric is the advertising head of a firm. He is extremely imaginative, creative, and curious. Which of the following personality dimensions does Eric possess?
A. customary thinking
**B.** openness to experience
C. resistance to change
D. neuroticism
E. cautiousness

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Big Five Personality Dimensions*

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

51. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
A. Extraversion
B. Openness to experience
C. Conscientiousness
**D.** Neuroticism
E. Agreeableness

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Big Five Personality Dimensions*


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

52. People with high agreeableness are motivated to be
A. dependable and open.
B. empathic and dependable.
**C.** cooperative and sensitive.
D. upbeat and flexible.
E. extroverted and emotional.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Big Five Personality Dimensions*

Feedback: Agreeableness does not predict proficient or proactive task performance very well, mainly because it is associated with lower motivation to set goals and achieve results. However, agreeableness does predict an individual's performance as a team member as well as in customer service jobs. The reason is that employees with high agreeableness are motivated to be cooperative, sensitive, flexible, and supportive.

53. Which "Big Five" personality dimension is most valuable for predicting job performance?
A. extraversion
B. openness to experience
**C.** conscientiousness
D. neuroticism
E. agreeableness

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Big Five Personality Dimensions*

Feedback: Conscientiousness stands out as the best overall personality predictor of proficient task performance for most jobs. The specific conscientiousness traits of industriousness (achievement, self-discipline, purposefulness) and dutifulness are the best predictors of proficient task performance. Conscientious employees set higher personal goals for themselves and are more persistent. They also engage in more organizational citizenship and in less counterproductive work behavior.

54. _____ characterizes people who are quiet, shy, and cautious.
**A.** Introversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Agreeableness

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Big Five Personality Dimensions*

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

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

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*


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*Topic: Big Five Personality Dimensions*

Feedback: Openness to experience refers to the extent to which people are imaginative, creative, unconventional, curious, nonconforming, autonomous, and aesthetically perceptive. Those who score low on this dimension tend to be more resistant to change, less open to new ideas, and more conventional and fixed in their ways.

56. Jung's psychological types are measured through the:
A. "Big Five" personality types.
B. locus of control scale.
C. instrument that also measures neuroticism.
**D.** Myers-Briggs Type Indicator.
E. self-monitoring personality test.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

Feedback: Jung's psychological types are measured through the Myers-Briggs Type Indicator.

57. People with perceiving orientation are
A. quiet.
**B.** curious.
C. caring.
D. realistic.
E. domineering.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

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

58. Which of the following statements about the Myers-Briggs Type Indicator (MBTI) is true?
A. It advocates the view that thinking and feeling are not important in decision making.
B. It is no longer used in organizations.
C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
**D.** Research suggests that the MBTI is most popular for career counseling and executive coaching.
E. The MBTI combines 16 pairs of traits into four distinct types.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

Feedback: The MBTI is the most widely studied measure of cognitive style in management research and is the most popular personality test for career counseling and executive coaching.

59. Various studies have reported that specific Big Five dimensions predict all of the following *except*
A. overall job performance.
B. leadership.
C. counterproductive work behaviors.
D. organizational citizenship.
**E.** need for coaching.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*


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*Level of Difficulty: 2 Medium*
*Topic: Big Five Personality Dimensions*

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

60. One worry about using most personality tests to select job applicants is that applicants might fake their answers because
A. people are naturally dishonest when seeking employment.
**B.** they are self-reported scales.
C. no one truly understands themselves.
D. the scales are inaccurate.
E. personality instruments are discriminatory.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

61. What is the best definition of personality?
**A.** the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person
B. broad concepts that allow us to label and understand individual differences
C. genetic or hereditary origins
D. socialization, life experiences, and other forms of interaction with the environment.
E. clarity of “who we are”

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*

Feedback: Personality is defined as the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with the psychological processes behind those characteristics.

62. Personality is shaped by
A. ethical conflicts.
B. executive function explanations.
C. personality testing.
**D.** nature and nurture.
E. personality traits.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

Feedback: Personality is shaped by both nature and nurture, although the relative importance of each continues to be debated and studied.

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

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*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Values*

Feedback: Values, a concept that we introduced in Chapter 1, are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations. They are perceptions about what is good or bad, right or wrong. Values tell us to what we "ought" to do. They serve as a moral compass that directs our motivation and, potentially, our decisions and actions.

64. Beliefs about what is good or bad, right or wrong, are referred to as:
A. organizational citizenship.
**B.** values.
C. collectivism.
D. moral intensity.
E. extraversion.

*AACSB: Analytical Thinking*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Values*

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

65. Schwartz's model organizes values into:
A. six dimensions.
B. a hierarchy.
C. three statistical formulas.
**D.** ten broader domains.
E. a time line.

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Values*

Feedback: Schwartz's Values Circumplex model clusters 57 values into 10 categories.

66. Which of the following is a domain in Schwartz's model?
A. personality trait
B. emotion
C. conscientiousness
D. neuroticism
**E.** stimulation

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Values*

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

67. In Schwartz's Values Circumplex, the quadrant that includes hedonism, stimulation, and self-direction is called:
**A.** openness to change.
B. self-enhancement.
C. conservation.
D. self-transcendence.
E. self-awareness.

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


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*Level of Difficulty: 2 Medium*
*Topic: Values*

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

68. Under Schwartz's Values Circumplex, hedonism is a part of two different quadrants, _____ and _____.
A. self-transcendence; self-enhancement
B. self-transcendence; conservation
C. self-enhancement; conservation
D. openness to change; conservation
**E.** openness to change; self-enhancement

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Values*

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

69. Values directly motivate actions by
A. framing perceptions of reality.
**B.** shaping the relative attractiveness of choices.
C. offering new experiences.
D. engaging in more environmentally friendly behaviors.
E. making daily decisions and actions occur routine.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Values*

Feedback: Values directly motivate our actions by shaping the relative attractiveness (valence) of the choices available.

70. The key concept of ____ refers to how similar a person's value hierarchy is to the values hierarchy of another entity.
A. valence
**B.** value congruence
C. perception
D. personality
E. awareness

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Values*

Feedback: The key concept here is values congruence, which refers to how similar a person’s values hierarchy is to the values hierarchy of another entity, such as the employee’s team or organization.

71. Which of the following is ethics most closely related to?
**A.** values
B. locus of control
C. Myers-Briggs Type Indicator
D. personality
E. ability

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Accessibility: Keyboard Navigation*


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Access Complete Test Bank for Organizational Behavior Emerging Knowledge Global Reality 8th McShane

*Blooms: Remember*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Ethical Behavior*

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

72. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?
A. conscientiousness
B. sensing
C. moral intensity
D. self-monitoring
**E.** ethics

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Ethical Behavior*

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

73. Which of the following is identified as an ethical principle?
**A.** utilitarianism
B. power distance
C. conservation
D. self-enhancement
E. power

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Ethical Behavior*

Feedback: Utilitarianism is one of the ethical principles.

74. A problem with the utilitarian principle of ethical decision making is that
A. it focuses on the consequences of our actions, not on how we achieve those consequences.
B. there is no agreement on what activities are of the greatest benefits to the affected.
C. it is difficult to predict the "trickle down" benefits to those people who are least well off in society.
**D.** it is almost impossible to evaluate the benefits or costs of many decisions.
E. it chooses the option that provides the minimum acceptable degree of satisfaction to those affected.

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

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

75. Which ethical principle reflects the idea that everyone is granted a moral norm of society?
A. utilitarianism
**B.** individual rights
C. moral intensity
D. distributive justice
E. care

*AACSB: Ethics*
*AACSB: Knowledge Application*


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*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Ethical Behavior*

Feedback: The individual rights principle extends beyond legal rights to human rights that everyone is granted as a moral norm of society.

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

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 1 Easy*
*Topic: Ethical Behavior*

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

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

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*

Feedback: Moral intensity is the degree to which an issue demands the application of ethical principleS.

78. _____ is the ability to recognize the presence and determine the relative importance of an ethical issue.
A. Neuroticism
B. Moral intensity
**C.** Moral sensitivity
D. Utilitarianism
E. Uncertainty avoidance

*AACSB: Ethics*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*

Feedback: Moral sensitivity (also called ethical sensitivity) is a characteristic of the person, namely his or her ability to detect a moral dilemma and estimate its relative importance.

79. People who have high moral sensitivity
**A.** can more quickly and accurately estimate the moral intensity of the issue.
B. tend to have lower levels of empathy.
C. are always more ethical than people with a moderate or low level of ethical sensitivity.
D. are individualistic and achievement oriented.
E. cannot estimate the moral intensity of an issue.


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Access Complete Test Bank for Organizational Behavior Emerging Knowledge Global Reality 8th McShane

Feedback: People with high moral sensitivity can more quickly and accurately estimate the moral intensity of the issue. This awareness does not necessarily translate into more ethical behavior; it just means that people with higher moral sensitivity are more likely to know when unethical behavior occurs.

*AACSB: Ethics*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*

Feedback: People with high moral sensitivity can more quickly and accurately estimate the moral intensity of the issue. This awareness does not necessarily translate into more ethical behavior; it just means that people with higher moral sensitivity are more likely to know when unethical behavior occurs.

80. Employees who strongly define themselves by _____ are more sensitive to moral dilemmas because they put more energy into maintaining ethical conduct.
**A.** moral sensitivity
B. moral character
C. value judgment
D. moral intensity
E. utilitarianism

*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

Feedback: Employees who strongly define themselves by moral character are more sensitive to moral dilemmas because they put more energy into maintaining ethical conduct.

81. Which of the following does the *most* to improve ethical conduct?
A. code of ethics
B. training, which can include quizzes and games/role playing
C. hotlines for anonymous tips
D. ombudsperson who can investigate wrongdoing
**E.** a set of shared values

*AACSB: Ethics*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

Feedback: Although training, hotlines, ombudspersons, and a code of ethics can improve ethical conduct to some extent, the *most* powerful foundation is a set of shared values that reinforces ethical conduct.

82. People who value their personal uniqueness have
**A.** high individualism.
B. high collectivism.
C. high power distance.
D. low uncertainty avoidance.
E. low openness to experience.

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

Feedback: Individualism is a cross-cultural value describing self more by one's uniqueness; personal goals have priority; decisions have low consideration of effect on others; relationships are viewed as more instrumental and fluid.


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83. _____ is the extent to which we value our duty to groups to which we belong and group harmony.
A. Individualism
**B.** Collectivism
C. Power distance
D. Uncertainty avoidance
E. Achievement orientation

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

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

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

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 3 Hard*
*Topic: Individualism*

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

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

*AACSB: Diversity*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 2 Medium*
*Topic: Individualism*

Feedback: Highly collectivist people define self more by one's in-group membership; goals of self-sacrifice and harmony have priority; behavior is regulated by in-group norms; in-group memberships are viewed as stable with a strong differentiation with out-groups.

86. Americans tend to have high
A. power distance.
B. nurturing orientation.
C. long-term orientation.
**D.** individualism.
E. uncertainty avoidance.

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


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Feedback: Americans generally have high individualism.

87. Which of the following countries generally has the strongest collectivist value orientation?
A. United States
B. Japan
**C.** Taiwan
D. Egypt
E. France

*AACSB: Diversity*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 2 Medium*
*Topic: Individualism*

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

88. Employees from cultures with a high power distance are more likely to
A. use their existing power to gain more power.
B. encourage consensus-oriented decision making.
C. avoid people in positions of power.
**D.** readily accept the high status of other people in the organization.
E. give their power to others as a sign of friendship.

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

Feedback: Power distance refers to the extent to which people accept unequal distribution of power in a society. Those with high power distance value unequal power. Those in higher positions expect obedience to authority; those in lower positions are comfortable receiving commands from their superiors without consultation or debate.

89. _____ is the extent to which people either tolerate ambiguity or feel threatened by ambiguity.
A. Individualism
B. Collectivism
C. Power distance
**D.** Uncertainty avoidance
E. Achievement orientation

*\AACSB: Diversity*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Remember*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*
*Topic: Values*

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

90. Etoni is a new employee who comes from a culture that values respect for people in higher positions and values the well-being of others more than goal achievement. Etoni's culture has
**A.** high power distance and achievement-nurturing orientation.
B. high collectivism and a short-term orientation.
C. low uncertainty avoidance and high individualism.
D. low power distance and achievement-nurturing orientation.
E. high power distance and weak nurturing orientation.

*AACSB: Analytical Thinking*
*AACSB: Diversity*


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*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 3 Hard*
*Topic: Behaviors*
*Topic: Values*

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

91. People with a high _____ value assertiveness, competitiveness, and materialism.
A. individualism
B. collectivism
C. power distance
D. uncertainty avoidance
**E.** achievement orientation

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

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

92. Which of the following is a warning flag about cross-cultural knowledge?
**A.** too many studies relying on small, convenient samples
B. conclusions that generalize the cultures they represented
C. assumptions that each country has many cultures
D. reliance on a major study conducted almost five decades ago
E. knowledge of the degree of deep-level diversity across this country

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 2 Medium*
*Topic: Culture*

Feedback: Our knowledge of cross-cultural dynamics has blossomed, and many of these findings will be discussed throughout this book, particularly regarding leadership, conflict handling, and influence tactics. However, we also need to raise a few warning flags about cross-cultural knowledge. One problem is that too many studies have relied on small, convenient samples (such as students attending one university) to represent an entire culture. The result is that many cross-cultural studies draw conclusions that might not generalize to the cultures they intended to represent.

93. Why do Americans vary in their values and personalities across regions?
A. The physical environment has a massive effect on individual traits and values.
B. National institutions have a greater influence on personal values.
**C.** Regional institutions have a greater influence on socialization practices and resulting personal values.
D. Cultural tightness within each state explains similarities in personality and values across the country.
E. Americans have significantly lower individualism than European and Hispanic Americans.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Understand*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 2 Medium*
*Topic: Culture*

Feedback: One explanation is that regional institutions—such as local governments, educational systems, and dominant religious groups—have a greater influence than do national institutions on socialization practices and resulting personal values.

**Scenario A**
Dave Docket, the installation manager at Kleen Waterproofing, has been receiving customer complaints that several crewmembers either come late to the job or they do not show up at all, without any communication with the customers. The job completion dates keep getting delayed and customer dissatisfaction keeps increasing. Dave has also just hired several new employees who are motivated, able to perform their jobs, and have adequate


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resources. However, they are not sure what tasks are included in their job. Dave is wondering how he can understand what is going on with his crew behavior and what he can do to improve the situation.

94. Dave organizes a training program for his employees to teach them how to operate the machines used for working. Which of the following attributes will show a direct improvement because of this training?
A. motivation
B. role perception
C. ethical sensitivity
D. moral intensity
**E.** ability

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

95. According to the MARS model, the new employees Dave has hired will likely
A. emphasize the utilitarianism principle in their decision making.
**B.** have lower job performance due to poor role perceptions.
C. have better job performance because they are motivated and able to perform the work.
D. have above-average organizational citizenship.
E. have a high degree of differentiation according to Holland's classification of occupations.

*AACSB: Analytical Thinking*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

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

96. Electronika managers want to hire people who are dependable, goal-focused, thorough, and disciplined. Which of the following "Big Five" personality dimensions is desirable for individuals to be hired?
A. openness to experience
B. agreeableness
**C.** conscientiousness
D. locus of control
E. extraversion

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*
*Topic: Big Five Personality Dimensions*

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

97. Electronika managers should be aware that being good-natured, empathetic, caring, and courteous are characteristics of people with
A. openness to experience.
**B.** agreeableness.
C. locus of control.
D. emotional stability.


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E. extraversion.

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 1 Easy*
*Topic: Behaviors*
*Topic: Big Five Personality Dimensions*

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

98. Electronika managers must pay attention to _____ when hiring new employees because it characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
A. extraversion
B. openness to experience
C. conscientiousness
**D.** neuroticism
E. locus of control

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*
*Topic: Big Five Personality Dimensions*

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

99. When hiring new employees, e-commerce managers should look for people who have a high level of _____, which is the most valuable "Big Five" personality dimension for predicting job performance.
A. extraversion
B. openness to experience
**C.** conscientiousness
D. neuroticism
E. locus of control

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*
*Topic: Big Five Personality Dimensions*

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

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

100. IMT managers should make themselves aware that people in Japan tend to have
A. high individualism.
B. high collectivism.
**C.** medium power distance.
D. low achievement orientation.
E. medium uncertainty distance.

*AACSB: Diversity*
*AACSB: Knowledge Application*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*


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Access Complete Test Bank for Organizational Behavior Emerging Knowledge Global Reality 8th McShane

*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 3 Hard*
*Topic: Culture*

Feedback: People in Japan have medium power distance.

101. IMT managers should know that employees from cultures with a high power distance are more likely to
A. use their power to obtain undue favors.
B. encourage consensus-oriented decision making.
C. avoid people in positions of power.
**D.** readily accept the high status of other people in the organization.
E. give their power to others as a sign of friendship.

*AACSB: Analytical Thinking*
*AACSB: Diversity*
*Accessibility: Keyboard Navigation*
*Blooms: Apply*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 2 Medium*
*Topic: Culture*

Feedback: Countries with a high power distance accept and value unequal power. They value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate, and they prefer to resolve differences through formal procedures rather than directly.

102. U.S. managers tend to be
**A.** more individualistic.
B. high in nurturing.
C. more collectivist.
D. low in achievement orientation.
E. high in uncertainty avoidance.

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

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

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

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

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

*AACSB: Analytical Thinking*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 2 Medium*
*Topic: Behaviors*


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

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

Ability: It is possible that employees at Store #34 lack the necessary skills or knowledge to complete sales transactions effectively. For example, the store might have high turnover, so most employees lack the necessary experience. Alternatively, the store manager might have hired people who lack the necessary skills and knowledge.

Motivation: Store #34 employees might not be as motivated to serve customers and sell the product. For example, the store might have a different reward system, one that is not very effective at encouraging store sales. Alternatively, employees at this store might have different needs and therefore are not as motivated by the company's compensation system.

Role perceptions: Store #34 employees might have role perceptions that result in lower sales. For example, they might not realize that certain procedures or sales practices are less effective than those used at other stores. Alternatively, employees might not realize that their level of sales is below an acceptable level.
Situational factors: Employees at Store #34 might have lower performance due to unfavorable situational factors. For example, Store #34 might be located in an area with an economic recession. Alternatively, the store might have had difficulty receiving inventory from the company's warehouse, resulting in lack of sales.
Student answers will vary due to the nature of this question.

*AACSB: Analytical Thinking*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 3 Hard*
*Topic: Behaviors*

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

The three different strategies that would potentially improve this kind of person-job matching are:

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

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

Redesign the job: This involves reassigning specific tasks to employees based on their current knowledge and skills. For example, if an employee is good at stocking inventory but lacks skills and knowledge to use the inventory control system, then this person might be assigned only the task of stocking inventory.

*AACSB: Analytical Thinking*
*Blooms: Apply*
*Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance.*
*Level of Difficulty: 3 Hard*
*Topic: Behaviors*

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

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

*AACSB: Knowledge Application*
*Blooms: Understand*
*Learning Objective: 02-02 Summarize the five types of individual behavior in organizations.*


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*Level of Difficulty: 2 Medium*
*Topic: Behaviors*

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

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

Student answers will vary, though they should address these points in their answer.

*AACSB: Analytical Thinking*
*Blooms: Evaluate*
*Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations.*
*Level of Difficulty: 3 Hard*
*Topic: Behaviors*

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

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

*AACSB: Knowledge Application*
*Blooms: Remember*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Values*

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

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

*AACSB: Analytical Thinking*
*Blooms: Understand*
*Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior.*
*Level of Difficulty: 3 Hard*
*Topic: Values*

110. Explain the three distinct types of ethical principles.

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

Utilitarianism: This principle advises us to seek the greatest good for the greatest number of people. In other words, we should choose the option that provides the highest degree of satisfaction to those affected. This is sometimes known as a consequential principle, because it focuses on the consequences of our actions, not on how we achieve those consequences. One problem with utilitarianism is that it is almost impossible to evaluate the benefits or costs of many decisions, particularly when many stakeholders have wide-ranging needs and values.

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


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

*AACSB: Ethics*
*AACSB: Knowledge Application*
*Blooms: Understand*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

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

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

*AACSB: Analytical Thinking*
*AACSB: Ethics*
*Blooms: Apply*
*Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior.*
*Level of Difficulty: 2 Medium*
*Topic: Ethical Behavior*

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

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

*AACSB: Analytical Thinking*
*Blooms: Understand*
*Learning Objective: 02-06 Describe five values commonly studied across cultures.*
*Level of Difficulty: 3 Hard*
*Topic: Culture*

| *Category* | *# of Questions* |
|---|---|
| AACSB: Analytical Thinking | 50 |
| AACSB: Diversity | 18 |
| AACSB: Ethics | 15 |
| AACSB: Knowledge Application | 62 |
| Accessibility: Keyboard Navigation | 102 |
| Blooms: Apply | 24 |
| Blooms: Evaluate | 1 |
| Blooms: Remember | 55 |
| Blooms: Understand | 32 |
| Learning Objective: 02-01 Describe the four factors that directly influence individual behavior and performance. | 24 |
| Learning Objective: 02-02 Summarize the five types of individual behavior in organizations. | 17 |
| Learning Objective: 02-03 Describe personality and discuss how the "Big Five" personality dimensions and four MBTI types relate to individual behavior in organizations. | 26 |
| Learning Objective: 02-04 Summarize Schwartz's model of individual values and discuss the conditions where values influence behavior. | 12 |
| Learning Objective: 02-05 Describe three ethical principles and discuss three factors that influence ethical behavior. | 16 |
| Learning Objective: 02-06 Describe five values commonly studied across cultures. | 17 |
| Level of Difficulty: 1 Easy | 45 |
| Level of Difficulty: 2 Medium | 56 |
| Level of Difficulty: 3 Hard | 11 |


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| | |
|---|---|
| Topic: Behaviors | 44 |
| Topic: Big Five Personality Dimensions | 18 |
| Topic: Competitive Environment | 1 |
| Topic: Culture | 5 |
| Topic: Ethical Behavior | 14 |
| Topic: Individualism | 8 |
| Topic: Managerial Skills | 1 |
| Topic: Organizational Politics | 1 |
| Topic: Performing | 3 |
| Topic: Situational Approach | 1 |
| Topic: Task Role | 4 |
| Topic: Values | 14 |


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