Test Bank for Organizational Behavior A Critical Thinking Approach 1st Neck

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Chapter 2: Diversity and Individual Differences

Test Bank

Multiple Choice

1. One of the most effective ways organizations can encourage acceptance of differences and create a harmonious workforce is through the management of
*a. Diversity
b. Self-awareness
c. Blooms Taxonomy
d. High involvement
Learning Objective: 2.1
Cognitive Domain: Comprehension
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Easy
Question Type: MC

2. What are the two main types of diversity?
a. Exterior-level and Inward-level
b. Top-level and Bottom-level
*c. Surface-level and Deep-level
d. Exterior-level and Interior-level
Learning Objective: 2.1
Cognitive Domain: Knowledge
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Easy
Question Type: MC

3. Which type of diversity can lead to discrimination when managers or recruiters judge or stereotype others on superficial differences?
a. Deep-level
*b. Surface-level
c. Exterior-level
d. Bottom-level
Learning Objective: 2.1
Cognitive Domain: Comprehension
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Medium
Question Type: MC

4. Which is not an example of surface-level diversity?
a. Gender
b. Ethnicity
*c. Values
d. Age
Learning Objective: 2.1
Cognitive Domain: Comprehension

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Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Medium
Question Type: MC

5. Martin's job is to find the best employees for his company, Sportics. During his search he finds Yasmin, who has been in the sports industry for thirty years. He also finds Ivan, who only has a few years of experience. He notices that Yasmin has an extensive resume, but doesn't think she has the stamina to compete in the sales force. Martin decides to pick Ivan even though he does not have as much experience as Yasmin. Martin is stereotyping Yasmin on the basis of
a. Exterior-level differences
b. Deep-level differences
c. Dissimilarity differences
*d. Surface-level differences
Learning Objective: 2.1
Cognitive Domain: Application
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

6. Differences in attitudes, values, beliefs, and personality are all examples of
a. Surface-level diversity
b. Bottom-level diversity
*c. Deep-level diversity
d. Top-level diversity
Learning Objective: 2.1
Cognitive Domain: Comprehension
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Medium
Question Type: MC

7. An example of deep-level diversity is
a. Male or female
*b. Personality
c. Country of origin
d. Color
Learning Objective: 2.1
Cognitive Domain: Comprehension
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Easy
Question Type: MC

8. Four of the five managers in Sasha's company are male. Therefore, Sasha feels that he has a good chance of being promoted. Which aspect of diversity is Sasha's company not following?
a. Race and ethnicity
b. Sex
*c. Gender
d. Ability
Learning Objective: 2.1
Cognitive Domain: Application
Answer Location: Gender diversity and sexual orientation
AACSB Standard: Application of knowledge

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Difficulty Level: Medium
Question Type: MC

9. Jean from Grandmas Cleaning Service was having trouble finding someone to fill one of the more menial positions in her company. Her brother-in-law put her contact with Lila who was in a car crash and could not find work after her brain injury. After testing Lila to see if she could perform the task of vacuuming successfully, she hired her. What part of diversity does this represent?
a. Age
b. Race and ethnicity
c. Gender
*d. Ability
Learning Objective: 2.1
Cognitive Domain: Application
Answer Location: Diversity of abilities
AACSB Standard: Application of knowledge
Difficulty Level: Medium
Question Type: MC

10. Race is related to _____ while ethnicity is associated with_____.
*a. Skin color, Culture
b. Nationality, Eye color
c. Ancestry, Skin or hair color
d. Culture, Skin color
Learning Objective: 2.1
Cognitive Domain: Comprehension
Answer Location: Race and ethnicity
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Medium
Question Type: MC

11. Griffin has fallen prey to hiring only Millennials in his new startup company. He feels that hiring someone from the Generation Xers will hold his company back regarding technology. What aspect of diversity does this represent?
*a. Age
b. Race and ethnicity
c. Gender
d. Ability
Learning Objective: 2.1
Cognitive Domain: Application
Answer Location: Age/generation diversity
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

12. Madison has decided that she needs to foster relationships among her Jewish customers and her employees. She decides to teach her staff about the different Jewish traditions and some of the commonly used Hebrew words. Madison is broadening which form of diversity?
a. Age
*b. Race and ethnicity
c. Gender
d. Ability
Learning Objective: 2.1
Cognitive Domain: Application
Answer Location: Race and Ethnicity
AACSB Standard: Application of knowledge

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Difficulty Level: Medium
Question Type: MC

13. In order to have a harmonious organizational environment, one must
*a. Understand the differences and similarities between workers
b. Only focus on the things that make us different from one another
c. Take many different diversity classes
d. Focus on self-leadership
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Interpersonal relations and teamwork
Difficulty Level: Medium
Question Type: MC

14. Tyler likes to motivate his sales team with prizes. At the end of each quarter, he brings the highest producer to the front of the office and takes some time to shine the spotlight on that employee. Ashley is the only one on his team who has never won the award. Instead, she slows down at the end of each quarter consistently. Even though she had been leading the group most of the quarter. After great thought about Ashley's quiet nature, Tyler realized that Ashley did not like to have the attention placed on her in a public forum. He then adjusted how he motivates by adding quiet accolades to his approach. This is an example of understanding
a. Self-concept
b. Self-efficacy
c. Self-esteem
*d. Individual differences
Learning Objective: 2.2
Cognitive Domain: Application
Answer Location: Discuss why individual differences are important
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

15. What are the two types of awareness one must possess in order to have an understanding of the individual differences of others?
a. Self-awareness and Team awareness
b. Awareness of others and Proactive awareness
*c. Self-awareness and Awareness of others
d. Leadership awareness and Power awareness
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Medium
Question Type: MC

16. The belief we have about who we are, and how we feel about ourselves is called?
*a. Self-concept
b. Self-efficacy
c. Self-esteem
d. Self-regard
Learning Objective: 2.2
Cognitive Domain: Knowledge
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking

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Difficulty Level: Easy
Question Type: MC

17. What are two main parts of our self-concept?
a. Self-esteem and Self-concept
*b. Self-esteem and Self-efficacy
c. Self-efficacy and Self-awareness
d. Self-efficacy and Self-concept
Learning Objective: 2.2
Cognitive Domain: Knowledge
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Easy
Question Type: MC

18. The ideas about our own worth and ability relate to
a. Self-esteem and Self-concept
*b. Self-esteem and Self-efficacy
c. Self-efficacy and Self-awareness
d. Self-efficacy and Self-concept
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Medium
Question Type: MC

19. _____ is the belief we have about our own worth.
a. Self-concept
b. Self-efficacy
*c. Self-esteem
d. Self-awareness
Learning Objective: 2.2
Cognitive Domain: Knowledge
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Easy
Question Type: MC

20. The belief in our ability to succeed in a specific task or situation is called
a. Self-concept
*b. Self-efficacy
c. Self-esteem
d. Self-awareness
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Easy
Question Type: MC

21. Caitlyn thinks she is capable of taking on the challenges that work brings her. She enjoys her job however, she fears that she is not going to be able to complete her presentation for next weeks meeting. Caitlyn has
a. High self-esteem and High self-efficacy
b. Low self-esteem and High self-efficacy

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*c. High self-esteem and Low self-efficacy
d. Low self-esteem and High self-efficacy
Learning Objective: 2.2
Cognitive Domain: Application
Answer Location: Discuss why individual differences are important
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

22. How would one classify the concept of self-esteem?
a. It directly correlates to self-regard.
*b. It directly correlates to self-concept.
c. It directly correlates to individual sameness.
d. It directly correlates to the awareness of others.
Learning Objective: 2.2
Cognitive Domain: Analysis
Answer Location: Discuss why individual differences are important
AACSB Standard: Analytical thinking
Difficulty Level: Hard:
Question Type: MC

23. While Dylan knows that he can successfully accomplish all his tasks at work, he still has a general feeling that he might not do very well at his upcoming performance appraisal. Dylan has
a. High self-esteem and High self-efficacy
*b. Low self-esteem and High self-efficacy
c. High self-esteem and Low self-efficacy
d. Low self-esteem and High self-efficacy
Learning Objective: 2.2
Cognitive Domain: Application
Answer Location: Discuss why individual differences are important
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

24. What concept did Ben Hubbard, from Rackspace hosting convey in the textbook?
*a. Individual differences
b. Self-awareness and awareness of others
c. Individual sameness
d. High self-esteem and Low self-efficacy
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Medium
Question Type: MC

25. Andre has a general belief in his own worth, however he has a low belief that he can meet his sales quota. This situation illustrates the difference between
a. High self-esteem and Low self-esteem
b. Intrinsic motivation and Extrinsic motivation
*c. Self-esteem and Self-efficacy
d. High individual difference and low individual difference
Learning Objective: 2.2
Cognitive Domain: Application
Answer Location: Discuss why individual differences are important
AACSB Standard: Application of knowledge

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Difficulty Level: Hard
Question Type: MC

26. What is defined as a stable and unique pattern of traits, characteristics, and resulting behaviors that gives an individual his or her identity?
a. Self-concept
b. Differences
c. Attributes
*d. Personality
Learning Objective: 2.3
Cognitive Domain: Knowledge
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

27. What are the two main areas where personality is formed as stated in the textbook?
a. Fauna and Foster
b. Foster and Hinder
*c. Nature and Nurture
d. Natural and Nutritive
Learning Objective: 2.3
Cognitive Domain: Comprehension
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

28. _____ is defined as the characteristics that describe our thoughts, feelings, and behaviors.
*a. Personality trait
b. Self-concept
c. Personality characteristic
d. Differences
Learning Objective: 2.3
Cognitive Domain: Knowledge
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

29. The parents of Zachary are determined to do everything right. They feel that if they do their job as parents perfectly, then their son will grow up to be a thriving, upstanding, and successful adult; omeone who can take charge in any situation and is a leader. This is important to them because they lack that quality themselves and have admired it in other people. Zachary's parents believe that _____ is where we get our personality.
a. Fauna
*b. Nurture
c. Foster
d. Nature
Learning Objective: 2.3
Cognitive Domain: Application
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: MC

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30. Researchers believe that we receive _____ of our personality from environmental and situational factors such as culture, religion, and family life.
a. 20%
b. less than half
*c. 60%
d. 95%
Learning Objective: 2.3
Cognitive Domain: Comprehension
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

31. Molly is worried about the future of her son Jax. She comes from a long line of criminals. Even though she has moved to the suburbs and enrolled Jax in a private school, she is still under the belief that there is nothing she can do to change the future for her son because of his genes. Molly believes that _____ is where we get our personality.
a. Fauna
b. Nurture
c. Foster
*d. Nature
Learning Objective: 2.3
Cognitive Domain: Application
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: MC

32. Which trait is not an example of personality from nature?
a. Eye color
*b. Temper
c. Height
d. Blood type
Learning Objective: 2.3
Cognitive Domain: Comprehension
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

33. What can be described as personality traits that are shaped by environmental and situational factors, such as culture, religion, and family life?
a. Fauna
*b. Nurture
c. Foster
d. Nature
Learning Objective: 2.3
Cognitive Domain: Comprehension
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

34. Which psychometric questionnaire used to evaluate psychological preferences is discussed in the textbook?

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a. Methodological Benefiter Type Indicator
b. Mitchell Braxton Type Indicator
c. Most Beneficial Type Indicator
*d. Myers-Briggs Type Indicator
Learning Objective: 2.4
Cognitive Domain: Knowledge
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

35. What is not a correct statement regarding the MBTI psychometric questionnaire?
a. It has been criticized by academics for providing a rather simplified view of personality
b. It can be a valuable tool for increasing self-awareness
c. The results of the questionnaire are not a definitive description of personality type, merely suggestions
*d. It boxes personalities into three main categories
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

36. Which of the items listed below is not one of the psychological preferences of the MBTI?
a. Extraversion
*b. Notion
c. Thinking
d. Judging
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

37. Of the four MBTI pairs of preferences, which one relates to Energy?
*a. Extroversion and Introversion
b. Sensing and Intuiting
c. Thinking and Feeling
d. Judging and Perceiving
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

38. Information relates to which pair of psychological preferences of the MBTI?
a. Extroversion and Introversion
*b. Sensing and Intuiting
c. Thinking and Feeling
d. Judging and Perceiving
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors

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Difficulty Level: Medium
Question Type: MC

39. Of the four MBTI pairs of preferences, which one relates to Decisions?
a. Extroversion and Introversion
b. Sensing and Intuiting
*c. Thinking and Feeling
d. Judging and Perceiving
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

40. Lifestyle relates to which pair of psychological preferences of the MBTI?
a. Extroversion and Introversion
b. Sensing and Intuiting
c. Thinking and Feeling
*d. Judging and Perceiving
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

41. _____ are energized and stimulated by external events and other people.
a. Feeling people
*b. Extraverts
c. Perceiving people
d. Introverts
Learning Objective: 2.4
Cognitive Domain: Knowledge
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

42. How many typologies are in the preference clarity index of the MBTI?
a. Four
b. Seven
*c. Sixteen
d. Twenty-six
Learning Objective: 2.4
Cognitive Domain: Knowledge
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

43. Kayla, a very talkative and expressive service representative, has determined that she prefers tangible, concrete, real-life information based on known facts when making decisions for her job. Two of the MBTI preferences that this fits into are?
*a. Extroversion and Sensing
b. Sensing and Feeling

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c. Extroversion and Intuitive
d. Perceiving and Feeling
Learning Objective: 2.4
Cognitive Domain: Application
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

44. If Lisa thinks she is an introvert rather than an extravert, a sensing person rather than an intuitive one, a thinking person rather than a feeling person, and a judging person rather than a perceiving person, then she would be known as
a. ESTP
b. INFP
*c. ISTJ
d. ISFP
Learning Objective: 2.4
Cognitive Domain: Application
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

45. Eric has determined that he is INFJ when looking at the preference clarity index. Eric would be categorized as
*a. Introvert, Intuitive, Feeling, and Judging
b. Intuitive, Natural, Feeling and Judging
c. Introvert, Negligent, Feeling and Judging
d. Instinctual, Natural, Feeling and Judging
Learning Objective: 2.4
Cognitive Domain: Application
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

46. Noah is lucky because he has found a job that he can do from home. This works for him because he likes to work by himself, use his instincts, look at his own values when making decisions, and has a very relaxed approach to work. Noah's preference clarity index would look like what?
a. ISTJ
b. ESFP
c. INTP
*d. INFP
Learning Objective: 2.4
Cognitive Domain: Application
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

47. _____ is the extent to which we can remain calm and composed.
a. Emotional composure
*b. Emotional stability
c. Emotional intelligence
d. Self-regulation
Learning Objective: 2.5

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Cognitive Domain: Knowledge
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behavior
Difficulty Level: Easy
Question Type: MC

48. The tendency to be tense, moody, irritable, and temperamental is called
*a. Neuroticism
b. Extraversion
c. Agreeableness
d. Conscientiousness
Learning Objective: 2.5
Cognitive Domain: Knowledge
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behavior
Difficulty Level: Easy
Question Type: MC

49. The MBTI has left out some traits. Researchers have created another, broader personality test by condensing personality traits into one list. This model is called
a. The Big Ten model
b. The Agreeableness model
*c. The Big Five model
d. The ABTQ model
Learning Objective: 2.5
Cognitive Domain: Knowledge
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behavior
Difficulty Level: Easy
Question Type: MC

50. _____ describes five basic dimensions of personality, including neuroticism, and is frequently used to evaluate and assess people in the workplace.
a. The Neuroticism
*b. The Big Five model
c. The Big Ten model
b. The Agreeableness model
Learning Objective: 2.5
Cognitive Domain: Comprehension
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behavior
Difficulty Level: Medium
Question Type: MC

51. Which item below is not one of the five basic dimensions of personality?
a. Openness to experience
*b. Meticulousness
c. Neuroticism
d. Extraversion
Learning Objective: 2.5
Cognitive Domain: Comprehension
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

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52. Haley is looking forward to her new experience at the restaurant. She introduces herself confidently to her coworkers, and remains composed throughout the first couple of hours on her new job. One may deduce that Haley rates highly on openness and extraversion, and low on
a. Agreeableness
b. Conscientiousness
*c. Neuroticism
d. Thoughtfulness
Learning Objective: 2.5
Cognitive Domain: Application
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

53. Although Alisa and Pati share a similar trait, they don't always get along. They both seem to be tense, moody, irritable, and temperamental. They would both rank high in what aspect of the Big Five model?
a. Agreeableness
b. Conscientiousness
*c. Neuroticism
d. Thoughtfulness
Learning Objective: 2.5
Cognitive Domain: Application
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

54. Which dimension of personality from the Big Five model focuses on being trusting, good-natured, tolerant, and forgiving?
*a. Agreeableness
b. Conscientiousness
c. Openness to Experience
d. Extraversion
Learning Objective: 2.5
Cognitive Domain: Comprehension
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

55. Which dimension of personality from the Big Five model focuses on being thoughtful, organized, responsible and achievement-oriented?
a. Agreeableness
*b. Conscientiousness
c. Neuroticism
d. Extraversion
Learning Objective: 2.5
Cognitive Domain: Comprehension
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

56. The dimension of personality from the Big Five model that focuses on being outgoing, sociable, assertive, and talkative is

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a. Openness to Experience
b. Conscientiousness
c. Neuroticism
*d. Extraversion
Learning Objective: 2.5
Cognitive Domain: Comprehension
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

57. Looking at the Big Five model, which dimension of personality is explained by being curious, creative and receptive to new ideas?
*a. Openness to Experience
b. Conscientiousness
c. Neuroticism
d. Extraversion
Learning Objective: 2.5
Cognitive Domain: Comprehension
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

58. Jennifer's new work at her home job is to create test questions for grade school textbooks. She only has a couple of days to complete each chapter. Luckily, she is good-natured, organized, and achievement oriented. However, she does have bouts of being moody and irritable when she looks ahead at her tight deadline. How would Jennifer rank on the Big Five model?
a. Low on Agreeableness, Openness to Experience, and Neuroticism
b. Low on Conscientiousness, and High on Neuroticism
c. High on Agreeableness, Openness to Experience, and Low on Neuroticism
*d. High on Agreeableness, Conscientiousness, and Neuroticism
Learning Objective: 2.5
Cognitive Domain: Application
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

59. Chuck is one of the most popular employees in Tabitha's group. He is sociable, assertive with his good ideas, and cooperative. However, Chuck is consistently late to work and the mess on his desk is making it hard for Tabitha to find his completed assignments. Tabitha would rank Chuck on the Big Five model as
*a. High on Extraversion and Agreeableness, and Low on Conscientiousness
b.High on Openness to Experience and Agreeableness, and High on Conscientiousness
c. Low on Extraversion and Agreeableness, and Low on Conscientiousness
d. High on Extraversion and Agreeableness, and Low on Neuroticism
Learning Objective: 2.5
Cognitive Domain: Application
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

60. _____ is the degree to which individuals relate to and think about their social and physical environment, and their personal beliefs regarding a range of issues.

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a. Locus of control
b. Machiavellianism
*c. Personal conception
d. Proactive personality
Learning Objective: 2.6
Cognitive Domain: Knowledge
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

61. Which of the personality dimensions listed below is not related to a person's conception of him or herself?
a. Self-monitoring
*b. Risk-adverse proportion
c. Machiavellianism
d. Locus of control
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

62. What are the two types of Locus of Control?
a. Reciprocal and Outermost
b. Interior and Exterior
c. Internal and Reciprocal
*d. Internal and External
Learning Objective: 2.6
Cognitive Domain: Knowledge
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

63. Hunter has had a bit of bad luck. He was racing to get to his new job on time and got into a car accident instead. He knew that he would no longer get to keep his new job because his car was totaled. Hunter thought to himself that something must not have wanted him to work with Jiffy Pizza Delivery and there was nothing that he could have done to change his fate. Hunter has which kind of locus of control?
*a. External
b. Posterior
c. Internal
d. Exterior
Learning Objective: 2.6
Cognitive Domain: Application
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

64. The term _____ is used to describe the behavior of people who manipulate others and use unethical practices for personal gain.
a. Self-monitoring
b. Proactive personality
*c. Machiavellianism

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d. Locus of control
Learning Objective: 2.6
Cognitive Domain: Knowledge
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: MC

65. Bella is in line for a promotion. Andy told Bella that she would get the promotion even though he knew that he was giving it to Ryan. Andy wanted Bella to think that he appreciated her, and therefore manipulated her into staying with the company. By telling her that the promotion was out of his control, he felt she would stay. Andy has displayed
a. High levels of Risk taking propensity
*b. High levels of Machiavellianism
c. High levels of Type B orientation
d. Low levels of Type C orientation
Learning Objective: 2.6
Cognitive Domain: Application
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

66. Cody is in a group meeting with Charlotte and a few other employees to talk about improving sales. Charlotte seems to have a lot to share and takes up most of the meeting time. Normally Cody speaks up with his ideas, but since Charlotte has taken the floor he holds back. Cody is a good example of showing a high degree of what type of personality dimension?
*a. Self-monitoring
b. Proactive personality
c. Machiavellianism
d. Locus of control
Learning Objective: 2.6
Cognitive Domain: Application
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

67. Which employee listed below would not be a good example of someone with a low degree of self-monitoring?
a. Claire who does not disguise her behaviors
b. Cliff who has little regard for how others perceive him
c. Carol, who refuses to change any aspect of herself to accommodate a situation
*d. Clyde who might hold back on expressing his true feelings and behaviors
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: MC

68. Which dimension of personality is explained by the extents to which individuals take the initiative to change their circumstances?
a. Risk-taking propensity
*b. Proactive personality
c. Type A or Type B orientation

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d. Locus of control
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

69. People who are _____ are generally passive and take very little action to change the circumstances surrounding them.
*a. Low in proactive personality
b. High self-monitors
c. High in proactive personality
d. Low self-monitors
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

70. Researchers have defined two main personality types to gauge how workers cope under pressure. These types fall under what dimension of personality?
a. Self-monitoring
b. Proactive personality
*c. Type A and Type B orientation
d. Risk-taking propensity
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

71. If Cheryl is characterized as competitive, impatient, aggressive, and achievement-oriented she is considered to have?
a. High self-monitors
b. High in proactive personality
c. Type B orientation
*d. Type A orientation
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

72. What dimension of personality is the tendency to engage in behaviors that might have positive or negative outcomes.
*a. Risk-taking propensity
b. Proactive personality
c. Type A and Type B orientation
d. Locus of control.
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes

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AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

73. Jake takes a long time making decisions. This is a good thing for his company Heinrich & Barnard LLC. They rely on Jake to make sure that they are following their mission statement and are within their legal rights. He makes sure that he has all information to assess the potential level of uncertainty. Jake would be considered a
a. Low proactive personality
b. High self-monitor
*c. Low risk-taker
d. Type B orientation
Learning Objective: 2.6
Cognitive Domain: Application
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: MC

74. The example in the textbook that discussed the housing market crisis of 2007 and 2008 illustrated the downfall of which personality dimension?
a. Low self-monitors
*b. High risk-takers
c. Type B orientation
d. High proactive personality
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: MC

True/False

75. Ethnicity is related to factors, such as skin, hair, or eye color, whereas race is associated with sociological factors such as nationality, culture, language and ancestry.
a. True
*b. False
Learning Objective: 2.1
Cognitive Domain: Knowledge
Answer Location: Race and ethnicity
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Easy
Question Type: TF

76. As stated in the textbook, it is illegal to fire employees for being lesbian, gay, bisexual, and transgender in all of the United States.
a. True
*b. False
Learning Objective: 2.1
Cognitive Domain: Knowledge
Answer Location: Gender diversity and sexual orientation
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Easy
Question Type: TF

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77. Individual differences are the various behavioral similarities and differences between people.
*a. True
b. False
Learning Objective: 2.2
Cognitive Domain: Knowledge
Answer Location: Discuss why individual differences are important
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Easy
Question Type: TF

78. Self-esteem is our belief in our ability to succeed in a specific task or situation.
a. True
*b. False
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Medium
Question Type: TF

79. When personality traits are inherited then one would say that nurture played a part.
a. True
*b. False
Learning Objective: 2.3
Cognitive Domain: Comprehension
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: TF

80. The MBTI profile is made of four pairs of psychological preferences because we tend to lean toward one or the other when determining our preferences.
*a. True
b. False
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: TF

81. ISTJ people tend to be thorough, practical, determined, and calm in a crisis. However, they can be impatient and sometimes make impulsive decisions.
*a. True
b. False
Learning Objective: 2.4
Cognitive Domain: Comprehension
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: TF

82. The Big Five model is widely accepted because its model allows for a range instead of one-or-the-other when looking at traits.
*a. True

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b. False
Learning Objective: 2.5
Cognitive Domain: Knowledge
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behavior
Difficulty Level: Easy
Question Type: TF

83. If one feels that they are responsible for influencing events then they have an internal locus of control.
a. True
*b. False
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: TF

84. Type A orientation with regard to dimensions of personality is characterized as relaxed, easygoing, more patient, and less competitive.
a. True
*b. False
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Easy
Question Type: TF

Short Answer

85. The main difference between self-esteem and self-efficacy is that one focuses on our own worth, while the other is our own
*a. Ability
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Hard
Question Type: SA

86. To understand individual differences, we must also have a high degree of _____ and _____.
*a. Self-awareness and awareness of others
Learning Objective: 2.2
Cognitive Domain: Comprehension
Answer Location: Discuss why individual differences are important
AACSB Standard: Reflective thinking
Difficulty Level: Hard
Question Type: SA

87. According to the textbook, personality traits can be inherited or influenced by our environment and upbringing. What are the two main terms that this describes?
*a. Nature and nurture
Learning Objective: 2.3
Cognitive Domain: Comprehension

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Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Medium
Question Type: SA

88. Austin has decided to take the MBTI to get a better understanding of himself. Once he takes the test, he looks at the _____ to identify his personality type.
*a. Preference Clarity Index (PCI)
Learning Objective: 2.4
Cognitive Domain: Application
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Application of knowledge
Difficulty Level: Hard
Question Type: SA

89. Where would being trusting, good-natured, tolerant, forgiving, and cooperative fall in the Big Five model?
*a. Agreeableness
Learning Objective: 2.5
Cognitive Domain: Comprehension
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: SA

90. Which dimension of personality is the extent to which individuals take the initiative to change their circumstances.?
*a. Proactive personality
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: SA

91. People with a _____, within dimensions of personality, are characterized as competitive, impatient, aggressive, and achievement-oriented.
*a. Type A orientation
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: SA

92. Which dimension of personality allows people to believe outside influences are responsible for their fate?
*a. External locus of control
Learning Objective: 2.6
Cognitive Domain: Comprehension
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: SA

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Essay

93. Why is it important for companies to embrace diversity and to commit to the changing demographics of our society?
*Studies have shown diverse groups working well together perform better and are more innovative, creative, and productive
*A diverse workforce can increase market share by helping the organization more effectively communicate with customers from different backgrounds and cultures
*Looking into the future, recent reports on demographics project that groups currently classified as minorities will become the majority in the United States by 2050
*Organizations that do not currently foster a diverse workforce need to harness all the talent available and commit to these changing demographics, or they risk being left behind
Learning Objective: 2.1
Cognitive Domain: Analysis
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Hard
Question Type: ESS

94. What are the four main components of diversity and what do they mean in relation to businesses?
*Age/Generation Diversity. Includes people of all different ages within the workplace
*Race and Ethnicity. Makes an effort to develop a deeper sense of cultural awareness by becoming familiar with different languages and traditions
*Gender Diversity. Having equal representation of both men and women in the workplace
*Ability Diversity. Includes people of different levels of mental and physical abilities within the workplace
Learning Objective: 2.1
Cognitive Domain: Analysis
Answer Location: Explain the importance of diversity in OB
AACSB Standard: Diverse and multicultural work environments
Difficulty Level: Hard
Question Type: ESS

95. Why is it important to have a high degree of self-awareness when understanding individual differences?
* One must know how one feels about something to even know if it is the same or different to someone else
* Self-awareness of others begins with awareness of oneself
Learning Objective: 2.2
Cognitive Domain: Analysis
Answer Location: Discuss why individual differences are important
AACSB Standard: Analytical thinking
Difficulty Level: Hard
Question Type: ESS

96. Why is it important to understand different personalities?
*We can better understand the behaviors and motivations of others
*That way snap judgments that are often inaccurate won't be made
*This will then lead one to be more open minded and accepting of people's differences when leading employees
Learning Objective: 2.3
Cognitive Domain: Analysis
Answer Location: Contrast the nature and nurture explanations of personality development
AACSB Standard: Group and individual behaviors
Difficulty Level: Hard
Question Type: ESS

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97. Why is it beneficial to have an understanding of your MBTI?
* It can be beneficial in understanding yourself and increasing your self-awareness
*It is also useful for identifying individual differences among us
*It can be a source to overcome conflict and misunderstanding
* It broadens our perspective of others
*Knowing what motivates others and why they behave and communicate in the way they do allows us to build better relationships
Learning Objective: 2.4
Cognitive Domain: Analysis
Answer Location: Describe the MBTI types and the four temperaments
AACSB Standard: Analytical thinking
Difficulty Level: Hard
Question Type: ESS

98. As stated in the book, besides the MBTI, why was there a need for another type of personality assessment?
* There are traits that were not covered by the MBTI
* It also provides a more complete view of personality traits than earlier theories that saw traits as contradictory rather than as different in degree
*Because it allows for the many complexities of the human temperament
Learning Objective: 2.5
Cognitive Domain: Analysis
Answer Location: Identify the five personality factors of the Big Five Model
AACSB Standard: Analytical thinking
Difficulty Level: Hard
Question Type: ESS

99. Explain Machiavellianism in the context of dimensions of personality.
* It describes the behavior of people who manipulate others and use unethical practices for personal gain
*The term owes its origins to the 16th century author Nicolo Machiavelli, whose book The Prince describes the true nature of power and its acquisition through cunning and ruthless means
*People with high levels of Machiavellianism tend be pragmatic, may be prone to lying to achieve goals, are good at influencing others, and have the ability to distance themselves from conventional morality
*Conversely, people with low levels of Machiavellianism are more likely to maintain moral standards and use ethical practices to achieve objectives
Learning Objective: 2.6
Cognitive Domain: Analysis
Answer Location: Differentiate among the most common personality attributes
AACSB Standard: Analytical thinking
Difficulty Level: Hard
Question Type: ESS

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