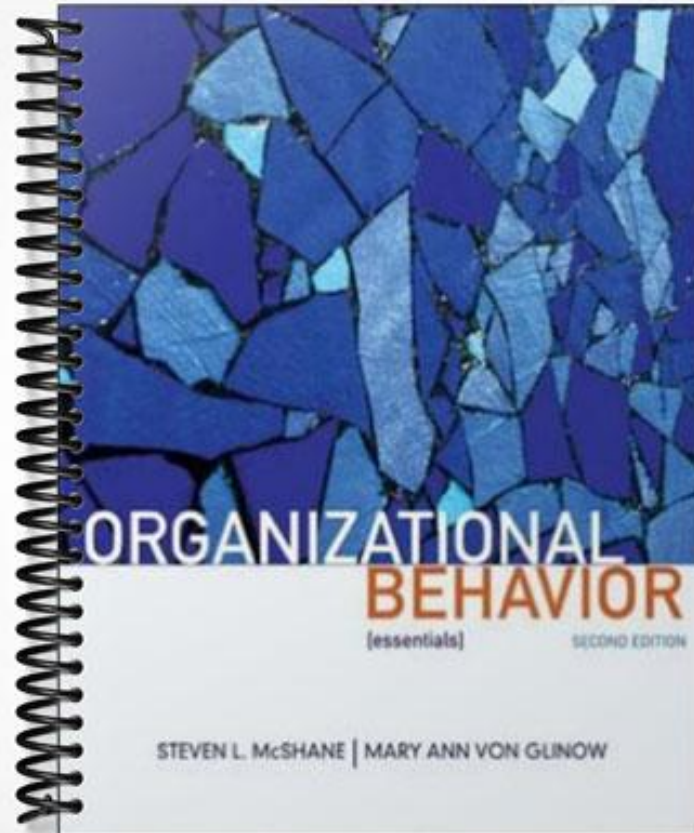


TEST BANK



**ORGANIZATIONAL
BEHAVIOR**
(essentials) SECOND EDITION

STEVEN L. McSHANE | MARY ANN VON GLUNOW

Student: _____

1. One person-job matching strategy is to select applicants whose existing competencies best fit the required task.
True False
2. According to the MARS model of individual behavior and performance, employee performance will remain high even if one of the four factors significantly weakens.
True False
3. The MARS model identifies the four main factors that influence individual behavior: motivation, ability, role perceptions, and situational factors.
True False
4. Motivation is an external force on the person that causes him or her to engage in specific behaviors.
True False
5. Intensity refers to the fact that motivation is goal-directed, not random.
True False
6. Aptitudes are natural talents that help individuals to learn specific tasks more quickly and perform them better than other people.
True False
7. Ability is the most important factor in the MARS model to explain why people quit their jobs.
True False
8. The forces within a person affect the employee's motivation.
True False
9. Learned capabilities refer to the skills and knowledge that you have actually acquired.
True False
10. Competencies refer to the complete set of motivations, abilities, role perceptions, and situational factors that contribute to job performance.
True False
11. Companies can improve employee role perceptions by describing the employee's assigned tasks clearly and providing meaningful performance feedback.
True False
12. Situational factors are working conditions within the employee's control.
True False
13. Competencies refer to goal-directed behaviors under the individual's control that support organizational objectives.
True False
14. Research has found that absenteeism is rarely, if ever, caused by situational factors.
True False
15. Personality is a relatively stable pattern of behaviors and internal states that explains a person's behavioral tendencies.
True False

16. Personality traits are more evident in situations where social norms and reward systems constrain behavior.
True False
17. The 'Big Five' personality dimensions represent five clusters that represent most personality traits.
True False
18. Conscientiousness refers to the extent that people are sensitive, flexible, creative, and curious.
True False
19. People with a high score on the neuroticism personality dimension tend to be more relaxed, secure and calm.
True False
20. Agreeableness, extroversion, and conscientiousness are three of the 'Big Five' personality dimensions.
True False
21. Sensing, feeling, and judging are three of the 'Big Five' personality traits.
True False
22. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.
True False
23. Two of the most stable individual differences are values and personality.
True False
24. Values are stable, evaluative beliefs about what is important in a variety of situations.
True False
25. People arrange values into a needs hierarchy.
True False
26. Espoused values represent the values that you and your spouse have in common.
True False
27. Corporate leaders have a strong influence on the moral conduct of employees in that organization.
True False
28. One dimension of Schwartz's values model has openness to change at one extreme and conservation at the other extreme.
True False
29. Our habitual behavior tends to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.
True False
30. Perfect person-organization value congruence is possible but not desirable.
True False
31. The ideal situation in organizations is to have employees whose values are perfectly congruent with the organization's values.
True False
32. Cultures with high collectivism must also have low individualism.
True False
33. Two countries with low collectivism are Japan and the United States.
True False

34. People with high power distance expect relatively equal power sharing.
True False
35. In terms of cross-cultural values, Americans tend to have relatively high individualism with an achievement orientation and low power distance.
True False
36. People from cultures with a short-term orientation tend to value assertiveness, competitiveness and materialism.
True False
37. One limitation with information about cross-cultural values is that it incorrectly assumes that everyone within a specific country holds similar values.
True False
38. Utilitarianism judges morality by the consequences of our actions, not the means to attaining those consequences.
True False
39. Three personality traits are care, utilitarianism, and distributive justice.
True False
40. One problem with applying the individual rights principle of ethical decision making is that one individual right may conflict with another.
True False
41. The distributive justice principle of ethical decision making people who are similar in relevant ways should receive dissimilar benefits and burdens based on their individual rights.
True False
42. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.
True False
43. Ethically sensitive people recognize the presence and determine the relative importance of an ethical issue.
True False
44. Ethics experts say that the most effective way to ensure that employees engage in ethical behavior is to introduce ethical codes of conduct.
True False
45. All of these factors directly influence an employee's voluntary behavior and performance EXCEPT:
A. motivation.
B. role perceptions.
C. situational factors.
D. moral intensity.
E. ability.
46. 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

47. Which of these factors directly influences an employee's voluntary behavior and performance?
- A. Motivation
 - B. Role perceptions
 - C. Uncertainty avoidance
 - D. All of the above
 - E. Only 'A' and 'B'
48. _____ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behavior.
- A. Motivation
 - B. Personality
 - C. Values
 - D. Ethics
 - E. Ability
49. 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
50. 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
51. _____ is the amount of effort allocated to the goal.
- A. Persistence
 - B. Direction
 - C. Intensity
 - D. Aptitude
 - E. Competencies
52. The MARS model explicitly identifies which of the following factors?
- A. Money
 - B. Recreational activities
 - C. Neuroticism
 - D. Situational factors
 - E. All of the above
53. _____ are the natural talents that help employees learn specific tasks more quickly and perform them better.
- A. Persistence
 - B. Direction
 - C. Intensity
 - D. Aptitude
 - E. Competencies
54. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
- A. Hire applicants with appropriate aptitudes.
 - B. Train employees so they develop appropriate aptitudes.
 - C. Motivate employees to have appropriate aptitudes.
 - D. Provide resources that allow employees to perform their jobs.
 - E. All of the above.

55. Competencies relate most closely to which element in the MARS model of behavior and performance?
- A. Motivation
 - B. Situational factors
 - C. Role perceptions
 - D. Ability
 - E. Competencies are not related at all to any element of the MARS model
56. Aptitudes, skills, and competencies all fall under which of the following concepts?
- A. Motivation
 - B. Personality
 - C. Values
 - D. Ethics
 - E. Ability
57. Ability includes which of these?
- A. Aptitudes and learned skills
 - B. Natural aptitude and intensity
 - C. Persistence and direction
 - D. Intensity and learned capabilities
 - E. Direction and intensity
58. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't 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.
59. 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 employee:
- A. aptitudes
 - B. role perceptions
 - C. motivation
 - D. organizational citizenship
 - E. learned capabilities
60. Competencies include:
- A. a person's aptitudes.
 - B. a person's learned abilities.
 - C. a person's skills.
 - D. all of the above.
 - E. none of the above.
61. According to the MARS model of individual behavior, which of the following is NOT a role perception problem?
- A. The employee lacks the proper tools to perform the job.
 - B. The employee knows two different ways to perform a particular task, but unknowingly chooses the . method that the organization does not want its employees to use.
 - C. The employee doesn't realize that a particular task is part of his or her job.
 - D. The employee places more emphasis on the quantity of work whereas the organization wants more . emphasis placed on the quality of work.
 - E. The employee believes that the company wants him or her to spend more time with clients, whereas the . company really wants client requests processed more quickly.

62. Which of these 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
63. Companies can improve employee performance through situational factors by:
- A. asking employees about the things that motivate them.
 - B. testing employee skills and knowledge before they are hired.
 - C. providing training so employees learn the required competencies.
 - D. redesigning the job so employees are only given tasks within their capabilities.
 - E. asking employees to identify problems they experience with time and resources, then removing those obstacles to job performance.
64. 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.
65. Travel Happy Corp. 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.
66. The relatively stable pattern of behaviors and consistent internal states that explain a person's behavioral tendencies refers to
- A. personality.
 - B. values.
 - C. motivation.
 - D. locus of control.
 - E. job satisfaction.
67. 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. is all of the above.
 - E. is only 'B' and 'C'.
68. The 'Big Five' personality dimensions represent:
- A. all of the personality traits found in an ideal job applicant.
 - B. the aggregated clusters representing most known personality traits.
 - C. the personality traits caused by the environment rather than heredity.
 - D. all of the above.
 - E. only 'B' and 'C'.

69. The 'Big Five' personality dimensions are identified by the acronym:
- A. MBTIA
 - B. CANOE
 - C. VALUE
 - D. MARSE
 - E. HAPPY
70. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
- A. Openness to experience
 - B. Agreeableness
 - C. Locus of control
 - D. Emotional stability
 - E. Extroversion
71. Conscientiousness is one dimension of:
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. all of the above.
 - E. none of the above.
72. Neuroticism is explicitly identified in:
- A. the MARS model.
 - B. Schwartz's values model.
 - C. 'Big Five' personality dimensions.
 - D. Holland's theory of vocational choice.
 - E. both 'A' and 'C'.
73. 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. Both 'B' and 'C'.
74. Which 'Big Five' personality dimension is most valuable for predicting job performance?
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. None of the 'Big Five' traits predict job performance to any extent
75. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Agreeableness
76. All of these are "Big Five" personality dimensions EXCEPT:
- A. openness to experience.
 - B. agreeableness.
 - C. locus of control.
 - D. emotional stability.
 - E. extroversion.

77. Extroversion is one dimension of:
- A. the MARS model.
 - B. Schwartz's values model.
 - C. the Venus theory.
 - D. 'Big Five' personality dimensions.
 - E. none of the above.
78. _____ characterizes people who are quiet, shy, and cautious.
- A. Introversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Agreeableness
79. Which of the following statements about values is FALSE?
- A. Values help define what is right or wrong and good or bad in the world.
 - B. Values are arranged into a hierarchy of preferences.
 - C. The values that dominate a person's preferences differ across cultures.
 - D. Values guide our decisions and actions.
 - E. A person's hierarchy of values typically changes a few times each year.
80. Beliefs about what is good or bad, right or wrong are called:
- A. organizational citizenship.
 - B. values.
 - C. collectivism.
 - D. moral intensity.
 - E. extroversion.
81. The chief executive of a start-up high-technology company recently made several public announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:
- A. espoused values.
 - B. ethical values.
 - C. professional values.
 - D. organizational values.
 - E. enacted values.
82. Schwartz's model organizes ____ into _____.
- A. personality traits, six dimensions.
 - B. values, a hierarchy.
 - C. needs, three statistical formulas
 - D. values, ten broader domains.
 - E. emotions, a time line.
83. All of the following are domains in Schwartz's values model EXCEPT:
- A. tradition.
 - B. power.
 - C. conscientiousness.
 - D. conformity.
 - E. stimulation.

84. Schwartz's values model includes all of the following EXCEPT:
- A. Universalism.
 - B. Hedonism.
 - C. Security.
 - D. Utilitarianism.
 - E. Self-direction.
85. Incongruence between a company's dominant values and an employee's values is known to:
- A. increase employee stress.
 - B. increase the employee's probability of quitting.
 - C. increase the chance that the employee's decisions will differ from the organization's preferences.
 - D. do all of the above.
 - E. have no effect on employee behavior or decision making.
86. People who value their independence and personal uniqueness have:
- A. high individualism.
 - B. high collectivism.
 - C. high power distance.
 - D. low uncertainty avoidance.
 - E. both 'A' and 'B'.
87. _____ 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
88. 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.
89. 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. have both 'B' and 'C'.
90. Which of these countries generally has the strongest collectivist value orientation?
- A. United States
 - B. Japan
 - C. Taiwan
 - D. Egypt
 - E. France
91. 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.

92. Americans tend to have:
- A. a high collectivism value orientation.
 - B. a high nurturing-orientation value.
 - C. a long-term orientation.
 - D. an individualistic value orientation.
 - E. both 'B' and 'C'.
93. _____ is the extent to which people tolerate ambiguity or feel threatened by ambiguity.
- A. Individualism
 - B. Collectivism
 - C. Power distance
 - D. Uncertainty avoidance
 - E. Achievement orientation
94. Etoni is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Etoni's culture would have:
- A. high power distance and nurturing orientation.
 - B. high collectivism and short-term orientation.
 - C. low uncertainty avoidance and high individualism.
 - D. low power distance and strong nurturing orientation.
 - E. none of the above.
95. People with a high _____ value assertiveness, competitiveness, and materialism.
- A. individualism
 - B. collectivism
 - C. power distance
 - D. uncertainty avoidance
 - E. achievement orientation
96. Which of the following countries generally has high achievement orientation values?
- A. United States
 - B. Russia
 - C. Japan
 - D. Sweden
 - E. The Netherlands
97. In the section on cross-cultural values, the textbook warns that:
- A. the cross-cultural data presented are based on a very small sample (less than 10 people in each country studied).
 - B. the definitions of most values have changed over the past decade, so most cross-cultural information has little meaning anymore.
 - C. several cultures don't have any values, but this isn't mentioned in the literature.
 - D. diverse societies such as the United States have a wide range of values even though the information presented assumes that everyone in the country has similar values.
 - E. all of the above.
98. Ethics is most closely related to:
- A. values.
 - B. locus of control.
 - C. the Myers-Briggs type Indicator.
 - D. personality.
 - E. ability.

99. 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
100. One problem with the utilitarian principle of ethical decision making is that:
- A. not all utilitarian rights are protected by law.
 - B. there is no agreement on what activities are the greatest benefit to the least well off.
 - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
 - D. it is almost impossible to evaluate the benefits or costs of many decisions.
 - E. the utilitarian principle is not really a valid ethical principle at all.
101. Which of the following is NOT identified in the textbook as an ethical principle?
- A. Utilitarianism
 - B. Distributive justice
 - C. Moral intensity
 - D. Individual rights
 - E. All of these are ethical principles identified in the textbook.
102. Which of the following is an ethical principle that people have entitlements that let them act in a certain way?
- A. Utilitarianism
 - B. Individual rights
 - C. Moral intensity
 - D. Distributive justice
 - E. Care
103. The main limitation of the individual rights principle is that:
- A. it really isn't an ethical principle at all
 - B. some individual rights conflict with other individual rights.
 - C. it pays attention to whether consequences are ethical, but not to whether the means to those consequences are ethical.
 - 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
104. Ethical decision making should consider whether:
- A. the decision outcomes will provide the greatest good for the greatest number.
 - B. the implementation of the preferred choice violates any government laws.
 - C. people affected by the decision believe that the results of decision implementation are fair.
 - D. all of the above.
 - E. only 'A' and 'B'.
105. Senior executives at CyberForm must make a decision that will affect many people and where 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. requires a low duty to care.

106. People who have high ethical sensitivity:
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
 - B. tend to have higher empathy.
 - C. tend to have more information about the specific situation.
 - D. are all of the above.
 - E. are only 'B' and 'C'.
107. The ability to recognize the presence and determine the relative importance of an ethical issue is known as:
- A. neuroticism.
 - B. moral intensity.
 - C. ethical sensitivity.
 - D. utilitarianism.
 - E. uncertainty avoidance.

Scenario: Kleen Waterproofing

Dave Docket, the installation manager at Kleen Waterproofing, has been receiving customer complaints that several crewmembers either come late to the job or they don't show up at all without any communication with the customers. The job completion dates keep getting delayed and customer dissatisfaction keeps increasing. Dave has also just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. Dave is wondering how he can understand what is going on with his crew behavior and what can he do to improve the situation.

108. If Dave uses the MARS model, he would know that all of these factors directly influence his employee's voluntary behavior and performance EXCEPT:
- A. motivation.
 - B. role perceptions.
 - C. situational factors.
 - D. moral intensity.
 - E. ability.
109. 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 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.

Scenario: International Manufacturing & Trading

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

110. People in ____ tend to have high _____, whereas people in _____ tend to be _____.
- A. the U.S.; achievement orientation; Taiwan; individualistic
 - B. India; power distance; Taiwan; collectivist
 - C. the U.S.; power distance; Malaysia; collectivist
 - D. Taiwan; nurturing orientation; the U.S.; collectivist
 - E. India; uncertainty avoidance; Taiwan; individualistic

111. IMT managers should know that 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.
112. U.S. managers tend to be more _____ whereas Taiwanese managers tend to be more _____.
- A. collectivist; individualistic
 - B. nurturing; achievement oriented
 - C. collectivist; nurturing
 - D. individualistic; collectivist
 - E. extroverts; introverts

Scenario: e-Commerce International

e-Commerce International is a fast growing small company specializing in the consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five Personality Dimensions in hiring and improving work-related behaviors and job performance.

113. All of these are "Big Five" personality dimensions EXCEPT:
- A. openness to experience.
 - B. agreeableness.
 - C. locus of control.
 - D. emotional stability.
 - E. extroversion.
114. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
- A. Openness to experience
 - B. Agreeableness
 - C. Locus of control
 - D. Emotional stability
 - E. Extroversion
115. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Locus of control
116. Which 'Big Five' personality dimension is most valuable for predicting job performance?
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Locus of control

117. 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 doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behavior, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behavior.
118. 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.
119. Employees in the company's warehouse are making numerous 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 person-job matching.
120. Comment on the accuracy of the following statement and explain your answer: "Organizations are most successful when employee values are identical to the company's dominant values."

121. A visiting professor in international business recently spoke to students in an organizational behavior class about cultural differences between American and Japanese employees. The visitor noted that Americans and Japanese have similar values - Americans have high individualism and low collectivism and Japanese have medium-high individualism and low collectivism. The visitor concluded by saying that by identifying someone's nationality, such as American, you can easily determine the person's level of collectivism and individualism. Identify and discuss two problems with the visiting professor's statements.
122. 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.
123. 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.

02 Key

1. One person-job matching strategy is to select applicants whose existing competencies best fit the required task.

(p. 25)

TRUE

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #1*

2. According to the MARS model of individual behavior and performance, employee performance will remain high even if one of the four factors significantly weakens.

(p. 26)

FALSE

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #2*

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

(p. 26)

TRUE

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #3*

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

(p. 26)

FALSE

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #4*

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

(p. 26)

FALSE

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #5*

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

(p. 27)

TRUE

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #6*

7. Ability is the most important factor in the MARS model to explain why people quit their jobs.

(p. 27)

FALSE

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #7*

8. The forces within a person affect the employee's motivation.

(p. 27)

TRUE

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #8*

9. Learned capabilities refer to the skills and knowledge that you have actually acquired.

(p. 28) **TRUE**

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #9*

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

(p. 28) **FALSE**

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #10*

11. Companies can improve employee role perceptions by describing the employee's assigned tasks clearly and providing meaningful performance feedback.

(p. 28) **TRUE**

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #11*

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

(p. 28) **FALSE**

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #12*

13. Competencies refer to goal-directed behaviors under the individual's control that support organizational objectives.

(p. 28) **FALSE**

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #13*

14. Research has found that absenteeism is rarely, if ever, caused by situational factors.

(p. 28) **FALSE**

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #14*

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

(p. 29) **TRUE**

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 2
McShane - Chapter 02 #15*

16. Personality traits are more evident in situations where social norms and reward systems constrain behavior.

(p. 29) **FALSE**

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 2
McShane - Chapter 02 #16*

17. The 'Big Five' personality dimensions represent five clusters that represent most personality traits.
(p. 30) **TRUE**
- AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 3
McShane - Chapter 02 #17
18. Conscientiousness refers to the extent that people are sensitive, flexible, creative, and curious.
(p. 30) **FALSE**
- AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Difficult
Learning Objective: 3
McShane - Chapter 02 #18
19. People with a high score on the neuroticism personality dimension tend to be more relaxed, secure and calm.
(p. 30) **FALSE**
- AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #19
20. Agreeableness, extroversion, and conscientiousness are three of the 'Big Five' personality dimensions.
(p. 30) **TRUE**
- AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #20
21. Sensing, feeling, and judging are three of the 'Big Five' personality traits.
(p. 30) **FALSE**
- AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Difficult
Learning Objective: 3
McShane - Chapter 02 #21
22. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.
(p. 31) **TRUE**
- AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #22
23. Two of the most stable individual differences are values and personality.
(p. 29,35) **TRUE**
- AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 2
Learning Objective: 6
McShane - Chapter 02 #23
24. Values are stable, evaluative beliefs about what is important in a variety of situations.
(p. 35) **TRUE**
- AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 6
McShane - Chapter 02 #24

25. People arrange values into a needs hierarchy.

(p. 35)

FALSE

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #25

26. Espoused values represent the values that you and your spouse have in common.

(p. 35)

FALSE

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #26

27. Corporate leaders have a strong influence on the moral conduct of employees in that organization.

(p. 35)

TRUE

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #27

28. One dimension of Schwartz's values model has openness to change at one extreme and conservatism at the other extreme.

(p. 36)

TRUE

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #28

29. Our habitual behavior tends to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.

(p. 36-37)

TRUE

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Hard
Learning Objective: 6
McShane - Chapter 02 #29

30. Perfect person-organization value congruence is possible but not desirable.

(p. 37)

FALSE

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #30

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

(p. 37)

FALSE

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #31

32. Cultures with high collectivism must also have low individualism.

(p. 38)

FALSE

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #32

33. Two countries with low collectivism are Japan and the United States.

(p. 38)

TRUE

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #33

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

(p. 38) **FALSE**

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Hard
Learning Objective: 7
McShane - Chapter 02 #34

35. In terms of cross-cultural values, Americans tend to have relatively high individualism with an achievement orientation and low power distance.

(p. 38) **TRUE**

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #35

36. People from cultures with a short-term orientation tend to value assertiveness, competitiveness and materialism.

(p. 39) **FALSE**

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #36

37. One limitation with information about cross-cultural values is that it incorrectly assumes that everyone within a specific country holds similar values.

(p. 39) **TRUE**

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 7
McShane - Chapter 02 #37

38. Utilitarianism judges morality by the consequences of our actions, not the means to attaining those consequences.

(p. 39) **TRUE**

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #38

39. Three personality traits are care, utilitarianism, and distributive justice.

(p. 39) **FALSE**

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #39

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

(p. 39) **TRUE**

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #40

41. The distributive justice principle of ethical decision making people who are similar in relevant ways should receive dissimilar benefits and burdens based on their individual rights.

(p. 40) **FALSE**

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #41

42. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.
(p. 40) **FALSE**

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Difficult
Learning Objective: 8
McShane - Chapter 02 #42

43. Ethically sensitive people recognize the presence and determine the relative importance of an ethical issue.
(p. 40) **TRUE**

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #43

44. Ethics experts say that the most effective way to ensure that employees engage in ethical behavior is to introduce ethical codes of conduct.
(p. 40) **FALSE**

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #44

45. All of these factors directly influence an employee's voluntary behavior and performance EXCEPT:
(p. 26)
A. motivation.
B. role perceptions.
C. situational factors.
D. moral intensity.
E. ability.

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #45

46. Which of the following identifies the four factors that directly influence individual behavior and performance?
(p. 26)
A. Utilitarianism
B. MARS model
C. Schwartz's model
D. Holland's model
E. Myers-Briggs Type Indicator

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #46

47. Which of these factors directly influences an employee's voluntary behavior and performance?
(p. 26)
A. Motivation
B. Role perceptions
C. Uncertainty avoidance
D. All of the above
E. Only 'A' and 'B'

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #47

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

(p. 26)

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

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #48*

49. Motivation affects a person's _____ of voluntary behavior.

(p. 26)

- 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

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Difficult
Learning Objective: 1
McShane - Chapter 02 #49*

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

(p. 26)

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

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #50*

51. _____ is the amount of effort allocated to the goal.

(p. 26)

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

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #51*

52. The MARS model explicitly identifies which of the following factors?

(p. 26)

- A. Money
- B. Recreational activities
- C. Neuroticism
- D.** Situational factors
- E. All of the above

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #52*

53. _____ are the natural talents that help employees learn specific tasks more quickly and perform them better.
(p. 27)
- A. Persistence
 - B. Direction
 - C. Intensity
 - D. Aptitude**
 - E. Competencies

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #53*

54. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
(p. 27)

- A. Hire applicants with appropriate aptitudes.**
- B. Train employees so they develop appropriate aptitudes.
- C. Motivate employees to have appropriate aptitudes.
- D. Provide resources that allow employees to perform their jobs.
- E. All of the above.

*AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Difficult
Learning Objective: 1
McShane - Chapter 02 #54*

55. Competencies relate most closely to which element in the MARS model of behavior and performance?
(p. 27)

- A. Motivation
- B. Situational factors
- C. Role perceptions
- D. Ability**
- E. Competencies are not related at all to any element of the MARS model

*AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #55*

56. Aptitudes, skills, and competencies all fall under which of the following concepts?
(p. 27-28)

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

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #56*

57. Ability includes which of these?
(p. 27-28)

- A. Aptitudes and learned skills**
- B. Natural aptitude and intensity
- C. Persistence and direction
- D. Intensity and learned capabilities
- E. Direction and intensity

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #57*

58. (p. 28) You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't 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 Skills
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #58*

59. (p. 28) 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 employee:
- A. aptitudes
 - B. role perceptions
 - C. motivation
 - D. organizational citizenship
 - E.** learned capabilities

*AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #59*

60. (p. 28) Competencies include:
- A. a person's aptitudes.
 - B. a person's learned abilities.
 - C. a person's skills.
 - D.** all of the above.
 - E. none of the above.

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #60*

61. (p. 28) According to the MARS model of individual behavior, which of the following is NOT a role perception problem?
- A.** The employee lacks the proper tools to perform the job.
 - B The employee knows two different ways to perform a particular task, but unknowingly chooses the . method that the organization does not want its employees to use.
 - C. The employee doesn't realize that a particular task is part of his or her job.
 - D The employee places more emphasis on the quantity of work whereas the organization wants more . emphasis placed on the quality of work.
 - E The employee believes that the company wants him or her to spend more time with clients, whereas . the company really wants client requests processed more quickly.

*AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Difficult
Learning Objective: 1
McShane - Chapter 02 #61*

62. Which of these refers to a person's beliefs about what behaviors are appropriate or necessary in a particular situation?
(p. 28)
- A. Natural aptitudes
 - B. Role perceptions**
 - C. Competencies
 - D. Locus of control
 - E. Situational factors

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #62

63. Companies can improve employee performance through situational factors by:
(p. 28)
- A. asking employees about the things that motivate them.
 - B. testing employee skills and knowledge before they are hired.
 - C. providing training so employees learn the required competencies.
 - D. redesigning the job so employees are only given tasks within their capabilities.
 - E. asking employees to identify problems they experience with time and resources, then removing those obstacles to job performance.**

AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Difficult
Learning Objective: 1
McShane - Chapter 02 #63

64. 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:
(p. 28)
- 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 Skills
Blooms taxonomy: Application
Difficulty: Difficult
Learning Objective: 1
McShane - Chapter 02 #64

65. Travel Happy Corp. gives simple accounts to newly hired employees, and then adds more challenging accounts as employees master the simple tasks. This practice mainly:
(p. 28)
- 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 Skills
Blooms taxonomy: Application
Difficulty: Difficult
Learning Objective: 1
McShane - Chapter 02 #65

66. The relatively stable pattern of behaviors and consistent internal states that explain a person's behavioral tendencies refers to
(p. 29)
- A. personality.**
 - B. values.
 - C. motivation.
 - D. locus of control.
 - E. job satisfaction.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 2
McShane - Chapter 02 #66

67. An individual's personality:
(p. 29) 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. is all of the above.
E. is only 'B' and 'C'.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 2
McShane - Chapter 02 #67

68. The 'Big Five' personality dimensions represent:
(p. 30) A. all of the personality traits found in an ideal job applicant.
B. the aggregated clusters representing most known personality traits.
C. the personality traits caused by the environment rather than heredity.
D. all of the above.
E. only 'B' and 'C'.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #68

69. The 'Big Five' personality dimensions are identified by the acronym:
(p. 30) A. MBTIA
B. CANOE
C. VALUE
D. MARSE
E. HAPPY

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 3
McShane - Chapter 02 #69

70. Being good-natured, empathetic, caring, and courteous are characteristic of people with which
(p. 30) personality trait?
A. Openness to experience
B. Agreeableness
C. Locus of control
D. Emotional stability
E. Extroversion

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 3
McShane - Chapter 02 #70

71. Conscientiousness is one dimension of:
(p. 30) A. the MARS model.
B. Schwartz's values model.
C. Myers-Briggs Type Indicator
D. all of the above.
E. none of the above.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #71

72. Neuroticism is explicitly identified in:
(p. 30)
A. the MARS model.
B. Schwartz's values model.
C. 'Big Five' personality dimensions.
D. Holland's theory of vocational choice.
E. both 'A' and 'C'.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 3
McShane - Chapter 02 #72

73. 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?
(p. 30)
A. High neuroticism
B. External locus of control.
C. High introversion.
D. High agreeableness.
E. Both 'B' and 'C'.

AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #73

74. Which 'Big Five' personality dimension is most valuable for predicting job performance?
(p. 30)
A. Extroversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. None of the 'Big Five' traits predict job performance to any extent

AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #74

75. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
(p. 30)
A. Extroversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Agreeableness

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #75

76. All of these are "Big Five" personality dimensions EXCEPT:
(p. 30)
A. openness to experience.
B. agreeableness.
C. locus of control.
D. emotional stability.
E. extroversion.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #76

77. Extroversion is one dimension of:
(p. 30) A. the MARS model.
B. Schwartz's values model.
C. the Venus theory.
D. 'Big Five' personality dimensions.
E. none of the above.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #77

78. _____ characterizes people who are quiet, shy, and cautious.
(p. 31) **A.** Introversion
B. Openness to experience
C. Conscientiousness
D. Neuroticism
E. Agreeableness

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #78

79. Which of the following statements about values is FALSE?
(p. 31) A. Values help define what is right or wrong and good or bad in the world.
B. Values are arranged into a hierarchy of preferences.
C. The values that dominate a person's preferences differ across cultures.
D. Values guide our decisions and actions.
E. A person's hierarchy of values typically changes a few times each year.

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #79

80. Beliefs about what is good or bad, right or wrong are called:
(p. 35) A. organizational citizenship.
B. values.
C. collectivism.
D. moral intensity.
E. extroversion.

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #80

81. The chief executive of a start-up high-technology company recently made several public
(p. 35) announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:
A. espoused values.
B. ethical values.
C. professional values.
D. organizational values.
E. enacted values.

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #81

82. Schwartz's model organizes ____ into _____.
(p. 35)
- A. personality traits, six dimensions.
 - B. values, a hierarchy.
 - C. needs, three statistical formulas
 - D.** values, ten broader domains.
 - E. emotions, a time line.

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 6
McShane - Chapter 02 #82

83. All of the following are domains in Schwartz's values model EXCEPT:
(p. 36)
- A. tradition.
 - B. power.
 - C.** conscientiousness.
 - D. conformity.
 - E. stimulation.

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #83

84. Schwartz's values model includes all of the following EXCEPT:
(p. 36)
- A. Universalism.
 - B. Hedonism.
 - C. Security.
 - D.** Utilitarianism.
 - E. Self-direction.

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #84

85. Incongruence between a company's dominant values and an employee's values is known to:
(p. 37)
- A. increase employee stress.
 - B. increase the employee's probability of quitting.
 - C. increase the chance that the employee's decisions will differ from the organization's preferences.
 - D.** do all of the above.
 - E. have no effect on employee behavior or decision making.

AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #85

86. People who value their independence and personal uniqueness have:
(p. 37)
- A.** high individualism.
 - B. high collectivism.
 - C. high power distance.
 - D. low uncertainty avoidance.
 - E. both 'A' and 'B'.

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #86

87. _____ is the extent to which we value our duty to groups to which we belong and group harmony.
(p. 38)
- A. Individualism
 - B. Collectivism**
 - C. Power distance
 - D. Uncertainty avoidance
 - E. Achievement orientation

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #87

88. Which of the following statements about cross-cultural values is TRUE?
(p. 38)
- 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: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #88

89. People with high collectivism:
(p. 38)
- 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. have both 'B' and 'C'.

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #89

90. Which of these countries generally has the strongest collectivist value orientation?
(p. 38)
- A. United States
 - B. Japan
 - C. Taiwan**
 - D. Egypt
 - E. France

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 7
McShane - Chapter 02 #90

91. Employees from cultures with a high power distance are more likely to:
(p. 38)
- 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: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 7
McShane - Chapter 02 #91

92. Americans tend to have:
(p. 38) A. a high collectivism value orientation.
B. a high nurturing-orientation value.
C. a long-term orientation.
D. an individualistic value orientation.
E. both 'B' and 'C'.

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #92

93. _____ is the extent to which people tolerate ambiguity or feel threatened by ambiguity.
(p. 38) A. Individualism
B. Collectivism
C. Power distance
D. Uncertainty avoidance
E. Achievement orientation

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #93

94. Etoni is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Etoni's culture would have:
(p. 38-39) **A.** high power distance and nurturing orientation.
B. high collectivism and short-term orientation.
C. low uncertainty avoidance and high individualism.
D. low power distance and strong nurturing orientation.
E. none of the above.

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #94

95. People with a high _____ value assertiveness, competitiveness, and materialism.
(p. 39) A. individualism
B. collectivism
C. power distance
D. uncertainty avoidance
E. achievement orientation

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #95

96. Which of the following countries generally has high achievement orientation values?
(p. 39) A. United States
B. Russia
C. Japan
D. Sweden
E. The Netherlands

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 7
McShane - Chapter 02 #96

97. In the section on cross-cultural values, the textbook warns that:
(p. 39)
- A. the cross-cultural data presented are based on a very small sample (less than 10 people in each country studied).
 - B. the definitions of most values have changed over the past decade, so most cross-cultural information has little meaning anymore.
 - C. several cultures don't have any values, but this isn't mentioned in the literature.
 - D.** diverse societies such as the United States have a wide range of values even though the information presented assumes that everyone in the country has similar values.
 - E. all of the above.

*AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 7
McShane - Chapter 02 #97*

98. Ethics is most closely related to:
(p. 39)
- A.** values.
 - B. locus of control.
 - C. the Myers-Briggs type Indicator.
 - D. personality.
 - E. ability.

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 8
McShane - Chapter 02 #98*

99. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?
(p. 39)
- A. Conscientiousness
 - B. Sensing
 - C. Moral intensity
 - D. Self-monitoring
 - E.** Ethics

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #99*

100. One problem with the utilitarian principle of ethical decision making is that:
(p. 39)
- A. not all utilitarian rights are protected by law.
 - B. there is no agreement on what activities are the greatest benefit to the least well off.
 - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
 - D.** it is almost impossible to evaluate the benefits or costs of many decisions.
 - E. the utilitarian principle is not really a valid ethical principle at all.

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 8
McShane - Chapter 02 #100*

101. Which of the following is NOT identified in the textbook as an ethical principle?
(p. 39)
- A. Utilitarianism
 - B. Distributive justice
 - C.** Moral intensity
 - D. Individual rights
 - E. All of these are ethical principles identified in the textbook.

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #101*

102. Which of the following is an ethical principle that people have entitlements that let them act in a certain way?
(p. 39)
- A. Utilitarianism
 - B. Individual rights**
 - C. Moral intensity
 - D. Distributive justice
 - E. Care

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #102*

103. The main limitation of the individual rights principle is that:
(p. 39)
- A. it really isn't an ethical principle at all
 - B. some individual rights conflict with other individual rights.**
 - C. it pays attention to whether consequences are ethical, but not to whether the means to those consequences are ethic.
 - 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: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #103*

104. Ethical decision making should consider whether:
(p. 39-40)
- A. the decision outcomes will provide the greatest good for the greatest number.
 - B. the implementation of the preferred choice violates any government laws.
 - C. people affected by the decision believe that the results of decision implementation are fair.
 - D. all of the above.**
 - E. only 'A' and 'B'.

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #104*

105. Senior executives at CyberForm must make a decision that will affect many people and where the decision may produce good or bad consequences for those affected. This decision:
(p. 40)
- 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. requires a low duty to care.

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #105*

106. People who have high ethical sensitivity:
(p. 40)
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
 - B. tend to have higher empathy.
 - C. tend to have more information about the specific situation.
 - D. are all of the above.
 - E. are only 'B' and 'C'.**

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 8
McShane - Chapter 02 #106*

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

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #107*

Scenario: Kleen Waterproofing

Dave Docket, the installation manager at Kleen Waterproofing, has been receiving customer complaints that several crewmembers either come late to the job or they don't show up at all without any communication with the customers. The job completion dates keep getting delayed and customer dissatisfaction keeps increasing. Dave has also just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. Dave is wondering how he can understand what is going on with his crew behavior and what can he do to improve the situation.

McShane - Chapter 02

108. If Dave uses the MARS model, he would know that all of these factors directly influence his employee's voluntary behavior and performance EXCEPT:
- A. motivation.
 - B. role perceptions.
 - C. situational factors.
 - D.** moral intensity.
 - E. ability.

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Easy
Learning Objective: 1
McShane - Chapter 02 #108*

109. 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 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 Skills
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #109*

Scenario: International Manufacturing & Trading

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

McShane - Chapter 02

110. People in ____ tend to have high _____, whereas people in _____ tend to be _____.
(p. 38)
- A. the U.S.; achievement orientation; Taiwan; individualistic
 - B.** India; power distance; Taiwan; collectivist
 - C. the U.S.; power distance; Malaysia; collectivist
 - D. Taiwan; nurturing orientation; the U.S.; collectivist
 - E. India; uncertainty avoidance; Taiwan; individualistic

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 7
McShane - Chapter 02 #110

111. IMT managers should know that employees from cultures with a high power distance are more likely to:
(p. 38)
- 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: Multicultural and diversity understanding
Blooms taxonomy: Knowledge
Difficulty: Difficult
Learning Objective: 7
McShane - Chapter 02 #111

112. U.S. managers tend to be more _____ whereas Taiwanese managers tend to be more _____.
(p. 38)
- A. collectivist; individualistic
 - B. nurturing; achievement oriented
 - C. collectivist; nurturing
 - D.** individualistic; collectivist
 - E. extroverts; introverts

AACSB: Multicultural and diversity understanding
Blooms taxonomy: Comprehension
Difficulty: Difficult
Learning Objective: 7
McShane - Chapter 02 #112

Scenario: e-Commerce International

e-Commerce International is fast growing small company specializing in the consumer electronics. Managers at e-Commerce International are exploring the idea of using the Big Five Personality Dimensions in hiring and improving work-related behaviors and job performance.

McShane - Chapter 02

113. All of these are "Big Five" personality dimensions EXCEPT:
(p. 30)
- A. openness to experience.
 - B. agreeableness.
 - C.** locus of control.
 - D. emotional stability.
 - E. extroversion.

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 3
McShane - Chapter 02 #113

114. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
(p. 30)
- A. Openness to experience
 - B.** Agreeableness
 - C. Locus of control
 - D. Emotional stability
 - E. Extroversion

AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Easy
Learning Objective: 3
McShane - Chapter 02 #114

115. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
(p. 30)
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism**
 - E. Locus of control

*AACSB: Analytical Skills
Blooms taxonomy: Knowledge
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #115*

116. Which 'Big Five' personality dimension is most valuable for predicting job performance?
(p. 30)
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness**
 - D. Neuroticism
 - E. Locus of control

*AACSB: Analytical Skills
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 3
McShane - Chapter 02 #116*

117. 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 doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behavior, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behavior.
(p. 26)

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. (While both policies should be reviewed, the point here is that sales rep role perceptions may be inconsistent with the executive's expectations.)

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, 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.

*AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #117*

118. 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.

(p. 26)

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 as 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.

AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #118

119. Employees in the company's warehouse are making numerous 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 person-job matching.

(p. 28)

The textbook identifies the following three strategies. Students should describe each of these:

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 re-assigning 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 Skills
Blooms taxonomy: Application
Difficulty: Medium
Learning Objective: 1
McShane - Chapter 02 #119

120. Comment on the accuracy of the following statement and explain your answer: "Organizations are most successful when employee values are identical to the company's dominant values."
(p. 37)

This statement is FALSE. To answer this question fully, students should note both the benefits of having values congruence and the problems with having perfect congruence.

The key concept here is values congruence, which refers to the extent that a person's values hierarchy is similar to the values hierarchy of the organization, a co-worker, or other comparison. Organizations benefit from some level of values incongruence because employees with diverse values offer different perspectives, which often lead to better decision making. However, a high level of incongruence has a number of undesirable consequences, including higher stress and turnover as well as lower organizational citizenship, loyalty, and job satisfaction. Values are guideposts, so incongruence also reduces the chance that employees will make decisions compatible with the organization's values.

*AACSB: Ethical understanding and reasoning abilities
Blooms taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 6
McShane - Chapter 02 #120*

121. A visiting professor in international business recently spoke to students in an organizational behavior class about cultural differences between American and Japanese employees. The visitor noted that Americans and Japanese have similar values - Americans have high individualism and low collectivism and Japanese have medium-high individualism and low collectivism. The visitor concluded by saying that by identifying someone's nationality, such as American, you can easily determine the person's level of collectivism and individualism. Identify and discuss two problems with the visiting professor's statements.
(p. 37-38)

Here are the three errors made by the visiting professor:

Error #1: People with high collectivism must have low individualism. This is a widely held belief that researchers have found to be untrue. Statistically, the correlation is nearly zero (uncorrelated) between the two concepts. In other words, a person's level of collectivism is unrelated to his or her level of individualism. Someone with high collectivism might have high, low, or moderate individualism, for example.

Error #2: We can determine a person's cultural values by their nationality. This relates to the logical fallacy that everyone in a society has the same values, that is, all societies are homogeneous. While this assumption may be true in some countries (particularly if isolated and lack immigration), it certainly does not apply to the United States and many other countries. People have diverse values within the United States, so statements about America's cultural values represent very broad generalizations.

*AACSB: Multicultural and diversity understanding
Blooms taxonomy: Application
Difficulty: Difficult
Learning Objective: 7
McShane - Chapter 02 #121*

122. 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 might face foreign salespeople 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: Ethical understanding and reasoning abilities
Blooms taxonomy: Application
Difficulty: Easy
Learning Objective: 8
McShane - Chapter 02 #122*

123. 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 textbook, but also their logic and persuasive argument skills. Factually, the textbook 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 (see Chapter 4).

*AACSB: Analytical Skills
Blooms taxonomy: Application
Difficulty: Easy
Learning Objective: 3
McShane - Chapter 02 #123*

02 Summary

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