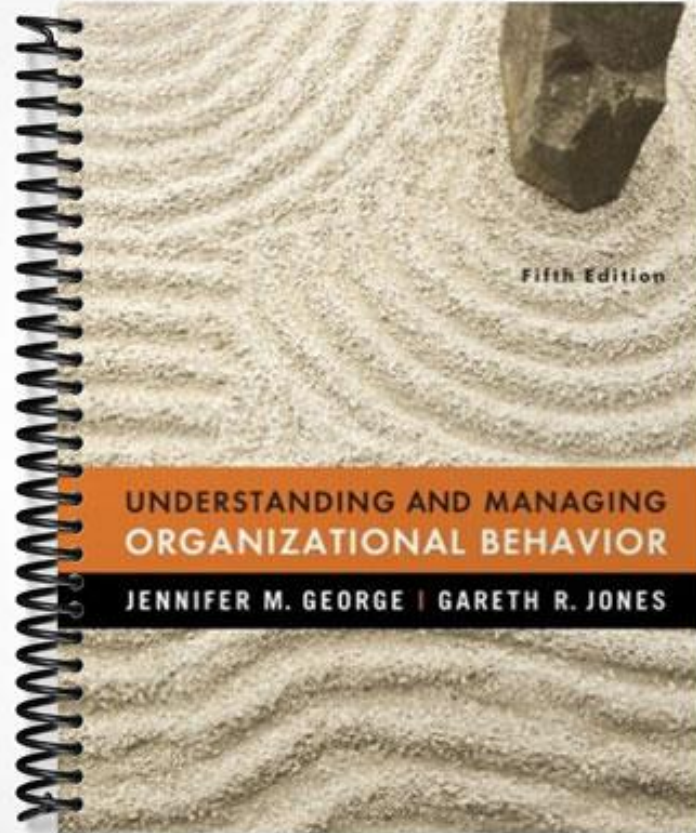


**TEST BANK**



## CHAPTER 2

### Individual Differences: Personality and Ability

#### True/False Questions

#### Opening Case – Forging into China

1. Gary Heiman was convinced that Standard Textile Co. should open a manufacturing facility in Asia because of the supply of highly trained workers.

**False (page 40, moderate, recall, AACSB: Globalization)**

**Booming economic growth and low-cost labor convinced Heiman to open a new manufacturing facility in Asia.**

2. Standard's employees in Linyi, China, needed extensive, prolonged training because they had no prior textile weaving experience.

**False (page 40, moderate, recall, AACSB: Globalization)**

**Standard's Chinese employees have been quick learners, becoming highly skilled in just a few weeks of training.**

3. For the foreseeable future, the US garment and textile industry will flourish.

**False (page 41, moderate, recall, AACSB: Globalization)**

**Over the next five years, the US garment and textile industry will lose about 30 percent of its 450,000 jobs.**

#### The Nature of Personality

4. Personality has been shown to influence career choice and job satisfaction.

**True (page 42, moderate, recall)**

5. Personality is the pattern of relatively enduring ways in which a person feels, thinks, and behaves.

**True (page 42, easy, recall)**

6. Personality is determined partially by nature (life experiences) and partially by nurture (biological heritage).

**False (page 42, moderate, understanding)**

**Personality is partially determined by nature, or biological heritage. The other half of personality is influenced by nurture, or life experiences.**

7. Approximately 50 percent of the variation we observe in people's personalities can be attributed to genetic factors.

**True (page 42, difficult, recall)**

8. Researchers have identified the specific set of genes that a person is born with that determine personality.

**False (page 42, moderate, recall)**

**Although specific genes for personality have not yet been identified, psychologists have studied identical twins in an attempt to discover the extent to which personality is inherited.**

9. Over periods of time ranging from five to ten years, a person's personality is quite unstable.

**False (page 42, moderate, recall)**

**Personality is quite stable over periods of time ranging from five to ten years.**

10. Managers should view employees' personalities as relatively fixed in the short run.

**True (page 42, easy, recall)**

11. Constraints and pressures in the workplace do not affect a person's attitudes and behaviors on the job.

**False (page 43, moderate, understanding)**

**Constraints and pressures in the workplace can force people to behave in certain ways, regardless of their personalities.**

12. Personality does not play a dominant role in predicting worker behavior on a highly structured automated manufacturing line.

**True (page 43, difficult, understanding)**

13. When situational pressures are weak, personality is not a good predictor of an employee's behavior.

**False (page 44, moderate, understanding)**

**When situational pressures are weak, personality plays an important role in an employee's behavior.**

14. Both personality and situational factors affect organizational behavior.

**True (page 44, easy, recall)**

15. Ben Schneider proposes that policies and procedures determine the “personality” of a whole organization.

**False (pages 45 – 46, moderate, recall)**

**Ben Schneider proposes that the “personality” of a whole organization is largely a product of the personalities of its employees.**

16. Ben Schneider suggests that the attraction-selection-attrition (ASA) framework can explain how personality can determine the nature of whole organizations.

**True (pages 45 – 46, moderate, recall)**

17. Schneider proved that the ASA process always strengthens an organization.

**False (page 46, moderate, understanding)**

**Although ASA processes can strengthen an organization, they can also lead an organization to perform poorly or fail.**

### **The Big Five Model of Personality**

18. Everyone has a specific type of personality.

**True (page 46, easy, recall)**

19. A trait is a specific component of personality that describes a person’s tendencies to feel, think, and act in certain ways.

**True (page 46, moderate, recall)**

20. A person’s personality is really a collection of his or her abilities.

**False (page 46, moderate, understanding)**

**When we speak of a person’s personality, we are really referring to a collection of traits that describes how the person generally tends to think, feel, and behave.**

21. Most researchers agree that the traits that make up a person’s personality cannot be categorized.

**False (page 46, easy, recall)**

**Most researchers agree that the traits that make up a person’s personality can be organized in a hierarchy.**

22. Extraversion is a personality trait that predisposes individuals to experience positive emotions.

**True (page 47, easy, recall)**

23. Introverts score low on the extraversion scale.

**True (page 47, easy, recall)**

24. Extraversion is characterized by negative emotions and stress over time and across situations.

**False (page 47, moderate, recall)**

**Neuroticism is characterized by negative emotions and stress over time and across situations.**

25. Neuroticism is a trait not generally possessed by psychologically healthy individuals.

**False (page 48, moderate, recall)**

**Neuroticism is a trait that all normal, psychologically healthy individuals possess to a certain degree.**

26. A low measure of agreeableness might be an advantage in jobs that require a person to be somewhat antagonistic, such as bill collector or drill sergeant.

**True (page 48, moderate, understanding)**

27. Agreeable individuals generally are easy to get along with and are team players.

**True (page 48, moderate, analysis)**

28. For jobs that change frequently, require innovation, or involve considerable risk, individuals who are open to experience may have an advantage.

**True (pages 49 – 50, moderate, analysis)**

29. The CEO of Canon, Inc., Jujiro Mitarai, used his propensity for conscientiousness to cut costs and boost profitability.

**True (page 51, moderate, understanding)**

30. Mitarai's openness to experience has changed the way that Canon manufactures its cameras and copiers.

**True (page 51, moderate, understanding)**

31. Research has shown that individuals high on negative affectivity are more likely to be satisfied with their jobs.

**False (page 52, moderate, understanding)**

**Research has shown that individuals high on extraversion are more likely to be satisfied with their jobs.**

### **Other Organizationally Relevant Personality Traits**

32. If a person with an external locus of control performs well, then he or she will attribute the performance to external factors, such as luck.

**True (page 53, moderate, recall)**

33. Individuals with an internal locus of control believe that their own actions or behaviors have an impact on what happens to them.

**True (page 53, easy, recall)**

34. Individuals with an external locus of control require less supervision than do individuals with an internal locus of control.

**False (page 53, moderate, understanding)**

**Internals require less supervision because they tend to believe their work behaviors influence important outcomes on the job.**

35. Self-control is the extent to which people try to monitor the way they present themselves to others.

**False (page 53, moderate, recall)**

**Self-monitoring is the extent to which people try to control the way they present themselves to others.**

36. High self-monitors want their behavior to be socially acceptable.

**True (page 53, easy, understanding)**

37. Low self-monitors are good at managing the impressions that others have of them.

**False (page 53, moderate, understanding)**

**High self-monitors are good at managing the impressions that others have of them.**

38. People who are low self-monitors are very concerned about what others think of their behavior.

**False (page 53, moderate, understanding)**

**People who are low self-monitors are not too concerned about what others think of their behavior.**

39. High self-monitors perform well in jobs which require them to interact with different types of people on a regular basis.

**True (page 54, moderate, understanding)**

40. Individuals with high self-esteem are more likely than individuals with low self-esteem to choose challenging careers and jobs.

**True (page 55, moderate, understanding)**

41. Self-promotion is the extent to which people have pride in themselves and their capabilities.

**False (page 55, easy, recall)**

**Self-esteem is the extent to which people have pride in themselves and their capabilities.**

42. Type A employees make good team players.

**False (page 55, moderate, understanding)**

**Type A employees may not be effective in situations that require a lot of interaction with others.**

43. Type B employees are driven to get a lot done in a short period of time.

**False (page 55, easy, recall)**

**Type A employees are driven to get a lot done in a short period of time.**

44. Individuals with a high need for achievement have a special desire to perform challenging tasks well and to meet their own personal standards for excellence.

**True (page 55, moderate, recall)**

45. David McClelland has found that managers and entrepreneurs are especially likely to have a high need for affiliation.

**False (page 55, moderate, understanding)**

**McClelland has discovered that managers and entrepreneurs are likely to have a high need for achievement.**

46. Effective managers often have a strong goal orientation and tend to take moderate risks.

**True (page 55, moderate, recall)**

47. Individuals with a high need for affiliation are often found in jobs that require a lot of social interaction.

**True (page 56, easy, recall)**

48. Individuals with a high need for power want to be liked by others.

**False (page 56, easy, recall)**

**Individuals with a high need for affiliation want to be liked by others.**

49. Michael Stahl suggests that managers should have a high need for affiliation.

**False (page 56, moderate, understanding)**

**Michael Stahl suggests that managers should have a high need for achievement and power.**

50. For top executives and managers, the need for power appears to dominate all others in determining their success.

**True (page 56, moderate, recall)**

51. Individuals with a high need for power may actually be more effective as leaders than those with a low need for power.

**True (page 56, difficult, understanding)**

### **The Nature of Ability**

52. The term “ability” can be defined as a person’s natural tendencies.

**False (page 57, moderate, recall)**

**A person’s ability has been defined as what he or she is “capable of doing.”**



53. An employee's aptitude determines the level of performance he or she can achieve.

**False (page 57, moderate, recall)**

**An employee's ability determines the level of performance he or she can achieve.**

54. The most general dimension of cognitive ability is general intelligence.

**True (page 57, easy, recall)**

55. Verbal ability is the ability to understand and use written and spoken language.

**True (page 58 and Exhibit 2.11, easy, recall)**

56. Deductive ability pertains to solving arithmetic problems and dealing with numbers.

**False (page 58 and Exhibit 2.11, easy, recall)**

**Numerical ability pertains to solving arithmetic problems and dealing with numbers.**

57. Verbal ability is especially important to teachers, writers, and lawyers.

**True (page 58 and Exhibit 2.11, easy, recall)**

58. Perceptual ability is especially important to airplane pilots and professional photographers.

**True (page 58 and Exhibit 2.11, easy, recall)**

59. Spatial ability is the ability to determine the arrangement of objects in relation to one's own position.

**True (page 58 and Exhibit 2.11, easy, recall)**

60. Professional photographers have a high level of deductive ability.

**False (page 58 and Exhibit 2.11, moderate, recall)**

**Professional photographers have a high level of perceptual ability – the ability to uncover visual patterns and see relationships within and across patterns.**

61. A physical skill is the ability to manipulate objects in an environment.

**False (page 57, easy, recall)**

**A physical skill is a person's fitness and strength.**

62. Both cognitive ability and physical ability are determined by nature and nurture.

**True (page 57, moderate, recall)**

63. General intelligence is determined by the genes we inherit from our parents and by situational factors.

**True (page 57, moderate, understanding)**

64. Some standardized tests of cognitive ability have been criticized for being culturally biased.

**True (page 59, easy, recall)**

65. Drug testing can assess how excessive fatigue or disease contributes to impaired performance.

**False (page 59, easy, recall)**

**Drug testing can detect the presence of drugs or alcohol, but it does not tap into impairment due to other factors.**

66. A company can use “fitness for duty” performance tests to determine whether employees can safely perform their jobs.

**True (page 59, moderate, recall)**

67. Emotional intelligence is equivalent to cognitive ability.

**False (pages 59 – 60, moderate, recall)**

**Emotional intelligence is the ability to understand and manage not only one’s own feelings and emotions but also the feelings and emotions of others.**

68. A low level of emotional intelligence may actually impair performance.

**True (page 60 moderate, understanding)**

69. Leaders and managers use emotional intelligence to relate to others and understand themselves.

**True (page 61, moderate, understanding)**

## **The Management of Ability in Organizations**

70. Selection, placement, and orientation are used to ensure that employees have the abilities they need to perform their jobs effectively.

**False (page 62, easy, recall)**

**There are three fundamental ways to manage ability in organizations: selection, placement, and training.**

71. Managing ability by selection requires identifying tasks, identifying abilities needed to accomplish those tasks, and developing accurate measures of those abilities.

**True (page 62, moderate, understanding)**

72. Training has not been found to be effective in increasing the emotional intelligence of employees.

**False (page 63, moderate, recall)**

**Training can be used to increase the emotional intelligence of employees. Employees, however, must recognize its importance and be motivated to improve their own emotional capabilities.**

73. Training is only used to enhance workers' skills beyond the minimum levels.

**False (page 62, difficult, recall)**

**We often think that the goal of training is to improve employees' abilities beyond the minimum level required. Frequently, however, organizations use training to bring employees' skills up to some minimum required level.**

74. Emotional intelligence training begins with an accurate assessment of an employee's strengths and weaknesses.

**True (page 63, moderate, recall)**

### **Multiple-Choice Questions**

#### **Opening Case – Forging into China**

75. Which of the following was not a problem when Standard Textile Company opened its facility in Linyi, China?

- a. The heating system
- b. The supply of low-cost labor (page 40, easy, understanding, AACSB: Globalization)**
- c. Defective custom machine parts
- d. Polluted water

76. Standard Textile Company's Chinese employees are not always comfortable
- a. **taking the initiative. (page 41, easy, understanding, AACSB: Globalization)**
  - b. learning new techniques.
  - c. performing their jobs well.
  - d. All of the above

### **The Nature of Personality**

77. Personality is the relatively enduring ways a person has of
- a. feeling and thinking.
  - b. acting and emoting.
  - c. feeling, emoting, and acting.
  - d. **feeling, thinking, and behaving. (page 42, easy, recall)**
78. Personality is determined by
- a. nature.
  - b. nurture.
  - c. culture.
  - d. **Both A and B (page 42, moderate, understanding)**
79. Psychologists have studied identical twins and have
- a. identified specific genes that are responsible for inherited personality.
  - b. determined that the personalities of twins are impacted more by nature than are the personalities of nontwins.
  - c. been unable to determine what impact nature or nurture has on personality development.
  - d. **attempted to determine to what extent personality is inherited. (page 42, difficult, recall)**
80. Identical twins who are separated at birth and raised in different settings
- a. have identical genetic material and personalities.
  - b. share identical types of experiences.
  - c. **share the same genetic material. (page 42, moderate, understanding)**
  - d. have the same personalities.
81. Experience from research on separated identical twins suggests that approximately \_\_\_\_\_ percent of the variation in people's personalities can be attributed to genetic factors.
- a. 25
  - b. 35
  - c. **50 (page 42, moderate, recall)**
  - d. 65

82. Personality is unlikely to change
- in less than 5 to 10 years. (page 42, moderate, understanding)**
  - over an individual's lifetime.
  - unless an individual changes jobs.
  - unless the manager tries to make short-term changes.
83. It is very important for managers to understand that
- a worker who complains a lot probably has personality problems.
  - personality does not affect how people perform at their jobs.
  - they need to take into account individual differences in personality. (page 42, difficult, understanding)**
  - they can change a worker's personality only with the permission of the worker.
84. The workplace behavior of an individual working on an assembly line with strict rules and regulations is more influenced by
- the situation. (page 43, difficult, analysis)**
  - his or her personality.
  - the role of nature.
  - the role of nurture.
85. Personality is likely to play an important role in determining individual job performance when
- situational pressures are stronger.
  - the supervisor is more outgoing.
  - the employee is more outgoing.
  - situational pressures are weaker. (page 43, difficult, recall)**
86. When \_\_\_\_\_, personality may not be a good predictor of on-the-job performance.
- situational pressures are strong (page 44, moderate, understanding)**
  - situational pressures are weak
  - situational pressures are moderate
  - situational pressures are complex
87. The way people think, feel, and behave within an organization is determined by
- the interaction of personality and situational factors. (page 44, easy, recall)**
  - personality factors.
  - situational factors.
  - the interaction of personality and behavioral factors.

88. The process by which workers with similar personalities are attracted to and hired by organizations and those with dissimilar personalities leave is described by the
- situation-person debate.
  - attraction-selection-attrition framework. (pages 45 – 46, moderate, understanding)**
  - hiring-retention-departure cycle.
  - attraction-selection-augmentation process.
89. According to the \_\_\_\_\_, the “personality” of a whole organization is largely a product of the personality of its employees.
- AMA framework
  - ADA framework
  - ASA framework (pages 45 – 46, moderate, recall)**
  - ABC framework
90. The negative outcome of ASA processes occurs when most members of the organization
- view opportunities and problems in the same way.
  - resist different points of view.
  - resist making needed changes.
  - All of the above (page 46, difficult, understanding)**

### **The Big Five Model of Personality**

91. A specific component of personality that describes particular tendencies a person has to feel, think, and act in a certain way is
- a mood.
  - an ability.
  - a trait. (page 46, easy, recall)**
  - a behavior.
92. The collection of traits that compose how a person generally tends to think, feel, and behave is called
- a mood.
  - a personality. (page 46, easy, recall)**
  - a gene.
  - a behavior.
93. Which one of the following is not one of the big five traits of personality?
- Neuroticism
  - Extraversion
  - Interlocution (page 46, easy, recall)**
  - Conscientiousness

94. According to the Big Five model of personality, each general and specific trait represents
- a continuum along which a certain aspect or dimension of personality can be placed. (page 46, moderate, understanding)**
  - a specific point against which an aspect or dimension of personality can be traced.
  - a tunnel through which an aspect or dimension of personality must pass.
  - None of the above
95. Most researchers agree that the traits that make up a person's personality can be organized in a
- continuum.
  - hierarchy. (page 46, moderate, recall)**
  - superstructure.
  - paradigm.
96. Individuals who are low on the personality trait of positive affectivity are also called
- neurotics.
  - extraverts.
  - introverts. (page 47, difficult, recall)**
  - lunatics.
97. Neuroticism is a trait that
- is found in neurotic individuals.
  - is possessed by all normal, psychologically healthy individuals to a certain degree. (page 48, moderate, understanding)**
  - reflects people's tendency to experience positive emotional states.
  - is also referred to as positive affectivity.
98. Individuals likely to experience negative moods at work, feel stressed, and generally have a negative orientation toward the work situation are said to be
- unmotivated.
  - pixilated.
  - claustrophobic.
  - high on neuroticism. (pages 47 – 48, moderate, understanding)**
99. Individuals who do not tend to experience negative emotions and are not as critical and pessimistic as others are
- low on negative affectivity. (page 48, moderate, understanding)**
  - high on positive affectivity.
  - high on extraversion.
  - high on neuroticism.

100. \_\_\_\_\_ is the trait that captures the distinction between individuals who get along with other people and those who do not.
- Positive affectivity
  - Openness to experience
  - Agreeableness (page 48, easy, recall)**
  - External locus of control
101. Individuals who are antagonistic, unsympathetic, and rude are said to be
- low on extraversion.
  - low on agreeableness. (page 48, difficult, recall)**
  - high on neuroticism.
  - high on introversion.
102. Individuals high on conscientiousness
- lack direction and self-restraint.
  - may be careless.
  - are organized and self-disciplined. (page 48, easy, recall)**
  - are sympathetic and trusting.
103. \_\_\_\_\_ is the extent to which an individual is careful, scrupulous, and persevering.
- Positive affectivity
  - Conscientiousness (page 48, easy, recall)**
  - Agreeableness
  - Punctuality
104. In order for conscientiousness to result in high performance, employees need
- the capabilities and skills to be high performers. (page 49, moderate, recall)**
  - timely feedback from their supervisors.
  - highly extroverted personalities.
  - openness to experience.
105. \_\_\_\_\_ is an advantage for performing jobs that require innovation.
- Openness to experience (page 50, moderate, understanding)**
  - Positive affectivity
  - Agreeableness
  - External locus of control
106. \_\_\_\_\_ is clearly an advantage for entrepreneurs.
- Openness to experience (page 50, easy, understanding)**
  - Aversion to risk
  - Attention to detail
  - None of the above



107. Fujio Mitarai, president and CEO of Canon, Inc., used which of the following elements of his personality to revitalize Canon?
- Conscientiousness
  - Openness to experience
  - Affectivity
  - Both A and B (page 51, moderate, understanding)**
108. Individuals high on \_\_\_\_\_ are more likely to feel good at work and be satisfied with their jobs.
- extraversion (page 52, moderate, recall)**
  - introversion
  - affectivity
  - socialization
109. Individuals high on \_\_\_\_\_ are more likely to indicate that there are significant stressors in the workplace and to experience stress at work.
- openness to experience
  - agreeableness
  - negative affectivity (page 52, moderate, recall)**
  - conscientiousness

### **Other Organizationally Relevant Personality Traits**

110. Individuals with an \_\_\_\_\_ believe that their own actions and behaviors have an impact on what happens to them and their fate.
- external locus of control
  - internal locus of control (page 53, easy, recall)**
  - established self-image
  - extrasensory personality
111. Individuals with an \_\_\_\_\_ tend to believe that outside forces are largely responsible for their fate.
- internal locus of control
  - external locus of control (page 53, easy, recall)**
  - extrasensory locus of control
  - interdepartmental locus of control
112. When people with an external locus of control perform well,
- they are likely to attribute their performance to external forces. (page 53, moderate, understanding)**
  - they are likely to attribute their performance to their own ability and effort.
  - they are likely to attribute their performance to genetic predispositions.
  - they are likely to seek psychological counseling.

113. \_\_\_\_\_ is the extent to which people try to control the way they present themselves to others.
- Self-confidence
  - Positive affinity
  - Self-monitoring (page 53, easy, recall)**
  - Self-esteem
114. A specific personality trait that may help individuals play the role of devil's advocate within decision-making groups is
- a lesser need for power.
  - low self-monitoring. (page 54, moderate, understanding)**
  - an external locus of control.
  - high need for achievement.
115. People who are low self-monitors are
- very concerned about what others think about them.
  - guided by their own attitudes, beliefs, feelings, and principles. (page 54, moderate, recall)**
  - likely to attribute their performance to outside forces not within their control.
  - apprehensive about their interpersonal communication skills.
116. High self-monitors may perform especially well in jobs such as
- sales.
  - consulting.
  - public relations.
  - All of the above (pages 53 – 54, difficult, understanding)**
117. People with high self-esteem are more likely to do all of the following except
- select difficult tasks.
  - set higher goals for themselves.
  - choose challenging careers.
  - be afraid to take risks. (page 55, moderate, understanding)**
118. \_\_\_\_\_ is the extent to which people have pride in themselves and their capabilities.
- Self-monitoring
  - Self-esteem (page 55, easy, recall)**
  - Agreeableness
  - Conscientiousness
119. Type A behavior is characterized by all of the following except
- an increased likelihood of high blood pressure.
  - a strong need to get a lot of work done in a short time.
  - strong interpersonal skills and agreeableness. (page 55, moderate, understanding)**
  - a tendency to interrupt others.

120. Individuals with Type B personalities are
- hostile.
  - driven.
  - aggressive.
  - None of the above (page 55, moderate, recall)**
121. Type A managers
- are likely to have conflicts with subordinates and coworkers. (page 55, moderate, understanding)**
  - are likely to be effective in situations that require a lot of interaction.
  - prefer long-term situations or projects.
  - have less of a tendency toward hostility.
122. According to McClelland, people who have a special desire to perform challenging tasks well and meet their own personal standards for excellence can be described as having
- a high need for accomplishment.
  - a high need for affiliation.
  - a high need for authority.
  - a high need for achievement. (page 55, moderate, recall)**
123. According to David McClelland, which of the following traits is present in all people to some degree?
- The need for achievement
  - The need for affiliation
  - The need for power
  - All of the above (page 55, moderate, recall)**
124. Which of the following is not one of the traits McClelland determined are present in all people?
- The need for achievement
  - The need for affiliation
  - The need for actualization (page 55, moderate, recall)**
  - The need for power
125. McClelland found that those undergraduates studied who had shown a high need for \_\_\_\_\_ were more likely to be found in entrepreneurial occupations.
- affiliation
  - achievement (page 55, moderate, understanding)**
  - accommodation
  - actualization

126. According to McClelland, individuals who are high on the need for affiliation
- want to be liked by others and want everyone to get along with everyone else. (page 56, moderate, understanding)**
  - may be more effective in situations where they need to evaluate others.
  - are also likely to be found in managerial and leadership jobs.
  - do not avoid actions that would result in interpersonal conflict.
127. According to McClelland, those individuals who are high on \_\_\_\_\_ tend to be good team players.
- the need for achievement
  - the need for affiliation (page 56, moderate, understanding)**
  - the need for actualization
  - the need for power
128. Studies have shown that a high need for power
- requires establishing and maintaining good relations with other people.
  - predicts presidential performance and effectiveness. (page 56, moderate, understanding)**
  - causes anger and aggressiveness.
  - counteracts self-monitoring.
129. For top executives and managers, the \_\_\_\_\_ appears to dominate all other needs in determining their success.
- need for self-actualization
  - need for power (page 56, moderate, recall)**
  - need for affiliation
  - need for acceptance
130. Scales used to measure various personality traits are based on
- trained professionals rating the actions of observed subjects.
  - procedures that are expensive and time consuming.
  - individuals answering a series of questions about themselves. (page 56, moderate, recall)**
  - None of the above

### **The Nature of Ability**

131. The term “ability” has been defined as what a person is
- interested in doing.
  - capable of doing. (page 57, easy, recall)**
  - predisposed to do.
  - trained to do.

132. Two basic types of ability are
- physiological and psychological.
  - physical and mechanical.
  - psychological and cognitive.
  - cognitive and physical. (page 57, moderate, recall)**
133. The most general dimension of cognitive ability is
- self-awareness.
  - general intelligence. (page 57, moderate, recall)**
  - extraversion.
  - conventional wisdom.
134. Verbal ability is
- how fast a person can talk.
  - the extent to which an individual can create words and sentences quickly.
  - the extent of a person's vocabulary.
  - the extent to which an individual understands and is able to use written and spoken material. (page 58 and Exhibit 2.11, moderate, recall)**
135. Reasoning ability is
- the speed and accuracy with which a person can solve math problems.
  - the extent to which an individual can evaluate the implications of a series of facts.
  - the ability to come up with solutions for problems and understand the principles by which different problems can be solved. (page 58 and Exhibit 2.11, moderate, recall)**
  - the extent to which an individual understands and is able to use written and spoken material.
136. A person who can correctly determine who is the most proficient member of a work group from a series of comparisons across members is displaying
- deductive ability. (page 58 and Exhibit 2.11, moderate, understanding)**
  - reasoning ability.
  - the ability to see relationships.
  - spatial ability.
137. Personalized service in a retail situation where it is important to remember customer likes and dislikes requires
- spatial ability.
  - deductive ability.
  - perceptual ability.
  - the ability to remember. (page 58 and Exhibit 2.11, easy, recall)**

138. The two types of physical ability are
- cognitive skill and motor skill.
  - motor skill and physical skill. (page 57, easy, recall)**
  - motor skill and physiological skill.
  - motor ability and physiological ability.
139. \_\_\_\_\_ is the ability to physically manipulate objects in an environment.
- Prestidigitation
  - Hands-on experience
  - Motor skill (page 57, easy, recall)**
  - Physical skill
140. Cognitive and physical ability are determined by
- nature and nurture. (page 57, moderate, understanding)**
  - personal experiences and perceptions.
  - luck and circumstances.
  - astrology and metaphysics.
141. \_\_\_\_\_ is determined by the genes we inherit from our parents and situational factors.
- General intelligence (page 57, easy, recall)**
  - Cognitive affluence
  - Locus of control
  - All of the above
142. The measurement of cognitive ability
- requires individuals to answer a series of questions about themselves.
  - can be done with paper and pencil tests. (page 59, difficult, recall)**
  - is never culturally biased.
  - is unethical.
143. Cognitive ability tests can be used
- to ensure that prospective employees have the abilities needed to perform a job.
  - to place existing employees in different jobs in an organization.
  - to identify who might need additional training.
  - All of the above (page 59, difficult, understanding)**
144. Some tests of cognitive ability have been criticized for being
- too easy.
  - culturally biased. (page 59, moderate, understanding)**
  - too difficult.
  - too physical.

145. New York City evaluates the physical ability of prospective sanitation workers by
- having them answer a series of questions about themselves.
  - administering paper-and-pencil tests.
  - having them pick up trash bags and toss them into garbage trucks. (page 59, easy, memory)**
  - using methods that the textbook describes as “static” and “unchanging.”
146. Cognitive and physical abilities can degenerate or become impaired because of
- disease
  - drug abuse
  - excessive stress
  - All of the above (page 59, moderate, understanding)**
147. Computer terminals and games that measure reaction time against a worker’s baseline score can be used to measure
- personality.
  - physical ability.
  - fitness for duty. (page 59, difficult, understanding)**
  - None of the above
148. “Fitness for Duty” performance tests measure workers to determine if they
- have earned college degrees.
  - experienced high levels of stress.
  - have a history of drug or alcohol abuse.
  - can safely perform their jobs. (page 59, difficult, recall)**
149. \_\_\_\_\_ is the ability to understand and manage one’s own feelings and emotions and the feelings and emotions of others.
- Spatial ability
  - Emotional intelligence (pages 59 – 60, easy, recall)**
  - Perceptual ability
  - Interpersonal acumen
150. Kenneth Law found that \_\_\_\_\_ predicted levels of life satisfaction among students and levels for job performance among employees in Hong Kong and the People’s Republic of China.
- agreeableness
  - emotional intelligence (page 60, difficult, understanding)**
  - IQ levels
  - conscientiousness

151. Emotional intelligence is an especially important ability for leaders and managers, enabling them to
- understand and relate well to others.
  - maintain their enthusiasm and confidence and communicate a vision to followers.
  - understand themselves.
  - All of the above (page 61, moderate, understanding)**
152. What does Andrea Jung, CEO and chair of Avon Products, suggest “is our DNA at Avon”?
- Competitive instincts
  - Emotional intelligence (page 61, moderate, recall)**
  - Workforce diversity
  - Positive thinking
153. Christine Poon of Johnson & Johnson used \_\_\_\_\_ to capitalize on her own strengths and the strengths of those around her.
- extroversion
  - emotional intelligence (page 61, moderate, recall)**
  - positive thinking
  - introspection

### **The Management of Ability in Organizations**

154. The fundamental ways to manage ability in organizations include all of the following except
- selection.
  - placement.
  - compensation. (page 62, moderate, recall)**
  - training.
155. Managing ability by selection requires that managers identify all of the following except
- the tasks they want workers to accomplish.
  - the exact placement of workers into jobs. (pages 62, difficult, understanding)**
  - the abilities needed to accomplish necessary tasks.
  - accurate measurement of needed abilities.
156. Which of the following is not true?
- Selection relates to the nature aspects of ability.
  - Placement relates to the nature aspects of ability.
  - Training relates to the nurture aspects of ability.
  - Placement relates to the nurture aspects of ability. (page 62, moderate, understanding)**



157. The process of accurately matching workers with jobs that capitalize on their abilities is called
- selection.
  - classifying.
  - placement. (page 62, easy, recall)**
  - ranking.
158. Training can be used to
- increase employees' skills and abilities.
  - increase emotional intelligence.
  - improve performance.
  - All of the above (pages 62 – 63, moderate, understanding)**
159. Emotional intelligence training typically begins with
- identifying the tasks that employees must accomplish.
  - assessing each employee's strengths and weaknesses. (page 63, moderate, recall)**
  - matching each employee to a job that will capitalize on his or her abilities.
  - understanding each employee's personality-to-performance ratio.

### Essay Questions

160. Crisp and Park Company is a family-owned firm that has been in business for 10 years. The company's founders, Mr. Crisp and Ms. Park, were cousins, and all of the company's employees until now have been family members. The company is growing and has begun to add employees who are not family members. A common complaint about the new employees is that even through new and veteran employees are treated identically, there is a wider variation in the personalities of new employees than in veteran employees. What factors could account for this problem?

#### Answer:

**Personality is determined by both nature and nurture. The company's policies (how it nurtures employees) are the same for veteran employees who are family members and for new employees who are not. The role of nature may play an unusually significant role at Crisp and Park Company, because heredity plays an important role in determining personality. Studies have shown that approximately 50 percent of the variation observed in people's personalities can be attributed to genetic factors. Because the veteran employees share a common heritage, their personalities are more likely to be similar. Because newer employees do not share this common heritage, their personalities are more likely to vary.**

161. Two department managers are discussing how important personality is to organizational performance. The production manager, Tucker Crisp, says that personality is not that large a factor in determining organizational performance on the assembly line he manages. Cindy Park says that personality is very important for employees to contribute to the success of her marketing team. Can both Crisp and Park be correct? If so, how? If not, why not?

**Answer:**

**Crisp and Park are involved in the person-situation debate. Considering personality can be useful in understanding and predicting how workers generally feel, think, and behave on the job. However, the impact of personality may be limited by the worker's specific situation. In the case of manufacturing employees working on an assembly line, the pace of the assembly line restricts employee behavior. Because the worker cannot vary job behavior, personality does not significantly impact job performance. In contrast, marketing employees work on creative teams where they may have more choice in how to perform their jobs; therefore, personality may affect how they interact. The differences in the type of work the two sets of employees perform explain why personality may play a larger role in job performance in the marketing department than it does in production.**

**Pages 43 – 45**

162. Explain the ASA framework.

**Answer:**

**Schneider proposes that the “personality” of a whole organization is largely a product of the personalities of its employees. He suggests that individuals with similar personalities tend to be attracted to an organization (attraction) and hired by it (selection), and individuals with other types of personalities tend to leave the organization (attrition). Due to the interplay of attraction, selection, and attrition, there is some consistency or similarity of personalities within an organization and this “typical” personality determines the nature of the organization itself.**

**Pages 45 – 46**

163. Describe the five general personality traits of the “Big Five” model.

**Answer:**

**The Big Five dimensions of personality include extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience.**

**Extraversion, also known as positive affectivity, predisposes individuals to experience positive emotional states and feel good about themselves. Extraverts tend to be sociable, affectionate, and friendly. Individuals who are low on extraversion**

are called intraverts and tend to have fewer social interactions and experience fewer positive emotional states.

Neuroticism, or negative affectivity, reflects people's tendency to feel distressed or to view the world around them negatively. Individuals high on neuroticism are more likely to have a negative orientation toward work, be more self-critical, and feel stressed.

Agreeableness is the degree to which people get along with others. Individuals with higher levels of agreeableness are more likable, more able to care for others, and have a greater capability for being affectionate toward others. Individuals who cannot agree are antagonistic, mistrustful, unsympathetic, uncooperative, and rude.

Conscientiousness is how caring, principled, and persistent an individual is. Conscientiousness has been shown to be a good predictor of several factors related to organizational performance. Organized individuals with self-discipline have high levels of conscientiousness.

Openness to experience captures how open an individual is to new and broader experiences. Individuals with low levels of openness to experience tend to be narrow-minded and risk-averse, whereas those with high levels tend to be open-minded, creative, and innovative.

Pages 46 – 52

164. Compare and contrast the personality traits of extraversion and introversion.

Answer:

Extraversion, or positive affectivity, is a personality trait that predisposes individuals to experience positive emotional states and feel good about themselves and about the world around them. Extraverts—people high on the extraversion scale—tend to be sociable, affectionate, and friendly. Introverts—people low on the extraversion scale—are less likely to experience positive emotional states and have fewer social interactions with others.

Neuroticism, or negative affectivity, reflects people's tendency to experience negative emotional states, feel distressed, and generally view themselves and the world around them negatively. Individuals high on neuroticism are more likely than individuals low on neuroticism to experience negative emotions and stress over time and across situations. Individuals who are high on neuroticism are more likely to experience negative moods at work, feel stressed, and generally have a negative orientation toward the work situation.

Pages 47 – 48

165. Compare individuals who have an internal locus of control with individuals who have an external locus of control.

**Answer:**

**Individuals with an external locus of control (externals) tend to believe that outside forces are largely responsible for their fate; therefore, they see little connection between their actions and what happens to them. Individuals with an internal locus of control (internals) think that their own actions and behaviors have an impact on what happens to them.**

**Page 53**

166. Define and discuss the concept of self-monitoring.

**Answer:**

**Self-monitoring is the extent to which people try to control the way they present themselves to others. High self-monitors want their behavior to be socially acceptable and are attuned to any social cues that signal appropriate or inappropriate behavior. They strive to behave in a situationally appropriate manner. For example, if they are in a meeting and see others making suggestions, they will try to make suggestions as well. They are also good at managing the impressions that others have of them. In contrast, low self-monitors are not particularly sensitive to cues indicating acceptable behavior, nor are they overly concerned about behaving in a situationally appropriate manner. For example, they may act bored in a meeting with the president of an organization or voice their concerns in a job interview about working long hours. People who are low self-monitors are guided by their own attitudes, beliefs, feelings, and principles and are not too concerned about what others think of their behavior.**

**Pages 53 – 54**

167. Define and discuss the concept of self-esteem.

**Answer:**

**Self-esteem is the extent to which people have pride in themselves and their capabilities. Individuals with high self-esteem think they are generally capable and worthy people who can deal with most situations. Individuals with low self-esteem question their self-worth, doubt their capabilities, and are apprehensive about their ability to succeed in different endeavors.**

**Self-esteem has several implications for understanding behavior in organizations. Self-esteem influences people's choices of activities and jobs. Individuals with high self-esteem are more likely than individuals with low self-esteem to choose challenging careers and jobs. Once they are on the job, individuals with high self-esteem may set higher goals for themselves and be more likely to tackle difficult tasks. High self-esteem also has a positive impact on motivation and job satisfaction.**

**Page 55**

168. Contrast the Type A and B personalities.

**Answer:**

**Individuals who are Type A have an intense desire to achieve, are extremely competitive, have a sense of urgency, are impatient, and can be hostile. Such individuals have a strong need to get a lot done in a short time period and can be difficult to get along with because they are so driven. They often interrupt other people and sometimes finish their sentences for them because they are so impatient. More relaxed and easygoing individuals are labeled Type B. Type A's are more likely than Type B's to have coronary heart disease. Type A employees are not particularly good team players and often work best alone.**

**Page 55**

169. Discuss the three traits McClelland determined are present in all people.

**Answer:**

**David McClelland identified three traits that are present in all people to varying degrees: the need for achievement, the need for affiliation, and the need for power. Individuals with a high need for achievement have a special desire to perform challenging tasks well and to meet their own personal standards for excellence. Individuals with a high need for affiliation are especially concerned about establishing and maintaining good relations with other people. They not only want to be liked by others, but also want everyone to get along with everyone else. Individuals with a high need for power have a strong desire to exert emotional and behavioral control or influence over others.**

**Pages 55 – 56**

170. What is emotional intelligence? Discuss its significance.

**Answer:**

**Emotional intelligence is the ability to understand and manage one's own feelings and emotions and the feelings and emotions of others. Emotional intelligence may facilitate job performance in a number of ways. A low level of emotional intelligence may actually impair performance. Emotional intelligence is especially important for leaders and managers, enabling them to understand and relate well to others as well as understand themselves.**

**Pages 59 – 62**

171. Managers of a chain of Mexican restaurants need to ensure that workers have the abilities needed to perform their jobs effectively. Explain three different ways the restaurant chain can manage ability.

**Answer:**

**Abilities can be managed by selection, placement, and training. Through selection, managers can identify the desired workers' tasks, identify the abilities needed to accomplish these tasks, and then develop accurate measures of these abilities. If these measures predict performance accurately, they can be used to select individuals that have the skills the organization needs. Through placement, the organization must accurately match a particular worker to a particular job. This requires identifying the skills needed for the various jobs in the organization. Placement is important for dealing with new hires, promotions, and horizontal moves. There may also be a need to enhance employees' skills to enable them to perform jobs effectively. Training may be conducted to improve the skills to a minimum level or to raise those skills to a higher level.**

**Pages 62 – 63**