Test Bank for Johns/Saks, *Organizational Behaviour*, Ninth Edition

Chapter 2

1) An individual's personality encompasses

a. a relatively stable set of psychological characteristics.

b. a constantly shifting set of personal characteristics.

c. all aspects of the individual's consciousness.

d. behaviours which are mostly learned through childhood experience.

e. all aspects of the individual's physical and emotional response to their environment.

Answer: a
Diff: 2

Type: MC
Page Reference: 44

Skill: Recall

Objective: 2.1 Define "personality" and discuss its general role in influencing organizational behaviour.

2) Personality will have the most impact in which situation?

a. Weak situations of loosely defined roles with few rules

b. Strong situations with well defined roles, rules, and contingencies

c. Both weak and strong situations

d. Situations of medium strength

e. Weak situations with well defined roles, rules, and contingencies

Answer: a
Diff: 3

Type: MC
Page Reference: 45

Skill: Recall

Objective: 2.1 Define "personality" and discuss its general role in influencing organizational behaviour.

3) Personality is most commonly thought to consist of _____ general dimensions.

a. four

b. five

c. three

d. seven

e. six

Answer: b
Diff: 1

Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

4) The personality dimension of <u>extraversion</u> is defined as

a. the extent to which a person is outgoing and enjoys social situations.

b. the degree to which a person has appropriate emotional control.

c. the extent to which a person is friendly and approachable.

d. the degree to which a person thinks flexibly and is receptive to new ideas.

e. the degree to which a person is responsible and achievement oriented.

Answer: a
Diff: 1

Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

5) The personality dimension of <u>emotional stability</u> is defined as

a. the extent to which a person is outgoing and enjoys social situations.

b. the degree to which a person has appropriate emotional control.

c. the extent to which a person is friendly and approachable.

d. the degree to which a person thinks flexibly and is receptive to new ideas.

e. the degree to which a person is responsible and achievement oriented.

Answer: b
Diff: 1

Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

6) Extraversion is especially important for jobs that require

a. low interpersonal interaction and independence.

b. in-depth research and analysis with great independence.

c. extensive education and credibility, e.g., Ph.D.

d. a lot of interpersonal interaction such as sales and management.

e. being a solo practitioner.

Answer: d
Diff: 2

Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

7) The personality dimension of <u>agreeableness</u> is defined as

a. the extent to which a person is outgoing and enjoys social situations.

b. the degree to which a person has appropriate emotional control.

c. the extent to which a person is friendly and approachable.

d. the degree to which a person thinks flexibly and is receptive to new ideas.

e. the degree to which a person is responsible and achievement oriented.

Answer: c
Diff: 1

Type: MC
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

8) Emotional stability helps support positive work performance because

a. the person is neurotic about their responsibilities and is fanatically detail oriented.

b. the person is more calm and has highly effective interactions with co-workers and customers.

c. the person is obsessive with customer service quality.

d. the person expresses great detachment and apathy.

e. the person sticks to their established patterns and ignores updated information.

Answer: b
Diff: 2

Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

9) The personality dimension of <u>conscientiousness</u> is defined as

a. the extent to which a person is outgoing and enjoys social situations.

b. the degree to which a person has appropriate emotional control.

c. the extent to which a person is friendly and approachable.

d. the degree to which a person thinks flexibly and is receptive to new ideas.

e. the degree to which a person is responsible and achievement oriented.

Answer: e
Diff: 1

Type: MC
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

10) The personality dimension of <u>openness</u> to experience is defined as

a. the extent to which a person is outgoing and enjoys social situations.

b. the degree to which a person has appropriate emotional control.

c. the extent to which a person is friendly and approachable.

d. the degree to which a person thinks flexibly and is receptive to new ideas.

e. the degree to which a person is responsible and achievement oriented.

Answer: d
Diff: 1

Type: MC
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

11) The personality dimension which helps foster cooperation and nurturing of others and teamwork is

a. emotional stability.

b. conscientiousness.

c. general self-efficacy.

d. self-monitoring.

e. agreeableness.

Answer: e
Diff: 1

Type: MC
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

12) Recent studies suggest that extraversion is related to absenteeism in a positive direction. This means that

a. extraverts tend to be absent less often than introverts.

b. the more extraverted a person is, the less absent they are.

c. extraverts tend to be absent more often than introverts.

d. the more introverted a person is, the more absent they are.

e. people become more extraverted through higher absenteeism.

Answer: c
Diff: 3

Type: MC
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

13) Edward has recently been told that he is very effective at networking with potential customers. However, his follow-up after initial contact is sloppy and his files are not up to date. In order to be more effective on the job he needs to keep working on the _____ part of his personality.

a. emotional stability

b. openness to experience

c. neuroticism

d. conscientiousness

e. independence

Answer: d
Diff: 2

Type: MC
Page Reference: 47

Skill: Applied

Objective: 2.3 Discuss the Five-Factor Model of personality.

14) Janet has shown her boss how effective she is on the job because she is naturally curious about what is happening with her company, has broad interests, and has a vibrant imagination. She is demonstrating great

a. willingness to get along with everyone.

b. openness to experience.

c. focus on getting promoted and is highly ambitious.

d. emotional stability.

e. reluctance to work long hours.

Answer: b
Diff: 2

Type: MC
Page Reference: 47

Skill: Applied

Objective: 2.3 Discuss the Five-Factor Model of personality.

15) Gary Reynolds is the CEO of Reynolds Software Limited. He attributes his success to careful planning, hard work, and a good business education. In terms of locus of control, Gary is most likely a(n)

a. external.

b. extravert.

c. introvert.

d. internal.

e. high self-monitor.

Answer: d
Diff: 2

Type: MC
Page Reference: 48

Skill: Applied

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

16) A person who is a high self-monitor will

a. observe the situation when determining how to behave.

b. ignore the situation when determining how to behave.

c. be rather rigid in his or her leadership style.

d. be prone to uncontrollable emotional outbursts.

e. have difficulty regulating their behaviour in social situations.

Answer: a
Diff: 2

Type: MC
Page Reference: 49

Skill: Applied

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

17) A person with low self-esteem will likely

a. react well to ambiguous stressful situations.

b. be able to deal with negative feedback.

c. be less susceptible to external and social influences.

d. respond well to mentoring.

e. be less pliable than someone with high self-esteem.

Answer: d
Diff: 2

Type: MC
Page Reference: 50

Skill: Applied

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

18) Learning is

a. a relatively temporary change in behaviour potential due to experience.

b. a relatively permanent change in behaviour potential due to experience.

c. not directly related to behaviour or experience.

d. related to behaviour more than experience.

e. concerned with both permanent and temporary changes.

Answer: b
Diff: 2

Type: MC
Page Reference: 53

Skill: Recall

Objective: 2.6 Define "learning" and what is learned in organizations.

19) Which of the following is not one of the four primary categories of learning content in organizations?

a. Practical skills

b. Intrapersonal skills

c. Interpersonal skills

d. Cultural awareness

e. Financial management

Answer: e
Diff: 1

Type: MC
Page Reference: 53

Skill: Recall

Objective: 2.6 Define "learning" and what is learned in organizations.

20) Social cognitive theory is most strongly associated with which of the following concepts?

a. Punishment

b. Delayed reinforcement

c. Partial reinforcement

d. Modelling

e. Extinction

Answer: d
Diff: 2

Type: MC
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

21) To obtain the best compromise between the speed of acquisition of a desired response and resistance to its extinction, which reinforcement strategy should be used in training? (In other words, how do we get the fastest learning combined with the strongest resistance to extinction?)

a. Continuous reinforcement

b. Begin with self-management and then go to modeling.

c. Begin with delayed and partial reinforcement and gradually go to immediate and continuous reinforcement.

d. Begin with immediate and continuous reinforcement and gradually go to delayed and partial reinforcement.

e. Begin with negative reinforcement and gradually change to continuous positive reinforcement.

Answer: d
Diff: 3

Type: MC
Page Reference: 57

Skill: Applied

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

22) Ron is a sensitive person, and he works very hard so that his boss doesn't criticize him. Criticism is a(n) _____ of Ron's work.

a. positive reinforcer

b. extinguisher

c. negative reinforcer

d. punisher

e. continuous reinforcer

Answer: c
Diff: 2

Type: MC
Page Reference: 55

Skill: Applied

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

23) A company converted its machine operators from piece rate pay to hourly pay and found that accidents involving the machines were reduced to almost zero from a previously high level. What can we conclude?

a. Safe working practices were positively reinforced.

b. Unsafe working practices were punished.

c. Safe working practices were negatively reinforced.

d. Unsafe working practices were extinguished.

e. Hourly pay resulted in bigger paycheques for the machine operators.

Answer: d
Diff: 3

Type: MC
Page Reference: 58

Skill: Applied

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

24) A supervisor complimented each of his workers as he or she arrived promptly to work every morning. Due to time constraints, the supervisor had to stop this practice, resulting in a much higher rate of tardiness among his workers. Which of the following statements best explains this situation in operant terms?

a. The supervisor was inadvertently punishing his workers by not complimenting them, so the workers didn't arrive on time any more.

b. The supervisor's negative reinforcement strategy was stopped, thus extinguishing the behaviour of arriving promptly.

c. The supervisor was using a continuous, immediate reinforcement strategy, and behaviour learned under such conditions is easily extinguishable.

d. The supervisor was using a partial reinforcement strategy, and behaviour learned under such conditions is easily extinguishable.

e. The supervisor was using a delayed reinforcement strategy, and behaviour learned under such conditions is easily extinguishable.

Answer: c
Diff: 3

Type: MC
Page Reference: 57

Skill: Applied

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

25) Which of the following statements concerning extinction is false?

a. Extinction works best when coupled with the reinforcement of a desired substitute behaviour.

b. Behaviours learned under delayed or partial reinforcement schedules are more difficult to extinguish than those learned under continuous, immediate reinforcement.

c. Extinction can be successful in reducing an unwanted behaviour by removing the reinforcer of that behaviour.

d. Using the application of an unpleasant stimulus after an unwanted behaviour, extinction can reduce the probability of that behaviour occurring again.

e. Behaviours which are eliminated through extinction may reappear if they become positively reinforced again.

Answer: d
Diff: 3

Type: MC
Page Reference: 58

Skill: Applied

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

26) Which of the following represents the least effective reinforcement strategy?

a. Delayed reinforcement

b. Immediate reinforcement

c. Continuous reinforcement

d. Negative reinforcement

e. This question cannot be answered accurately as stated.

Answer: e
Diff: 2

Type: MC
Page Reference: 57

Skill: Applied

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

27) In learning terms, a model is a person who

a. imitates the behaviour of others.

b. administers a high degree of positive reinforcement.

c. has his or her behaviour imitated.

d. engages in self-management.

e. seeks a mentor.

Answer: c
Diff: 1

Type: MC
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

28) If a behaviour is increasing in probability, we can be certain that it is not being

a. extinguished.

b. positively reinforced.

c. learned.

d. negatively reinforced.

e. modelled.

Answer: a
Diff: 1

Type: MC
Page Reference: 58

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

29) When we say that organizations sometimes confuse rewards with reinforcers, we mean that

a. rewards cannot serve as reinforcers.

b. people differ as to which rewards are reinforcing.

c. the rewards are not made contingent on a desired behaviour.

d. the reinforcers are not backed up with attractive rewards.

e. only monetary rewards work as effective reinforcers.

Answer: c
Diff: 2

Type: MC
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

30) A positive reinforcer is

a. pay.

b. interesting work.

c. a holiday.

d. a company car.

e. There is insufficient information to accurately answer this question.

Answer: e
Diff: 1

Type: MC
Page Reference: 54

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

31) The concepts of observational learning and self-regulation both assume

a. that cognitive learning cannot occur.

b. that extinction is superior to punishment.

c. that people can reinforce themselves.

d. that learning can occur without reinforcement.

e. that all workers prefer the same reinforcers.

Answer: c
Diff: 2

Type: MC
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

32) _____ decreases the probability of a behaviour by the application of a negative stimulus after that behaviour occurs.

a. Punishment

b. Extinction

c. Negative reinforcement

d. Positive reinforcement

e. Modelling

Answer: a
Diff: 1

Type: MC
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

33) _____ increases the probability of a behaviour by the removal of a negative stimulus after that behaviour occurs.

a. Punishment

b. Extinction

c. Negative reinforcement

d. Positive reinforcement

e. Modelling

Answer: c
Diff: 1

Type: MC
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

34) To reduce the probability of some unwanted behaviour we can use

a. positive reinforcement.

b. extinction.

c. negative reinforcement.

d. continuous reinforcement.

e. immediate reinforcement.

Answer: b
Diff: 2

Type: MC
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

35) Positive reinforcement _____ the probability of a behaviour by applying a _____ stimulus after that behaviour occurs.

a. increases; nasty

b. increases; pleasant

c. decreases; pleasant

d. decreases; nasty

e. increases; neutral

Answer: b
Diff: 2

Type: MC
Page Reference: 54

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

36) Which of the following statements concerning punishment is generally true?

a. Punishment involves the same process as extinction.

b. Managers seldom use punishment to control organizational behaviour.

c. Punishment differs from negative reinforcement in that punishment removes a nasty stimulus following some behaviour.

d. While punishment signals which behaviours are inappropriate, it fails to illustrate correct behaviour.

e. Managers should punish subordinates in front of other employees to set an example.

Answer: d
Diff: 3

Type: MC
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

37) A manager who scolds her employees for being late with the hope that this will stop them from being late is using

a. punishment.

b. negative reinforcement.

c. extinction.

d. positive reinforcement.

e. modelling.

Answer: a
Diff: 2

Type: MC
Page Reference: 58

Skill: Applied

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

38) Persistent learning is best achieved through

a. partial, delayed reinforcement.

b. continuous, immediate reinforcement.

c. partial, immediate reinforcement.

d. continuous, delayed reinforcement.

e. punishment.

Answer: a
Diff: 2

Type: MC
Page Reference: 57

Skill: Recall

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

39) _____ increase or maintain the probability of some response by their _____ the situation in question.

a. Positive reinforcers; removal from

b. Negative reinforcers; application or addition to

c. Positive reinforcers; application or addition to

d. Negative reinforcers; modelling of

e. Rewards; removal from

Answer: c
Diff: 2

Type: MC
Page Reference: 54

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

40) In order to obtain the fastest acquisition of some response, reinforcement should be used

a. immediately and continuously.

b. immediately and partially.

c. after a long delay and continuously.

d. after a long delay and partially.

e. intermittently and cautiously.

Answer: a
Diff: 2

Type: MC
Page Reference: 57

Skill: Recall

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

41) Managers should be especially careful in administering punishment because

a. over a long period of time, repeated punishment becomes positively reinforcing.

b. punishment has a tendency to provoke a strong emotional reaction on the part of the punished individual.

c. punishment usually has no impact on the behaviour they are trying to eliminate.

d. punishment will always lead to the emergence of other undesirable behaviours.

e. punishment must be administered in front of other employees, and this often results in lowered morale.

Answer: b
Diff: 3

Type: MC
Page Reference: 59

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

42) Which of the following statements represents bad advice on administering punishment?

a. Punishment should start off with a very mild warning, gradually proceeding to stronger punishment if the offense continues.

b. The chosen punishment should be truly aversive to the individual being punished.

c. Punishment should be coupled with an indication of the correct behaviour in the situation.

d. Do not reward unwanted behaviours before or after punishment.

e. Do not inadvertently punish desirable behaviour.

Answer: a
Diff: 2

Type: MC
Page Reference: 59

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

43) A manager realizes that her complaints about employee horseplay seem to encourage more horseplay. She resolves to ignore their horseplay in the future. In operant terms, what has she decided to do?

a. Positively reinforce proper work behaviour

b. Negatively reinforce horseplay

c. Extinguish horseplay

d. Punish horseplay

e. Model horseplay

Answer: c
Diff: 2

Type: MC
Page Reference: 58

Skill: Applied

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

44) There are two strategies that can be used to reduce the probability of learned behaviour. They are

a. organizational behaviour modification and reinforcement.

b. extinction and punishment.

c. negative reinforcement and punishment.

d. negative reinforcement and extinction.

e. modelling and positive reinforcement.

Answer: b
Diff: 1

Type: MC

Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

45) What is the most sensible strategy for administering punishment, as long as conditions permit?

a. Partially and immediately

b. Partially with delay

c. Continuously with delay

d. Continuously and immediately

e. Intermittently and cautiously

Answer: d
Diff: 2

Type: MC
Page Reference: 59

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

46) The book described a company that posted a feedback chart in the workplace to indicate the percentage of safe behaviours observers noted every three days. Which of the following is not true about this practice?

a. It was an example of positive reinforcement.

b. It was an example of organizational behaviour modification.

c. It was an example of self-regulation.

d. The scheme was designed to improve safe working practices.

e. The posting of safe behaviours every three days is essentially a delayed, continuous reinforcement strategy.

Answer: c
Diff: 3

Type: MC
Page Reference: 65

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

47) Stop reinforcement to _____ a behaviour.

a. punish

b. extinguish

c. model

d. strengthen

e. learn

Answer: b
Diff: 1

Type: MC
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

48) The most difficult tactic for a manager to use effectively is

a. positive reinforcement.

b. negative reinforcement.

c. punishment.

d. modelling.

e. extinction.

Answer: c
Diff: 2

Type: MC
Page Reference: 59

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

49) The process of self-regulation can include

a. observation of models.

b. collection of self-observation data.

c. goal setting.

d. rehearsal.

e. all of the above.

Answer: e
Diff: 1

Type: MC
Page Reference: 64

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

50) Which of the following represents the most effective punishment strategy?

a. Continuous

b. Delayed

c. Partial

d. Intermittent

e. This question cannot be answered accurately as stated.

Answer: a
Diff: 2

Type: MC
Page Reference: 59

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

51) To make behaviour most resistant to extinction, it should be learned under _____ reinforcement.

a. continuous and delayed

b. continuous and immediate

c. partial and delayed

d. partial and immediate

e. negative

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

54) If an organization decides to change the characteristics of work tasks in order to improve employee satisfaction and performance, what approach to organizational behaviour are they following?

a. dispositional approach

b. personality approach

c. situational approach

d. interactionist approach

e. operant learning approach

Answer: c
Diff: 2

Type: MC
Page Reference: 45

Skill: Applied

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

55) If an organization decides to use personality tests in the hiring of employees in order to improve employee satisfaction and performance, what approach to organizational behaviour are they following?

a. dispositional approach

b. situational approach

c. interactionist approach

d. testing approach

e. military approach

Answer: a
Diff: 2

Type: MC
Page Reference: 45

Skill: Applied

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

56) Which of the following is the most widely accepted perspective within organizational behaviour?

a. The five-factor approach

b. The dispositional approach

c. The situational approach

d. The interactionist approach

e. The personality approach

Answer: d
Diff: 1

Type: MC
Page Reference: 45

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

57) Which of the following is related to the probability of obtaining employment?

a. Extraversion

b. Emotional stability

c. Agreeableness

d. Conscientiousness

e. Openness to experience

Answer: d
Diff: 2

Type: MC
Page Reference: 48

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

58) According to behavioural plasticity theory,

a. people with high self-esteem are more likely to benefit from external and social influences.

b. people with low self-esteem are more susceptible to external and social influences.

c. people's self-esteem can easily be changed in response to external and social influences.

d. people's behaviour will only change when their self-esteem is threatened.

e. the best way to change people's behaviour is to use external and social influence.

Answer: b
Diff: 2

Type: MC
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

59) Which of the following is an emotional disposition that predicts people's general emotional tendencies?

a. General self-efficacy

b. Self-esteem

c. Proactive personality

d. Positive affectivity

e. Locus of control

Answer: d
Diff: 2

Type: MC
Page Reference: 51

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

60) A person who is relatively unconstrained by situational forces and acts to change and influence the environment has what kind of personality?

a. High self-esteem

b. Internal locus of control

c. Proactive personality

d. Positive affect

e. General self-efficacy

Answer: c
Diff: 2

Type: MC
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

61) Which of the following is an example of a motivational trait?

a. Positive affectivity

b. Self-esteem

c. Core self-evaluations

d. Emotional stability

e. General self-efficacy

Answer: e
Diff: 2
Type: MC
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

62) Which one of the dimensions of the five-factor model of personality is also one of the traits of core self-evaluations?

a. Extraversion

b. Emotional stability

c. Agreeableness

d. Conscientiousness

e. Openness to experience

Answer: b
Diff: 2
Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

63) Which of the following is not one of the traits of core self-evaluations?

a. General self-efficacy

b. Self-esteem

c. Locus of control

d. Neuroticism

e. Negative affectivity

Answer: e
Diff: 2

Type: MC
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

64) Which of the following best describes the effects of organizational behaviour modification on task performance?

a. The effects are strongest in service organizations.

b. The effects are strongest in military organizations.

c. The effects are strongest in manufacturing organizations.

d. The effects are the same in all organizations.

e. It depends on the type of positive reinforcement used.

Answer: c
Diff: 3

Type: MC
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

65) Which of the following most accurately indicates the forms of positive reinforcement that have been found to be effective for organizational behaviour modification?

a. Money and feedback but not social recognition

b. Money and social recognition but not feedback

c. Social recognition and feedback but not money

d. Only money

e. Money, feedback, and social recognition

Answer: e
Diff: 2

Type: MC
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

66) Which of the following is a key part of an employee recognition program?

a. The type of award

b. The amount of financial reward

c. Public acknowledgement

d. The fairness of the program

e. The type of recognition

Answer: c
Diff: 2

Type: MC
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

67) What are the components of career development?

a. Career planning and career management

b. Career choice and career planning

c. Career decision making and career management

d. Career planning and career decision making

e. Career management and career advancement

Answer: a
Diff: 2

Type: MC
Page Reference: 69

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

68) One of the most widely used and effective methods of training is

a. organizational behaviour modification.

b. self-regulation training.

c. behaviour modelling training.

d. self-efficacy training.

e. social cognitive training.

Answer: c
Diff: 1

Type: MC
Page Reference: 68

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

69) Research on behaviour modelling training has concluded that it has a positive effect on

a. learning and skills.

b. learning only.

c. learning and behaviour.

d. learning, skills, and behaviour.

e. learning and behaviour.

Answer: d
Diff: 2

Type: MC
Page Reference: 68

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

70) The effects of behaviour modelling training are greatest when

a. trainees are instructed to set goals.

b. rewards and sanctions are used in the work environment.

c. trainees are instructed to set goals and rewards and sanctions are used in the work environment.

d. trainees are instructed to set goals and rewards are used in the work environment.

e. trainees are instructed to set goals and sanctions are used in the work environment.

Answer: c
Diff: 3

Type: MC
Page Reference: 68

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

71) Which of the following is true about high self-monitors?

a. They experience more role stress and show higher commitment to their organization.

b. They experience less role stress and show higher commitment to their organization.

c. They experience less role stress and show less commitment to their organization.

d. They experience no role stress and show less commitment to their organization.

e. They experience more role stress and show less commitment to their organization.

Answer: e
Diff: 2

Type: MC
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

72) Which of the following is true about high self-monitors?

a. They tend to be less involved in their jobs and experience more role stress.

b. They tend to be more involved in their jobs and show more commitment to their organization.

c. They tend to be more involved in their jobs and to experience more role stress.

d. They tend to be less involved in their jobs and are more likely to emerge as leaders.

e. They tend to be less involved in their jobs and show more commitment to their organization.

Answer: c
Diff: 2

Type: MC
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

73) Luke has just described a set of well-defined behaviours to be learned. What is he doing?

a. Organizational behaviour modification

b. Self-regulation

c. Career development

d. Behaviour modelling training

e. Career planning

Answer: d
Diff: 2

Type: MC
Page Reference: 68

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

74) Luke has just described to trainees a set of well-defined behaviours to be learned. What does he need to do next?

a. Provide feedback and social reinforcement to trainees

b. Provide opportunities for trainees to practise using those behaviours

c. Provide a model or models displaying the effective use of those behaviours

d. Take steps to maximize the transfer of those behaviours to the job

e. Take the steps that are required to achieve an individual's goals and career plans

Answer: c
Diff: 3

Type: MC
Page Reference: 68

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

75) Luke has just provided opportunities for trainees to practise using newly learned behaviours. What does he need to do next?

a. Provide a model or models displaying the effective use of those behaviours

b. Take steps to maximize the transfer of those behaviours to the job

c. Describe to trainees a set of well-defined behaviours to be learned

d. Provide feedback and social reinforcement to trainees

e. Collect self-observation data

Answer: d
Diff: 3

Type: MC
Page Reference: 68

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

76) A manager has just provided an employee with information on past performance for the purpose of changing or maintaining performance in specific ways. What is this called?

a. Social recognition

b. Self-regulation

c. Behaviour modelling training

d. Performance feedback

e. Modelling

Answer: d
Diff: 2

Type: MC
Page Reference: 56

Skill: Applied

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

77) Performance feedback is most effective when it is

a. conveyed in a negative manner.

b. delivered immediately after observing performance.

c. represented verbally, such as a written description.

d. delivered by several observers.

e. delivered only after everyone has had a chance to think about the performance.

Answer: b
Diff: 2

Type: MC
Page Reference: 56

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

78) When one individual provides informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done to another individual, he/she is providing

a. performance feedback.

b. a good example of a model.

c. social recognition.

d. peer recognition.

e. continuous and immediate reinforcement.

Answer: c
Diff: 2

Type: MC
Page Reference: 56

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

79) The idea of triadic reciprocal causation has its basis in

a. operant learning theory.

b. organizational behaviour modification.

c. behaviour modelling training.

d. social cognitive theory.

e. employee recognition programs.

Answer: d
Diff: 2

Type: MC
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

80) When there exists a discrepancy between one's goals and performance, this is known as

a. discrepancy production.

b. discrepancy induction.

c. discrepancy seduction.

d. discrepancy reduction.

e. discrepancy function.

Answer: d
Diff: 2

Type: MC
Page Reference: 64

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

81) When individuals attain their goals, they are likely to set even higher and more challenging goals, a process known as

a. discrepancy production.

b. discrepancy reduction.

c. discrepancy seduction.

d. discrepancy induction.

e. discrepancy function.

Answer: a
Diff: 2

Type: MC
Page Reference: 64

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

82) A new manager wants her employees to learn the principles of self-regulation. She has them set a goal so that there is a discrepancy between their goal and their performance. When employees attain their goals, they are likely to

a. set the same goal.

b. set lower goals.

c. set even higher and more challenging goals.

d. stop setting goals.

e. ask the manager to set a new goal.

Answer: c
Diff: 2

Type: MC
Page Reference: 64

Skill: Applied

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

83) Which of the following represents the findings of research on organizational behaviour modification?

a. Social recognition has stronger effects on performance than money and performance feedback.

b. Performance feedback has stronger effects on performance than money and social recognition.

c. Social recognition and performance feedback have the same effects on performance as money.

d. Money has stronger effects on performance than social recognition and performance feedback.

e. Money and social recognition have stronger effects on performance than performance feedback.

Answer: d
Diff: 2

Type: MC
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

84) According to research on organizational behaviour modification, which combination of factors has the strongest effect on task performance?

a. Money, social recognition, and formal recognition

b. Money, formal recognition, and performance feedback

c. Money, social recognition, and performance feedback

d. Formal recognition, social recognition, and performance feedback

e. Money, peer recognition, and performance feedback

Answer: c
Diff: 2

Type: MC
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

85) According to social cognitive theory, human behaviour can best be explained through a system of

a. bidirectional reciprocal causation.

b. triadic reciprocal causation.

c. triadic bidirectional causation.

d. cognitive reciprocal causation.

e. triadic cognitive causation.

Answer: b
Diff: 2

Type: MC
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

86) According to trait activation theory,

a. traits lead to certain personalities only when the situation makes the need for that personality salient.

b. traits lead to certain behaviours only when the situation makes the need for that trait salient.

c. situations lead to certain traits only when the situation makes the need for that trait salient.

d. situations lead to certain behaviours only when the situation makes the need for a trait salient.

e. personality leads to certain traits only when the situation makes the need for that personality salient.

Answer: b
Diff: 3

Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

87) The idea that personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic is known as

a. personality activation theory.

b. situation activation theory.

c. trait activation theory.

d. situational approach.

e. dispositional approach.

Answer: c
Diff: 2

Type: MC
Page Reference: 46

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

88) Which of the following statements is most accurate?

a. Each of the Big Five dimensions is related to job performance but not organizational citizenship behaviours.

b. Each of the Big Five dimensions is related to organizational citizenship behaviours but not job performance.

c. Some of the Big Five dimensions are related to job performance and all of them are related to organizational citizenship behaviours.

d. Some of the Big Five dimensions are related to organizational citizenship behaviours and all of them are related to job performance.

e. Each of the Big Five dimensions is related to job performance and organizational citizenship behaviours.

Answer: e
Diff: 2

Type: MC
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

89) Which of the Big Five dimensions predicts job performance in all jobs across occupations?

a. Extraversion

b. Emotional stability

c. Agreeableness

d. Conscientiousness

e. Openness to experience

Answer: d
Diff: 2

Type: MC
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

90) If Nadia is susceptible to external and social influences, what can you say about her personality?

a. She has an internal locus of control.

b. She has an external locus of control.

c. She has high self-esteem.

d. She has low self-esteem.

e. She is a high self-monitor.

Answer: d
Diff: 2

Type: MC
Page Reference: 50

Skill: Applied

Objective: 2.4 Describe and discuss the consequences of "locus of control", "self-monitoring," and "self-esteem."

91) Behavioural plasticity theory has to do with what personality characteristic?

a. Locus of control

b. Self-esteem

c. Self-monitoring

d. General self-efficacy

e. Core self-evaluations

Answer: b
Diff: 1

Type: MC
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control", "self-monitoring," and "self-esteem."

92) What personality trait is considered to be one of the best dispositional predictors of job satisfaction and job performance?

a. Locus of control

b. Self-esteem

c. Self-monitoring

d. General self-efficacy

e. Core self-evaluations

Answer: e
Diff: 2

Type: MC
Page Reference: 53

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

93) Which personality trait is considered to be a motivational trait?

a. Negative affect

b. Self-esteem

c. Self-monitoring

d. General self-efficacy

e. Positive affect

Answer: d
Diff: 2

Type: MC
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

94) Personality is the unstable set psychological characteristics that influences the way an individual interacts with the environment.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 44

Skill: Recall

Objective: 2.1 Define "personality" and discuss its general role in influencing organizational behaviour.

95) According to the dispositional approach, individuals possess stable traits or characteristics that influence their attitudes and behaviours.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 45

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

96) The dispositional approach is the most widely accepted perspective within organizational behaviour.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 45

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

97) An important implication of the situational approach is that some personality characteristics are useful in certain organizational situations.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 45

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

98) Behavioural plasticity has to do with how external and social influences can change people's self-esteem.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

99) People who have high negative affectivity experience more stressful conditions at work and report higher levels of workplace stress.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 51

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

100) General self-efficacy is a stable personal disposition that reflects a tendency to effect positive change in one's environment.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

101) Core self-evaluations are related to job satisfaction but not life satisfaction.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

102) A good indication of whether or not an individual believes he or she can succeed at a variety of tasks is their general self-efficacy.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

103) Money, feedback, and social recognition together have the strongest effect on task performance.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

104) The effects of organizational behaviour modification on task performance tend to be strongest in service organizations.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

105) Personality is a relatively new idea in organizational behaviour research.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 45

Skill: Recall

Objective: 2.1 Define "personality" and discuss its general role in influencing organizational behaviour.

106) The "Big Five" refers to five distinct dimensions of personality.

a. True

b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

107) Altruism is one of the "Big Five" personality dimensions.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

108) Agreeableness means that a person tends to be friendly and approachable.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

109) If you believe that you are being controlled by internal forces, you are an external locus of control person.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 48

Skill: Applied

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

110) Locus of control is not a personality dimension.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 48

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

111) Being a high self-monitor means that you observe only yourself and no one else.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 49

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

112) Having high self-esteem means that you have a negative self-evaluation.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

113) Self-esteem, self-monitoring, locus of control, agreeableness, conscientiousness, and emotional stability are all examples of personality characteristics or dimensions.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 46

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem." And 2.3 Discuss the Five-Factor Model of personality.

114) Negative reinforcement is a technical term for punishment. In fact, they both mean the same thing.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

115) In technical terms, to extinguish some behaviour, just stop reinforcement.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

116) Bobby praises every good report his employee produces. This is an example of a partial reinforcement strategy.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 57

Skill: Applied

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

117) Punishment is most effective when it is delivered according to a partial and delayed schedule.

a. True
b. False

Answer: b
Diff: 3

Type: TF
Page Reference: 59

Skill: Applied

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

118) Self-regulation is closely related to the concept of social cognition.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 63

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

119) Under self-regulation, employees in effect reinforce themselves.

a. True

b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 64

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

120) In social cognitive theory, a model is a person who imitates another person's behaviour.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

121) By definition, all rewards that organizations provide for employees are reinforcers.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

122) The very fastest acquisition of behaviour will occur under continuous and delayed reinforcement.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 57

Skill: Recall

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

123) The imitation of a prominent model (such as a successful and respected CEO) is an example of social cognitive theory.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

124) It is probably easier for managers to learn to use positive reinforcement effectively than to use punishment effectively.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 60

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

125) In theory, both punishment and extinction should have a similar impact on the probability of behaviour occurring.

a. True
b. False

Answer: a

Diff: 3

Type: TF
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

126) The modelling process is an example of social cognitive theory.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

127) Ironically, the best models in learning terms behave in a subtle and forgettable manner.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

128) Under the concept of self-regulation, an employee reinforces his or her own behaviour.

a. True
b. False

Answer: a
Diff: 1

Type: TF

Page Reference: 64

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

129) Delayed reinforcement results in slowly learned but persistent behaviour.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 57

Skill: Recall

Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

130) Negative reinforcement and punishment produce similar results but through different processes.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements. And 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

131) Negative reinforcers increase the probability of a behaviour occurring.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

132) Punishment stops unwanted behaviours most effectively when it is mild and accompanied by presents or rewards.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

133) In learning terms, attractive, high status people are often effective models.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

134) Punishment is the easiest operant technique to use effectively.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 59

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

135) Negative reinforcement is more effective than punishment in stopping unwanted behaviours.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

136) Extinction is accomplished by terminating reinforcement.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 58

Skill: Recall

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

137) Conscientiousness is the strongest predictor of all of the "Big Five" dimensions of overall job performance.

a. True
b. False

Answer: a
Diff: 1

Type: TF
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

138) High self-monitors experience less role stress.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

139) Employees who have higher negative affectivity have been found to be more creative at work.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 51

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

140) Positive affect is a key factor that links happiness to success in life and at work.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 51

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

141) A manager who wants to use performance feedback should provide quantitative but not qualitative information on past performance.

a. True
b. False

Answer: b

Diff: 2

Type: TF
Page Reference: 56

Skill: Applied

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

142) Performance feedback is most effective when it is represented visually in a graph or chart form.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 56

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

143) If a manager wants to use performance feedback to change employee behaviour, he/she should convey it after the employee has had some time to think about the performance in question.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 56

Skill: Applied

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

144) Social recognition and performance feedback are the same thing.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 56

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

145) Performance feedback is most effective when it is represented verbally in written form.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 56

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

146) In order to provide effective performance feedback, a manager should provide employees with informal acknowledgement, attention, praise, approval, and genuine appreciation for work well done.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 56

Skill: Applied

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

147) According to operant learning theory, human behaviour can best be explained through a system of triadic reciprocal causation.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 61

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

148) When individuals attain their goals, they are likely to set even higher and more challenging goals.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 64

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

149) Self-regulation involves both discrepancy reduction and discrepancy production.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 64

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

150) Money has been found to have stronger effects than social recognition and performance feedback in organizational behaviour modification.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

151) The effect of money on performance is greater when it is part of a pay-for-performance program than organizational behaviour modification.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 66

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

152) The first step of behaviour modelling training is to provide a model or models displaying the effective use of behaviours to be learned.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 68

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

153) Behaviour modelling training is based on organizational behaviour modification.

a. True
b. False

Answer: b
Diff: 1

Type: TF

Page Reference: 68

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

154) According to trait activation theory, traits lead to certain personalities only when the situation makes the need for them salient.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 46

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

155) Personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 46

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

156) Each of the Big Five dimensions is related to job performance but not organizational citizenship behaviours.

a. True
b. False

Answer: b
Diff: 2

Type: TF

Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

157) High agreeableness predicts performance in all jobs across occupations.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

158) Extraverts tend to be absent more often than introverts.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 47

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

159) People with high self-esteem tend to be more susceptible to external and social influences than those who have low self-esteem.

a. True
b. False

Answer: b
Diff: 1

Type: TF
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

160) Behavioural plasticity theory has to do with the situations in which personality characteristics influence people's behaviour.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 50

Skill: Recall

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

161) Positive and negative affectivity are opposite ends of a continuum.

a. True
b. False

Answer: b
Diff: 2

Type: TF
Page Reference: 51

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

162) Core self-evaluations are among the best dispositional predictors of job satisfaction and job performance.

a. True
b. False

Answer: a
Diff: 2

Type: TF
Page Reference: 52

Skill: Recall

Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

163) A relatively stable set of psychological characteristics that influences the way an individual interacts is referred to as personality.
Difficulty: 1

Page Ref: 44
Skill: Recall
Objective: 2.1 Define "personality" and discuss its general role in influencing organizational behaviour

164) The <u>interactionist</u> approach is the most widely accepted perspective within organizational behaviour.

Difficulty: 1
Page Ref: 45
Skill: Recall
Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

165) <u>Conscientiousness</u> is the strongest predictor of all of the "Big Five" dimensions of overall job performance.
Difficulty: 2
Page Ref: 47
Skill: Recall
Objective: 2.3 Discuss the Five-Factor Model of personality.

166) People who have high <u>negative affectivity</u> experience more stressful conditions at work and report higher levels of workplace stress and strain.
Difficulty: 3
Page Ref: 51
Skill: Recall
Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

167) The four traits that make up a person's core self-evaluations are self-esteem, general self-efficacy, locus of control, and <u>neuroticism</u>.
Difficulty: 2
Page Ref: 52
Skill: Recall
Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

168) A financial reward for good performance will not qualify as an employee recognition program if it is not accompanied by <u>public praise and recognition</u>.
Difficulty: 2
Page Ref: 66
Skill: Recall
Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

169) <u>Openness to experience</u> refers to the extent to which a person thinks flexibly and is receptive to new ideas.

Difficulty: 2
Page Ref: 47
Skill: Recall
Objective: 2.3 Discuss the Five-Factor Model of personality.

170) Stan believes that his boss is responsible for all the stuff that happens to him (Stan). Stan is exhibiting an external <u>locus of control</u>.
Difficulty: 2
Page Ref: 48
Skill: Applied
Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

171) Susan is disliked by her sorority sisters because she is always able to act perfectly, regardless of the situation. Susan might be called a <u>high self-monitor</u>.
Difficulty: 3
Page Ref: 49
Skill: Applied
Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

172) <u>Self-esteem</u> is the degree to which a person has a positive self-evaluation.
Difficulty: 1
Page Ref: 50
Skill: Recall
Objective: 2.4 Describe and discuss the consequences of "locus of control", "self-monitoring," and "self-esteem."

173) Both punishment and extinction should <u>reduce</u> the probability of a behaviour occurring.
Difficulty: 1
Page Ref: 58
Skill: Recall
Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

174) To extinguish some behaviour we <u>stop</u> reinforcement.
Difficulty: 2
Page Ref: 58
Skill: Recall
Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

175) In social cognitive theory, a(n) <u>model</u> is a person whose behaviour is imitated.
Difficulty: 1
Page Ref: 61

Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

176) In social cognitive theory, the process of imitating the behaviour of others is called observational learning.
Difficulty: 1
Page Ref: 61
Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation,

177) Negative reinforcement increases the probability of some behaviour occurring.
Difficulty: 2
Page Ref: 55
Skill: Recall
Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

178) The text presented detailed examples of programs that used reinforcement to improve safety. These programs are examples of organizational behaviour modification.
Difficulty: 2
Page Ref: 65
Skill: Recall
Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

179) Collecting self-observation data, observing models, goal setting, and rehearsal are all aspects of self-regulation.
Difficulty: 2
Page Ref: 64
Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

180) Applying a negative stimulus to terminate unwanted behaviour is called punishment.
Difficulty: 1
Page Ref: 58
Skill: Recall
Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

181) Removing a negative stimulus when a behaviour occurs in order to strengthen the behaviour is called negative reinforcement.
Difficulty: 1
Page Ref: 55
Skill: Recall
Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

182) Models who are attractive, credible, competent, and of high status are the people who are most likely to be imitated.
Difficulty: 1
Page Ref: 61
Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

183) Continuous reinforcement with short delay causes behaviours to be learned quickly.
Difficulty: 2
Page Ref: 57
Skill: Recall
Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement

184) Behaviour learned under delayed partial reinforcement will be learned slowly but it will also be persistent.
Difficulty: 3
Page Ref: 57
Skill: Recall
Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement

185) Self reinforcement occurs in the modelling process.
Difficulty: 2
Page Ref: 61
Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

186) Learning by virtue of direct experience with the consequences of one's behaviour is called operant learning.
Difficulty: 2
Page Ref: 54
Skill: Recall
Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

187) To increase the probability of some behaviour, <u>reinforce</u> that behaviour.
Difficulty: 1
Page Ref: 54
Skill: Recall
Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

188) To obtain the fast acquisition of some response, reinforce that response <u>continuously and immediately</u>.
Difficulty: 2
Page Ref: 57
Skill: Recall
Objective: 2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement

189) High <u>self-monitors</u> are likely to experience more role stress and show less commitment to their organization.
Difficulty: 2
Page Ref: 50
Skill: Recall
Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

190) There is some evidence that <u>positive affect</u> is a key factor that links happiness to success in life and at work.
Difficulty: 3
Page Ref: 51
Skill: Recall
Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

191) Employees who have higher <u>positive affect</u> have been found to be more creative at work.
Difficulty: 3
Page Ref: 51
Skill: Recall
Objective: 2.5 Discuss positive and negative affectivity, proactive personality, general self-efficacy, and core self-evaluations and their consequences.

192) According to social cognitive theory, human behaviour can best be explained through a system of <u>triadic</u> reciprocal causation.
Difficulty: 3
Page Ref: 61
Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

193) Social cognitive theory emphasizes the role of <u>cognitive</u> processes in regulating people's behaviour.
Difficulty: 2
Page Ref: 60
Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

194) When individuals attain their goals, they are likely to set even higher and more challenging goals, a process known as <u>discrepancy production</u>.
Difficulty: 3
Page Ref: 64
Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

195) When there exists a discrepancy between one's goals and performance, individuals are motivated to modify their behaviour in the pursuit of goal attainment, a process known as <u>discrepancy reduction</u>.
Difficulty: 3
Page Ref: 64
Skill: Recall
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

196) Sasha wants to change his behaviour through self-regulation. The first thing he needs to do is collect <u>self-observation</u> data.
Difficulty: 2
Page Ref: 64
Skill: Applied
Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation.

197) Research on organizational behaviour modification has found that <u>money</u> has stronger effects on performance than other forms of positive reinforcement.
Difficulty: 2
Page Ref: 66
Skill: Recall
Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

198) One of the most widely used and effective methods of training is <u>behaviour modelling</u> training.
Difficulty: 2
Page Ref: 68
Skill: Recall
Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

199) Behaviour modelling training is based on the <u>modelling</u> component of social cognitive theory.
Difficulty: 1
Page Ref: 68
Skill: Recall
Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

200) According to <u>trait</u> activation theory, traits lead to certain behaviours only when the situation makes the need for the trait salient.
Difficulty: 2
Page Ref: 46
Skill: Recall
Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory

201) <u>Personality</u> characteristics influence people's behaviour when the situation calls for a particular personality characteristic.
Difficulty: 2
Page Ref: 46
Skill: Recall
Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory

202) High <u>conscientiousness</u> predicts performance in all jobs across occupations.
Difficulty: 2
Page Ref: 47
Skill: Recall
Objective: 2.3 Discuss the Five-Factor Model of personality.

203) What is personality? Is it possible for an individual to have "no personality"? Explain.

Answer:

Personality is the relatively stable set of psychological characteristics that influences the way an individual interacts with his or her environment. As a result, everyone must have a personality. The expression "no personality" is often directed towards individuals who are low on a personality dimension such extraversion or agreeableness.

Diff: 2

Type: ES
Page Reference: 44

Skill: Recall

Objective: 2.1 Define "personality" and discuss its general role in influencing organizational behaviour.

204) Of the "Big Five" personality dimensions, which three do you feel are the most important in order to be effective as a sales representative?

Answer:
It is likely that all five play a role in the success of a sales representative. The three that are most likely to help an individual be successful are extraversion, agreeableness, and conscientiousness. Extraversion is important because most sales roles involve breaking some new ground and creating new customer relationships on a continual basis. Agreeableness is important because of the need to build relationships over time and to foster social connections. A high degree of conscientiousness helps ensure that the sales representative works effectively and diligently and is thorough when serving customers.

Diff: 3

Type: ES
Page Reference: 46

Skill: Applied

Objective: 2.3 Discuss the Five-Factor Model of personality.

205) What should a formal employee recognition program specify in order to be effective? Give an example for improving work attendance.

Answer:
a) how a person will be recognized, b) the type of behaviour being encouraged, c) the manner of public acknowledgement, and d) a token or icon of the event for the recipient. The example for work attendance can be found in the text on page 59. Employees with perfect attendance for an entire month had their names posted with a gold star for that month. At the end of each quarter, employees with no more than two absences received a personal card notifying and congratulating them. At the end of the year there was a plant-

wide meeting to recognize good attendance and small, engraved mementos were awarded to employees who had perfect attendance during the entire year.

Diff: 2

Type: ES
Page Reference: 66

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

206) Define career development and its components, and describe the career development programs of two organizations.

Answer:
Career development is an ongoing process in which individuals progress through a series of stages that consist of a unique set of issues, themes, and tasks. It usually involves a career planning and a career management component. Career planning involves the assessment of an individual's interests, skills, and abilities in order to develop goals and career plans. Career management involves taking the necessary steps that are required to achieve an individual's goals and career plans. Examples of the career development programs of several organizations can be found on page 61 of the text.

Diff: 2

Type: ES
Page Reference: 69

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

207) What are the "Big Five" dimensions of personality? Give two examples of research from the text which link these dimensions to workplace behaviours.

Answer:
Extraversion, emotional stability, agreeableness, conscientiousness, and openness to experience. There are several examples of research on pages 43-44 in the text, which link these dimensions to workplace behaviours. One study suggests that extraversion was important for managers and salespeople, while another one found that extraversion was positively correlated with absenteeism.

Diff: 2

Type: ES
Page Reference: 46

Skill: Recall

Objective: 2.3 Discuss the Five-Factor Model of personality.

208) Describe three personality characteristics which you would expect to be associated with success as a manager. Defend your answer.

Answer:
High internal locus of control, high self-monitor, and high self-esteem would all be considered desirable personality characteristics for managerial success. Students may also cite some of the "Big Five" personality dimensions such as extraversion and conscientiousness.

Diff: 3

Type: ES
Page Reference: 48

Skill: Applied

Objective: 2.3 Discuss the Five-Factor Model of personality.

And 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

209) Distinguish between self-esteem and self-efficacy. Is it possible for an individual to have high self-esteem but low self-efficacy? Explain your answer.

Answer:
Self-esteem is the degree to which a person has an overall positive self-evaluation; self-efficacy refers to the beliefs which people have about their ability to successfully perform a specific task. It is clearly possible for an individual to have high self-esteem and also have low self-efficacy with respect to a specific task. For example, someone who has a favourable self-image may also acknowledge that they are not very good at playing golf.

Diff: 3

Type: ES
Page Reference: 50

Skill: Applied

Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem." And 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

210) Describe three common errors made by managers involving reinforcement.

Answer:
Confusing rewards with reinforcers, neglecting diversity in preferences for reinforcers, and neglecting important sources of reinforcement.

Diff: 2

Type: ES
Page Reference: 55

Skill: Recall

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

211) Explain the difference between negative reinforcement and punishment. Give an example of each.

Answer:
In negative reinforcement, an unpleasant stimulus is removed following some desired behaviour, increasing the probability of that behaviour. In punishment, an unpleasant stimulus is applied after some undesired behaviour, decreasing the probability of that behaviour. Examples include cleaning up a desk to avoid a supervisor's nagging, and docking a worker one hour's pay for being late.

Diff: 2

Type: ES
Page Reference: 55

Skill: Applied

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and negative reinforcements.

212) What advice would you give to a manager about the effective use of punishment in the workplace?

Answer:
Punishment can be an effective means for stopping undesirable behaviour, but it must be applied very carefully. When using punishment, managers should provide correct alternative responses, limit the emotions involved, ensure that the punishment is truly aversive, punish immediately when possible, avoid the rewarding of unwanted behaviours, and try not to inadvertently punish undesirable behaviours.

Diff: 2

Type: ES
Page Reference: 60

Skill: Applied

Objective: 2.9 Distinguish between "extinction" and "punishment" and explain how to use punishment effectively.

213) Describe social cognitive theory and the key components?

Answer:
A theory that emphasizes the role of cognitive processes in regulating people's behaviour. According to social cognitive theory, human behaviour can best be explained through a system of triadic reciprocal causation in which personal factors and environmental factors work together and interact to influence people's behaviour. In addition, people's behaviour also influences personal factors and the environment. Social cognitive theory involves three key components: observational learning, self-efficacy beliefs, and self-regulation.

Diff: 3

Type: ES
Page Reference: 60

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

214) What is the meaning of triadic reciprocal causation of social cognitive theory and what are the main components of social cognitive theory?

Answer:
According to SCT, human behaviour can best be explained through a system of triadic reciprocal causation in which personal factors and environmental factors work together and interact to influence people's behaviour. In addition, people's behaviour can also influence personal factors and the environment. SCT involves three key components: observational learning, self-efficacy beliefs, and self-regulation.

Diff: 2

Type: ES
Page Reference: 61

Skill: Recall

Objective: 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."

215) What is organizational behaviour modification? Give an example of a reinforcement strategy which may be applied to improve worker safety.

Answer:
The systematic use of learning principles to influence organizational behaviour. The slide show, feedback chart, and supervisor praise of safe performance program discussed in the text is one strategy that has been successfully used to improve safe working practices.

Diff: 2

Type: ES
Page Reference: 65

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

216) Is it unethical for managers to use reinforcement strategies to control the behaviour of workers? Be sure to consider the use of organizational behaviour modification and to defend your answer.

Answer:
This is an opinion question which forces students to consider the positive and negative aspects of organization behaviour modification. Most would agree that managers control the behaviour of workers anyway, so it may be beneficial for them to learn about the effective use of reinforcement strategies. For example, a manager who learns to use positive reinforcement techniques instead of punishment may also be helping his workers achieve higher levels of job satisfaction.

Diff: 3

Type: ES
Page Reference: 65

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.

217) What is behaviour modelling training and what are the steps involved?

Answer:
BMT is a training method based on the modelling component of social cognitive theory.
It involves the following steps: describe to trainees a set of well-defined behaviours to be
learned; provide a model or models displaying the effective use of those behaviours;
provide opportunities for trainees to prepare using those behaviours; provide feedback
and social reinforcement to trainees following practice; and take steps to maximize the
transfer of those behaviours to the job.

Diff: 2

Type: ES
Page Reference: 68

Skill: Recall

Objective: 2.11 Describe the following organizational learning practices: organizational
behaviour modification, employee recognition programs, training and development
programs, and career development.

218) If a manager wants to reinforce organizational behaviour but is unable to use formal
means such as pay and promotions, describe what he/she might use instead?

Answer:
Performance feedback and social recognition. Performance feedback involves providing
quantitative or qualitative information on past performance for the purpose of changing
or maintaining performance in specific ways. Social recognition involves informal
acknowledgement, attention, praise, approval, or genuine appreciation for work well done
from one individual or group to another.

Diff: 3

Type: ES
Page Reference: 56

Skill: Applied

Objective: 2.7 Explain "operant learning theory" and differentiate between positive and
negative reinforcements.

219) What is trait activation theory and what does it tell us about the role that personality
plays in organizational behaviour?

Answer:
According to trait activation theory, traits lead to certain behaviours only when the
situation makes the need for the trait salient. This tells us that personality will only be
important in situations that call for a particular personality trait. In situations where the

personality trait is not important it will not be a factor in terms of a person's behaviour. Thus, personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic. This also means that there is no one best personality trait; it depends on the situation.

Diff: 3

Type: ES
Page Reference: 46

Skill: Recall

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

220) What are the implications of trait activation theory for a manager who has to assign employees to various tasks in different situations? How should the manager proceed and what will be most effective?

Answer:
According to trait activation theory, traits lead to certain behaviours only when the situation makes the need for the trait salient. Thus, personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic. This means that a manager must understand each employee in terms of their personality traits and assign them to tasks that call for their personality traits. For example, if a task requires an employee to interact with others and to be sociable and talkative, it would be best to assign an employee who is high on extraversion since this will be important for the employee's behaviour and success rather than, say, an employee who is high on openness to experience. The point is to match the employee to the task with an understanding that the employee has a personality trait that will lead to behaviours that are necessary to be effective in task performance. As described in the text, the key concept here is fit: putting the right person in the right job, group, or organization.

Diff: 3

Type: ES
Page Reference: 46

Skill: Applied

Objective: 2.2 Describe the dispositional, situational, and interactionist approaches to organizational behaviour and trait activation theory.

221) What is self-regulation and how can it be used by a manager to improve safety among his/her employees in the workplace? Be sure to describe self-regulation techniques and how they should be used by employees to improve safety.

Answer:
Self-regulation refers to the use of learning principles to regulate one's own behaviour. A manager can teach employees how to use self-regulation to manage their own behaviour and to learn and engage in safe working practices and behaviours. Self-regulation techniques include collecting self-observation data; observing models; setting goals; rehearsing; and reinforcing oneself. These techniques can be taught to employees with respect to specific safe working practices and behaviours—employees observe their own behaviour, observe others engaging in safe working behaviours, set goals for their own safe working behaviour, practise the safe working behaviours, and reward themselves for performing the safe working behaviours.

Diff: 3

Type: ES
Page Reference: 63

Skill: Applied

Objective: 2.11 Describe the following organizational learning practices: organizational behaviour modification, employee recognition programs, training and development programs, and career development.