Chapter 1

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| 1. | Employees' knowledge and technical skills are enough to solve business problems.  True    False |

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| 2. | The "knowing-doing gap" identifies the gap between what people know and what they actually do.  True    False |

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| 3. | According to a *Fortune* survey, business leaders generally find new employees to be well-prepared for success in business.  True    False |

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| 4. | The greatest benefit of a college education is developing problem-solving and critical thinking skills.  True    False |

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| 5. | Organizational behavior describes an interdisciplinary field dedicated to understanding and managing people at work.  True    False |

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| 6. | OB includes topics such as managing your peers and your bosses, as well as managing your subordinates.  True    False |

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| 7. | A contingency approach is about knowing which OB tools to use and under what circumstances.  True    False |

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| 8. | A contingency approach calls for using OB concepts and tools as the "one best way" to manage.  True    False |

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| 9. | To be effective in organizations, a person should do what is appropriate given the situation.  True    False |

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| 10. | Part of being effective is understanding your own preferences and habits and questioning them.  True    False |

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| 11. | Common sense focuses on the past, and because of this it is weak in responding to the unknown or unexpected.  True    False |

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| 12. | Hard skills include our expertise in human interactions.  True    False |

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| 13. | Among the four skills most desired by employers are active listening and critical thinking.  True    False |

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| 14. | Soft skills are job specific; they are useful only in certain jobs.  True    False |

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| 15. | Hard skills are not important in organizations.  True    False |

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| 16. | As a person rises to higher levels of an organization, technical skills become more important and personal skills become less important.  True    False |

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| 17. | It is likely that you will experience 10 or fewer jobs in your career.  True    False |

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| 18. | Human capital is the productive potential of an individual's knowledge, skills, and experiences.  True    False |

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| 19. | Organizations who invest in employees' human capital tend to have higher turnover but improved financial outcomes.  True    False |

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| 20. | Organizations invest in employees' human capital by building their skills, motivating them, and providing opportunities for them.  True    False |

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| 21. | Social capital is the productive potential of an individual's knowledge, skills, and experiences.  True    False |

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| 22. | Social capital includes an employee's confidence and self-esteem.  True    False |

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| 23. | Your potential for social capital lies in your relationships with other people.  True    False |

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| 24. | Research has shown that when newly hired workers develop social capital with their team members, they tended to be more satisfied with their jobs but were slower to learn their responsibilities.  True    False |

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| 25. | One way an employer can build social capital is to provide mentoring.  True    False |

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| 26. | One way an employer can build social capital is job rotation.  True    False |

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| 27. | One essential factor in being effective in organizations is self-awareness.  True    False |

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| 28. | Ethics is concerned with right versus wrong, good versus bad, and the many shades of gray in between.  True    False |

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| 29. | Unethical behavior erodes trust, but has no effect on cooperation in organizations.  True    False |

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| 30. | All unethical acts are illegal.  True    False |

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| 31. | American Airlines pilots created widespread slowdowns in flights to pressure their company in negotiations with their union. This was illegal.  True    False |

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| 32. | Research shows that sustainable businesses are led by CEOs who take a people-centered, inclusive approach.  True    False |

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| 33. | Revealing information to management or to the authorities about unethical behavior in an organization is called ethical problem solving.  True    False |

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| 34. | Unethical behavior is always caused by people who are evil.  True    False |

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| 35. | Our tendency to overlook the unethical behavior of another when it's in our interest to remain ignorant is called "the slippery slope."  True    False |

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| 36. | When major league baseball officials failed to notice they had created conditions that encouraged players to use steroids, this was an example of "motivated blindness."  True    False |

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| 37. | According to research, the most common predictor of cheating in school is peer behavior.  True    False |

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| 38. | A decision is a gap between an actual and a desired situation.  True    False |

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| 39. | Problem solving is the systematic process of closing gaps between actual and desired situations.  True    False |

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| 40. | The first step in problem solving is to identify the concepts or theories that should be used to solve the problem.  True    False |

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| 41. | OB concepts and theories can be classified into three broad categories: person factors, group characteristics, and environmental characteristics.  True    False |

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| 42. | The interactional perspective states that behavior is a function of interdependent person and environmental factors.  True    False |

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| 43. | Environments are dynamic-they change-but people are static.  True    False |

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| 44. | OB looks at the world at three levels: individual, group, and organizational.  True    False |

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| 45. | The "integrative framework" for understanding and applying OB is based on the systems approach.  True    False |

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| 46. | The greatest benefit of your education is developing:

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| --- | --- |
| A.  | Technical expertise |

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| --- | --- |
| B.  | Self-awareness |

|  |  |
| --- | --- |
| C.  | Problem-solving skills |

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| --- | --- |
| D.  | An ethical perspective |

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| --- | --- |
| E.  | Business knowledge |

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| 47. | The interdisciplinary field dedicated to understanding and managing people at work is called:

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| --- | --- |
| A.  | Management theory |

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| --- | --- |
| B.  | Management dynamics |

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| --- | --- |
| C.  | Organizational behavior |

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| --- | --- |
| D.  | Organizational dynamics |

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| --- | --- |
| E.  | Organizational theory |

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| 48. | Which of the following fields is *not* a field from which OB draws?

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| A.  | Political Science |

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| --- | --- |
| B.  | Accounting |

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| --- | --- |
| C.  | Statistics |

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| --- | --- |
| D.  | Economics |

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| --- | --- |
| E.  | Vocational Counseling |

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| 49. | OB includes all but one of the following. Which one?

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| A.  | Managing yourself |

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| --- | --- |
| B.  | Managing peers |

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| --- | --- |
| C.  | Managing bosses |

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| --- | --- |
| D.  | Managing subordinates |

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| E.  | All of the above are included in OB |

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| 50. | The idea that a manager should use OB concepts and tools that are situationally appropriate is known as:

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| --- | --- |
| A.  | The contingency approach |

|  |  |
| --- | --- |
| B.  | Systems theory |

|  |  |
| --- | --- |
| C.  | Environmental theory |

|  |  |
| --- | --- |
| D.  | Ethics |

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| --- | --- |
| E.  | Human capital theory |

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| 51. | The contingency approach suggests that:

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| A.  | There is one best way to manage |

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| B.  | OB theories apply to all situations |

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| C.  | A manager needs to learn a set of hard-and-fast rules |

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| D.  | The best answer depends on the situation |

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| E.  | Management practices from the past can be applied to today's situations |

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| 52. | Which of the following statements is *false*?

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| A.  | The contingency approach is just common sense |

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| B.  | Common sense excels in well-known scenarios with predictable outcomes |

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| C.  | Common sense requires less effort than finding the real problem |

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| D.  | Common sense can be overly subjective |

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| E.  | Common sense is weak in unexpected situations |

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| 53. | Which of the following is *not* a soft skill?

|  |  |
| --- | --- |
| A.  | Active listening |

|  |  |
| --- | --- |
| B.  | Financial analysis |

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| --- | --- |
| C.  | Problem solving |

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| --- | --- |
| D.  | Decision making |

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| --- | --- |
| E.  | Critical thinking |

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| 54. | Which of the following is *not* one of the top four skills desired by employers?

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| --- | --- |
| A.  | Teamwork |

|  |  |
| --- | --- |
| B.  | Critical thinking |

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| --- | --- |
| C.  | Problem solving |

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| --- | --- |
| D.  | Judgment and decision making |

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| --- | --- |
| E.  | Active listening |

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| 55. | In being hired for a job, the most important factor is likely to be \_\_\_\_\_, but to be promoted, a person needs \_\_\_\_\_\_\_.

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| A.  | Hard skills; soft skills |

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| --- | --- |
| B.  | Soft skills; hard skills |

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| --- | --- |
| C.  | Hard skills; technical skills |

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| --- | --- |
| D.  | Soft skills; team skills |

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| --- | --- |
| E.  | Team skills; technical skills |

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| 56. | How many of the top four skills desired by managers for the top 10 jobs in 2013 are "hard skills"?

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| --- | --- |
| A.  | None |

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| --- | --- |
| B.  | One |

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| --- | --- |
| C.  | Two |

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| --- | --- |
| D.  | Three |

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| --- | --- |
| E.  | All |

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| 57. | Soft skills are:

|  |  |
| --- | --- |
| A.  | Less valuable than hard skills |

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| --- | --- |
| B.  | Needed to interact with, influence, and perform with others |

|  |  |
| --- | --- |
| C.  | Not relevant to jobs above first-level supervision |

|  |  |
| --- | --- |
| D.  | Not portable, that is, they can't be carried from one job to the next |

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| E.  | Useful only in the middle and late stages of a career |

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| 58. | Regarding the relative importance of personal and technical skills:

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| --- | --- |
| A.  | They remain equal and this does not change throughout careers |

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| --- | --- |
| B.  | Technical skills are more important regardless of job level |

|  |  |
| --- | --- |
| C.  | Personal skills are more important regardless of job level |

|  |  |
| --- | --- |
| D.  | Technical skills become more important as job level increases |

|  |  |
| --- | --- |
| E.  | Personal skills become more important as job level increases |

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| 59. | Research has shown that on average, the younger segment of the baby-boomer generation is likely to have held about \_\_\_\_\_\_\_ jobs in their lifetime.

|  |  |
| --- | --- |
| A.  | 1 |

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| --- | --- |
| B.  | 2 |

|  |  |
| --- | --- |
| C.  | 5 |

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| --- | --- |
| D.  | 10 |

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| --- | --- |
| E.  | 25 |

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| 60. | The productive potential of an individual's knowledge, skills, and experiences is known as:

|  |  |
| --- | --- |
| A.  | Human capital |

|  |  |
| --- | --- |
| B.  | Social capital |

|  |  |
| --- | --- |
| C.  | Ethical capital |

|  |  |
| --- | --- |
| D.  | Credibility |

|  |  |
| --- | --- |
| E.  | Soft skills |

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| 61. | Which of the following is *not* a form of human capital?

|  |  |
| --- | --- |
| A.  | Initiative |

|  |  |
| --- | --- |
| B.  | Reputation |

|  |  |
| --- | --- |
| C.  | Adaptability |

|  |  |
| --- | --- |
| D.  | Trust |

|  |  |
| --- | --- |
| E.  | Experience |

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| 62. | Social capital is:

|  |  |
| --- | --- |
| A.  | The productive potential of an individual's knowledge, skills and experiences |

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| --- | --- |
| B.  | Concerned with a person's reputation |

|  |  |
| --- | --- |
| C.  | The productive potential resulting from social responsibility |

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| D.  | Composed of education and experience |

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| E.  | The productive potential resulting from relationships, goodwill, trust, and cooperative effort |

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| 63. | Which of the following is a form of social capital?

|  |  |
| --- | --- |
| A.  | Status |

|  |  |
| --- | --- |
| B.  | Reputation |

|  |  |
| --- | --- |
| C.  | Knowledge, skills, and abilities |

|  |  |
| --- | --- |
| D.  | Experience |

|  |  |
| --- | --- |
| E.  | Vision |

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| 64. | In social capital, the focus shifts from the \_\_\_\_\_\_\_\_\_ to the \_\_\_\_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Individual; organization |

|  |  |
| --- | --- |
| B.  | Individual; environment |

|  |  |
| --- | --- |
| C.  | Individual; social unit |

|  |  |
| --- | --- |
| D.  | Organization; individual |

|  |  |
| --- | --- |
| E.  | Social units; individual |

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| 65. | Research shows that, in general:

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| A.  | Social capital decreases organizational performance |

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| --- | --- |
| B.  | Social capital can improve operations |

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| --- | --- |
| C.  | Social capital decreases work group integration |

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| --- | --- |
| D.  | Social capital increases group conflict |

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| --- | --- |
| E.  | Social capital can decrease job satisfaction |

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| 66. | A person can build his/her social capital by:

|  |  |
| --- | --- |
| A.  | Being trained in new skills |

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| --- | --- |
| B.  | Getting a mentor |

|  |  |
| --- | --- |
| C.  | Shadowing a higher-level manager |

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| --- | --- |
| D.  | Learning a new language |

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| --- | --- |
| E.  | Identifying new career opportunities outside the organization |

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| 67. | A person can build his/her human capital by:

|  |  |
| --- | --- |
| A.  | Attending conferences |

|  |  |
| --- | --- |
| B.  | Joining professional organizations |

|  |  |
| --- | --- |
| C.  | Assessing his/her strengths and weaknesses |

|  |  |
| --- | --- |
| D.  | Joining the company softball team |

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| --- | --- |
| E.  | Engaging in a mentoring relationship |

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| 68. | Which of the following statements is *true*?

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| --- | --- |
| A.  | Human capital is more important than social capital |

|  |  |
| --- | --- |
| B.  | Social capital is more important than human capital |

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| --- | --- |
| C.  | Human and social capital are both extremely important |

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| --- | --- |
| D.  | Neither human nor social capital are very important |

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| --- | --- |
| E.  | Research has not studied this topic, so no one knows how important either form of capital is |

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| 69. | Knowing who you are and what you want is known as:

|  |  |
| --- | --- |
| A.  | Self-esteem |

|  |  |
| --- | --- |
| B.  | Self-efficacy |

|  |  |
| --- | --- |
| C.  | Self-awareness |

|  |  |
| --- | --- |
| D.  | Self-disclosure |

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| --- | --- |
| E.  | Self-assessment |

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| 70. | Ethics is primarily concerned with:

|  |  |
| --- | --- |
| A.  | Right and wrong |

|  |  |
| --- | --- |
| B.  | Legal and illegal |

|  |  |
| --- | --- |
| C.  | Moral and immoral |

|  |  |
| --- | --- |
| D.  | Religious and nonreligious |

|  |  |
| --- | --- |
| E.  | Public and nonpublic |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 71. | Sustainable businesses tend to be run by CEOs who are:

|  |  |
| --- | --- |
| A.  | Intelligent |

|  |  |
| --- | --- |
| B.  | Controlling |

|  |  |
| --- | --- |
| C.  | Target-driven |

|  |  |
| --- | --- |
| D.  | People-centered |

|  |  |
| --- | --- |
| E.  | Egotistical |

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| 72. | In an ethical dilemma,

|  |  |
| --- | --- |
| A.  | There are two choices, *neither* of which resolves the situation in an ethically acceptable manner. |

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| --- | --- |
| B.  | There are two choices, *either* of which resolves the situation in an ethically acceptable manner. |

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| --- | --- |
| C.  | There are two choices, *one* of which resolves the situation in an ethically acceptable manner. |

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| D.  | There is only one choice. |

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| --- | --- |
| E.  | There are no choices. |

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| 73. | A person who reports unethical behavior in his/her organization to management and/or the authorities is called a:

|  |  |
| --- | --- |
| A.  | Ethicist |

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| --- | --- |
| B.  | Whistleblower |

|  |  |
| --- | --- |
| C.  | Traitor |

|  |  |
| --- | --- |
| D.  | Mole |

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| --- | --- |
| E.  | Deviant |

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| 74. | When we set goals and incentives to promote a desired behavior, but they encourage a negative one, the cause of the resulting unethical behavior is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 75. | Pascal is a customer service representative who handles phone inquiries. He has a goal of handling 12 calls per hour. When he gets a customer with a complex situation, he tends to become short with that person to keep the call short. This is an example of:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 76. | When we overlook an unethical behavior of another when it's in our interest to remain ignorant, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 77. | Harriet saw Josephine cheating on a test in their OB class. However, she did not report this because Josephine is on her team in the class and she feared that Josephine might be kicked out of the class and that this would hurt her team's chances of doing well on their project. Harriet is experiencing:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 78. | When we hold others less accountable for unethical behavior when it's carried out through third parties, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 79. | When we are less able to see other's unethical behavior because it has developed gradually, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 80. | Auditors at XYZ Company accept a client firm's questionable financial statements when the infractions have occurred over time. This is an example of:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 81. | When we give a pass to unethical behavior if the outcome is good, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 82. | The remedy for ill-conceived goals is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 83. | The remedy for motivated blindness is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 84. | The remedy for indirect blindness is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 85. | The remedy for the slippery slope is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 86. | The remedy for overvaluing outcomes is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 87. | A difference between an actual and a desired situation is called a:

|  |  |
| --- | --- |
| A.  | Decision |

|  |  |
| --- | --- |
| B.  | Dilemma |

|  |  |
| --- | --- |
| C.  | Action |

|  |  |
| --- | --- |
| D.  | Goal |

|  |  |
| --- | --- |
| E.  | Problem |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 88. | A problem:

|  |  |
| --- | --- |
| A.  | Is a decision that needs to be made |

|  |  |
| --- | --- |
| B.  | Is a gap between an actual and a desired situation |

|  |  |
| --- | --- |
| C.  | Is always due to environmental factors |

|  |  |
| --- | --- |
| D.  | Is a situation that managers rarely face |

|  |  |
| --- | --- |
| E.  | Should be ignored until it becomes serious |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 89. | The first stop of the three-stop journey (or approach) of the Integrated Framework is:

|  |  |
| --- | --- |
| A.  | Identify the OB concepts |

|  |  |
| --- | --- |
| B.  | Define the problem |

|  |  |
| --- | --- |
| C.  | Make recommendations |

|  |  |
| --- | --- |
| D.  | Take action |

|  |  |
| --- | --- |
| E.  | Delegate the problem |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 90. | The last stop in the three-stop journey (or approach) of the Integrated Framework is:

|  |  |
| --- | --- |
| A.  | Identify the OB concepts |

|  |  |
| --- | --- |
| B.  | Define the problem |

|  |  |
| --- | --- |
| C.  | Make recommendations and take action |

|  |  |
| --- | --- |
| D.  | Make a decision |

|  |  |
| --- | --- |
| E.  | Delegate the problem |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 91. | Research has shown that:

|  |  |
| --- | --- |
| A.  | Person factors influence a person's performance more than environmental factors |

|  |  |
| --- | --- |
| B.  | Environmental factors influence a person's performance more than person factors |

|  |  |
| --- | --- |
| C.  | Person and environmental factors influence a person's performance equally |

|  |  |
| --- | --- |
| D.  | A person's behavior and performance are a function of interdependent person and environmental factors |

|  |  |
| --- | --- |
| E.  | Neither person nor environmental factors significantly influence behavior or performance |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 92. | The perspective that states that behavior is a function of interdependent person and environmental factors is called the \_\_\_\_\_\_ perspective.

|  |  |
| --- | --- |
| A.  | Interactional |

|  |  |
| --- | --- |
| B.  | Ethical |

|  |  |
| --- | --- |
| C.  | Problem-solving |

|  |  |
| --- | --- |
| D.  | Contingency |

|  |  |
| --- | --- |
| E.  | Individualistic |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 93. | The interactional perspective states that behavior is a function of:

|  |  |
| --- | --- |
| A.  | Interdependent person and environmental factors |

|  |  |
| --- | --- |
| B.  | Interdependent ethical and unethical factors |

|  |  |
| --- | --- |
| C.  | Interdependent human and social factors |

|  |  |
| --- | --- |
| D.  | Independent person and environmental factors |

|  |  |
| --- | --- |
| E.  | Independent human and social factors |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94. | Joe, a hard and productive worker, quit because he couldn't get along with his coworkers. This would be diagnosed as a(n) \_\_\_\_\_\_\_\_ level problem.

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 95. | Sharon quit her job because she felt that her department's reward system favored men. This would be diagnosed as a(n) \_\_\_\_\_\_\_\_\_ level problem.

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 96. | Alexa quit her job because she felt it was boring. This would be diagnosed as a(n) \_\_\_\_\_\_ level problem.

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 97. | Three months ago, XYZ Corporation changed the way the typing pool is organized from a self-managed team to a more traditional structure in which employees receive their assignments from a direct supervisor. Since then, three of the seven employees have left the organization. The OB perspective to apply is:

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 98. | Several people have quit the administrative support unit of the company recently. About that time, a new company moved into the area with a better health care plan and comparable wages. The most likely OB perspective to apply is:

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 99. | Recently, the Acme Explosives Company was sold to a new owner, Roadrunner Inc. The operations of the two organizations are going to be merged, with several of the manufacturing locations possibly to be eliminated. The most likely OB perspective to apply is:

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 100. | In the integrative framework,

|  |  |
| --- | --- |
| A.  | Inputs lead to processes, which lead to outcomes |

|  |  |
| --- | --- |
| B.  | Inputs lead directly to outcomes |

|  |  |
| --- | --- |
| C.  | Outcomes never affect inputs |

|  |  |
| --- | --- |
| D.  | Outcomes never affect processes |

|  |  |
| --- | --- |
| E.  | Inputs are unrelated to processes |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 101. | In the Integrative Framework, inputs (in part) consist of:

|  |  |
| --- | --- |
| A.  | Individual-level processes |

|  |  |
| --- | --- |
| B.  | Group/team outcomes |

|  |  |
| --- | --- |
| C.  | Environmental characteristics |

|  |  |
| --- | --- |
| D.  | Individual outcomes |

|  |  |
| --- | --- |
| E.  | Organizational outcomes |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 102. | In the Integrative Framework, which of the following is an outcome?

|  |  |
| --- | --- |
| A.  | Environmental characteristics |

|  |  |
| --- | --- |
| B.  | Personal factors |

|  |  |
| --- | --- |
| C.  | Organizational processes |

|  |  |
| --- | --- |
| D.  | Organizational turnover |

|  |  |
| --- | --- |
| E.  | Awarding bonuses for good performance |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 103. | What kind of a response is a manager making when he or she chooses a satisfactory but not ideal solution?

|  |  |
| --- | --- |
| A.  | Resolving |

|  |  |
| --- | --- |
| B.  | Solving |

|  |  |
| --- | --- |
| C.  | Dissolving |

|  |  |
| --- | --- |
| D.  | Ignoring |

|  |  |
| --- | --- |
| E.  | Avoiding |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 104. | In solving a problem, a manager:

|  |  |
| --- | --- |
| A.  | Selects the optimal response |

|  |  |
| --- | --- |
| B.  | Chooses a satisfactory solution |

|  |  |
| --- | --- |
| C.  | Changes the situation in which the problem occurs |

|  |  |
| --- | --- |
| D.  | Settles for less than ideal |

|  |  |
| --- | --- |
| E.  | Eliminates the problem situation |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 105. | What kind of a response is a manager completing when he or she eliminates the situation in which the problem occurs?

|  |  |
| --- | --- |
| A.  | Resolving |

|  |  |
| --- | --- |
| B.  | Solving |

|  |  |
| --- | --- |
| C.  | Dissolving |

|  |  |
| --- | --- |
| D.  | Ignoring |

|  |  |
| --- | --- |
| E.  | Avoiding |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 106. | Anne, a manager, hires the first person she interviews because she believes that person can do the job adequately. Anne is:

|  |  |
| --- | --- |
| A.  | Resolving the problem |

|  |  |
| --- | --- |
| B.  | Solving the problem |

|  |  |
| --- | --- |
| C.  | Dissolving the problem |

|  |  |
| --- | --- |
| D.  | Ignoring the problem |

|  |  |
| --- | --- |
| E.  | Avoiding the problem |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 107. | Halim hires a new employee who best meets the characteristics he is looking for in the ideal employee. He is:

|  |  |
| --- | --- |
| A.  | Resolving the problem |

|  |  |
| --- | --- |
| B.  | Solving the problem |

|  |  |
| --- | --- |
| C.  | Dissolving the problem |

|  |  |
| --- | --- |
| D.  | Ignoring the problem |

|  |  |
| --- | --- |
| E.  | Avoiding the problem |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 108. | Jonathan decides that rather than hire an employee to replace someone who left, he will eliminate the position. Jonathan is:

|  |  |
| --- | --- |
| A.  | Resolving the problem |

|  |  |
| --- | --- |
| B.  | Solving the problem |

|  |  |
| --- | --- |
| C.  | Dissolving the problem |

|  |  |
| --- | --- |
| D.  | Ignoring the problem |

|  |  |
| --- | --- |
| E.  | Avoiding the problem |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 109. | The first of the basic elements for selecting an effective solution is:

|  |  |
| --- | --- |
| A.  | Determine the criteria for the decision |

|  |  |
| --- | --- |
| B.  | Generate alternatives |

|  |  |
| --- | --- |
| C.  | Consider the consequences |

|  |  |
| --- | --- |
| D.  | Decide who will make the decision |

|  |  |
| --- | --- |
| E.  | Make the decision |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 110. | Which of the following is *not* one of the basic elements of selecting an effective solution?

|  |  |
| --- | --- |
| A.  | Determining the basic criteria for the decision |

|  |  |
| --- | --- |
| B.  | Selecting an OB concept or topic to apply |

|  |  |
| --- | --- |
| C.  | Deciding who will be involved in choosing the solution |

|  |  |
| --- | --- |
| D.  | Considering the consequences of each alternative |

|  |  |
| --- | --- |
| E.  | Agreeing on a method for decision making |

 |

|  |  |
| --- | --- |
| 111. | Discuss the statement, "The contingency approach is just common sense." Is this true? Why or why not? Why is this important for managers?      |

|  |  |
| --- | --- |
| 112. | Explain the difference between hard and soft skills. Discuss why both are important in being hired and in being promoted in organizations.      |

|  |  |
| --- | --- |
| 113. | Define human capital and social capital, and give examples of each. Explain at least three ways that each can be developed.      |

|  |  |
| --- | --- |
| 114. | Discuss how social capital can affect an organization.      |

|  |  |
| --- | --- |
| 115. | What is self-awareness? Why is self-awareness important for managers? How can one develop self-awareness?      |

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| 116. | Define ethics. Explain why ethics is an important topic in the field of organizational behavior.      |

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| 117. | What are the causes of unethical behavior at work? How can managers remedy each of these?      |

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| 118. | What can and should you as an employee do about unethical behavior?      |

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| 119. | Define "problem" and "problem solving." Describe the three-stop approach to problem solving.      |

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| 120. | Explain the person-environment distinction in OB. What influences behavior and performance more-person or environmental factors? Discuss.      |

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| 121. | What is the "interactional perspective" in OB? How can managers use this perspective?      |

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| 122. | What are the levels that OB uses to view the world? Give at least one example of each.      |

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| 123. | Explain how you would use OB concepts to identify the right problem.      |

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| 124. | Draw and explain the integrative framework for understanding and applying OB.      |

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| 125. | Identify and explain the three applied approaches to selecting a solution.      |

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| 126. | What are the basic elements for selecting an effective solution? Give examples of each.      |

Chapter 1 Key

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| 1. | Employees' knowledge and technical skills are enough to solve business problems.  **FALSE**Expertise alone does not solve business problems. For decades, businesses attributed their successes to the knowledge or technical expertise of their employees. The rationale was that if workers had the knowledge and necessary technical training, then results would follow. But over time firms realized that knowledge and training alone do not guarantee success. In recent years, business experts have called this disparity the knowing-doing gap. The knowing-doing gap identifies the gap between what people know and what they actually do. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #1Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

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| 2. | The "knowing-doing gap" identifies the gap between what people know and what they actually do.  **TRUE**The knowing-doing gap identifies the gap between what people know and what they actually do. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #2Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Organizational behavior (OB)* |

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| 3. | According to a *Fortune* survey, business leaders generally find new employees to be well-prepared for success in business.  **FALSE***Fortune* published results from a Global Strategy Group study of 500 senior managers and executives. Only 65 percent of these business leaders found new employees "somewhat prepared" for success in business, while a significant percentage said new employees are "not prepared at all." |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #3Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Soft and hard skills* |

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| 4. | The greatest benefit of a college education is developing problem-solving and critical thinking skills.  **TRUE**The Global Strategy Group survey of executives revealed that the most sought-after skills for all entry-level employees were problem solving (49%), collaboration (43%), and critical thinking (36%). |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #4Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Soft and hard skills* |

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| 5. | Organizational behavior describes an interdisciplinary field dedicated to understanding and managing people at work.  **TRUE**The term organizational behavior (OB) describes an interdisciplinary field dedicated to understanding and managing people at work. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #5Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Organizational behavior (OB)* |

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| 6. | OB includes topics such as managing your peers and your bosses, as well as managing your subordinates.  **TRUE**Organizational behavior includes knowing about managing yourself, as well as others, up, down, and sideways. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #6Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Organizational behavior (OB)* |

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| 7. | A contingency approach is about knowing which OB tools to use and under what circumstances.  **TRUE**An important part of your success is your ability to know which tools to use and under what circumstances. This is described as a contingency approach to managing people and is the foundation of contemporary OB. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #7Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Contingency theory* |

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| 8. | A contingency approach calls for using OB concepts and tools as the "one best way" to manage.  **FALSE**A contingency approach calls for using OB concepts and tools as situationally appropriate, instead of trying to rely on "one best way." |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #8Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Contingency theory* |

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| 9. | To be effective in organizations, a person should do what is appropriate given the situation.  **TRUE**To be effective you need to do what is appropriate given the situation, rather than adhering to hard-and-fast rules. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #9Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Contingency theory* |

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| 10. | Part of being effective is understanding your own preferences and habits and questioning them.  **TRUE**You also need to be aware of your own preferences or traditional responses, and question them so as to do what the situation requires, rather than default to personal habit or organizational custom. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #10Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Contingency theory* |

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| 11. | Common sense focuses on the past, and because of this it is weak in responding to the unknown or unexpected.  **TRUE**Common sense is especially weak in responding to the unknown or unexpected. And because it focuses on the past, common sense lacks vision for the future. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #11Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Contingency theory* |

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| 12. | Hard skills include our expertise in human interactions.  **FALSE**Hard skills are the technical expertise and knowledge to do a particular task or job function, such as financial analysis, accounting, or operations. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #12Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Soft and hard skills* |

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| 13. | Among the four skills most desired by employers are active listening and critical thinking.  **TRUE**Table 1.1 identifies the four skills most desired by employers as critical thinking, problem solving, judgment and decision making, and active listening. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #13Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Soft and hard skills* |

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| 14. | Soft skills are job specific; they are useful only in certain jobs.  **FALSE**Soft skills are not job specific. They are portable skills, more or less relevant in every job, at every level, and throughout your career. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #14Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

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| 15. | Hard skills are not important in organizations.  **FALSE**Hard skills are the technical expertise and knowledge to do a particular task or job function, such as financial analysis, accounting, or operations. Hard skills are of course important, as they give you credibility. For most jobs you are selected for your technical skills, your ability to do the given job. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #15Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

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| 16. | As a person rises to higher levels of an organization, technical skills become more important and personal skills become less important.  **FALSE**Figure 1.1 illustrates how technical or job-specific skills decline in importance as you move to levels of higher responsibility, while the need for personal skills increases. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #16Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

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| 17. | It is likely that you will experience 10 or fewer jobs in your career.  **FALSE**The U.S. Bureau for Labor Statistics, examining a younger segment of the baby-boomer generation (born 1946-1964), finds that the average number of jobs was 11. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #17Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Human capital* |

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| 18. | Human capital is the productive potential of an individual's knowledge, skills, and experiences.  **TRUE**Human capital is the productive potential of an individual's knowledge, skills, and experiences. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #18Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Human capital* |

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| 19. | Organizations who invest in employees' human capital tend to have higher turnover but improved financial outcomes.  **FALSE**Research supports the benefits of human capital, such that employers who invest in employees' human capital by building their skills, purposefully motivating them, and providing opportunities also enjoy lower turnover and improved financial outcomes. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #19Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Human capital* |

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| 20. | Organizations invest in employees' human capital by building their skills, motivating them, and providing opportunities for them.  **TRUE**Research supports the benefits of human capital, such that employers who invest in employees' human capital by building their skills, purposefully motivating them and providing opportunities also enjoy lower turnover and improved financial outcomes. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #20Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Human capital* |

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| 21. | Social capital is the productive potential of an individual's knowledge, skills, and experiences.  **FALSE**Social capital is the productive potential resulting from relationships, goodwill, trust, and cooperative effort. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #21Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Social capital* |

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| 22. | Social capital includes an employee's confidence and self-esteem.  **FALSE**Table 1.2 lists various forms of social capital as social relationships, family relationships, relationships within current employer, relationships within industry, professional memberships, goodwill, trust, status, and support from others. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #22Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

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| 23. | Your potential for social capital lies in your relationships with other people.  **TRUE**With social capital, the potential lies in your relationships with other people rather than in your own skills, abilities, and experiences. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #23Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

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| 24. | Research has shown that when newly hired workers develop social capital with their team members, they tended to be more satisfied with their jobs but were slower to learn their responsibilities.  **FALSE**In a recent study in the journal of *Human* *Relations*, Russell Korte and Shumin Lin looked at how new hires are brought up to speed. They found that when newly hired workers developed social capital with other team members in their work groups, there was a correlation with better job satisfaction and faster learning of their responsibilities and fitting in to the workplace culture. |

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| *AACSB: Analytical ThinkingAACSB: TeamworkAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #24Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

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| 25. | One way an employer can build social capital is to provide mentoring.  **TRUE**Table 1.3 identifies mentoring relationships as one example to build social capital. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #25Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

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| 26. | One way an employer can build social capital is job rotation.  **FALSE**Table 1.3 identifies job rotation as an example of how to build human capital, not social capital. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #26Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

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| 27. | One essential factor in being effective in organizations is self-awareness.  **TRUE**To have a successful career, you need to know who you are and what you want. You need to know yourself in order to be authentic. This is essential to influencing others. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #27Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Self-awareness* |

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| 28. | Ethics is concerned with right versus wrong, good versus bad, and the many shades of gray in between.  **TRUE**Ethics is concerned with behavior-right versus wrong, good versus bad, and the many shades of gray in between. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #28Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethics* |

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| 29. | Unethical behavior erodes trust, but has no effect on cooperation in organizations.  **FALSE**Unethical behavior reduces cooperation, loyalty, and contributions, which of course hurts the performance of individuals, teams, and organizations. |

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| *AACSB: Analytical ThinkingAACSB: TeamworkAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #29Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| 30. | All unethical acts are illegal.  **FALSE**Forms of unethical conduct and the degree of its consequences vary greatly. The truth is that very few unethical acts are illegal, most are not negatively sanctioned in any way, and even if illegal few are prosecuted. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #30Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| 31. | American Airlines pilots created widespread slowdowns in flights to pressure their company in negotiations with their union. This was illegal.  **FALSE**In 2012, American Airlines pilots created widespread slowdowns in flights to pressure the company in negotiations with their union, a notable instance of how widespread unethical behavior has resulted in virtually no legal consequences. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #31Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| 32. | Research shows that sustainable businesses are led by CEOs who take a people-centered, inclusive approach.  **TRUE**Research shows that sustainable businesses are led by CEOs who take a people-centered, inclusive approach rather than a controlling, target-driven one. They are people who listen and who foster cultures in which employees are not scared to point out problems, and in which staff feel they have a personal responsibility to enact corporate values, be they health and safety concerns or putting the client's interests first. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #32Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethics* |

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| 33. | Revealing information to management or to the authorities about unethical behavior in an organization is called ethical problem solving.  **FALSE**Whistleblowing often creates a particularly challenging type of ethical dilemma. People do wrong, bad, unethical, and even illegal things at work. And you and other employees may know that they did. The dilemma is what to do about it. Many times you're tempted to reveal the behavior to management or to the authorities-blow the whistle. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #33Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethics* |

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| 34. | Unethical behavior is always caused by people who are evil.  **FALSE**Harvard professor Max Bazerman and Ann Tenbrunsel of the University of Notre Dame have studied ethical and unethical conduct extensively. They conclude that while criminally minded people exist in the workplace, most are in fact good people with good intentions. Instead of ill-intent, Bazerman and Tenbrunsel contend that cognitive biases and organizational practices "blind managers to unethical behavior, whether it is their own or that of others." |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #34Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| 35. | Our tendency to overlook the unethical behavior of another when it's in our interest to remain ignorant is called "the slippery slope."  **FALSE**Table 1.4 states that "motivated blindness" occurs when we overlook the unethical behavior of another when it's in our interest to remain ignorant. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #35Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethical behavior* |

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| 36. | When major league baseball officials failed to notice they had created conditions that encouraged players to use steroids, this was an example of "motivated blindness."  **TRUE**In Table 1.4 the example of "motivated blindness" is: Baseball officials failed to notice they'd created conditions that encouraged steroid use. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #36Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| 37. | According to research, the most common predictor of cheating in school is peer behavior.  **TRUE**A study of graduate students, including MBAs, in the United States and Canada found that peer behavior was by far the strongest predictor of why students cheated, followed by severity of potential penalties, and certainty of being reported. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #37Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethical behavior* |

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| 38. | A decision is a gap between an actual and a desired situation.  **FALSE**A problem is a difference or gap between an actual and a desired situation. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #38Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 1 EasyTopic: Problem solving* |

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| 39. | Problem solving is the systematic process of closing gaps between actual and desired situations.  **TRUE**Problem solving is a systematic process of closing a gap between an actual and desired situation. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #39Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 1 EasyTopic: Problem solving* |

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| 40. | The first step in problem solving is to identify the concepts or theories that should be used to solve the problem.  **FALSE**Our applied approach to problem solving proposes three activities or stops along the way: (1) define the problem; (2) identify the OB concepts or theories to use to solve the problem; (3) make recommendations and take action. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #40Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 1 EasyTopic: Problem solving* |

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| 41. | OB concepts and theories can be classified into three broad categories: person factors, group characteristics, and environmental characteristics.  **FALSE**OB concepts and theories can be classified into two broad categories: person factors and environmental characteristics. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #41Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 1 EasyTopic: Organizational behavior theories* |

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| 42. | The interactional perspective states that behavior is a function of interdependent person and environmental factors.  **TRUE**Notably, the interactional perspective states that behavior is a function of interdependent person and environmental factors. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #42Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 1 EasyTopic: Organizational behavior theories* |

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| 43. | Environments are dynamic-they change-but people are static.  **FALSE**It is important to note that neither people nor environments are static. People change, situations change, and the two change each other. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #43Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 1 EasyTopic: Person-environment distinction* |

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| 44. | OB looks at the world at three levels: individual, group, and organizational.  **TRUE**OB distinguishes among three levels: individual, group, and organizational. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #44Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 1 EasyTopic: Organizational levels* |

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| 45. | The "integrative framework" for understanding and applying OB is based on the systems approach.  **TRUE**To assemble our framework, we use the systems approach as our foundation. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #45Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 1 EasyTopic: Organizational behavior (OB)* |

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| 46. | The greatest benefit of your education is developing:

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| A.  | Technical expertise |

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| B.  | Self-awareness |

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| **C.**  | Problem-solving skills |

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| D.  | An ethical perspective |

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| E.  | Business knowledge |

Regardless of your area of study, the greatest benefit of your education is developing problem-solving and critical thinking skills. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #46Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

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| 47. | The interdisciplinary field dedicated to understanding and managing people at work is called:

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| A.  | Management theory |

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| B.  | Management dynamics |

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| **C.**  | Organizational behavior |

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| D.  | Organizational dynamics |

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| E.  | Organizational theory |

The term organizational behavior (OB) describes an interdisciplinary field dedicated to understanding and managing people at work. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #47Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Organizational behavior (OB)* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. | Which of the following fields is *not* a field from which OB draws?

|  |  |
| --- | --- |
| A.  | Political Science |

|  |  |
| --- | --- |
| **B.**  | Accounting |

|  |  |
| --- | --- |
| C.  | Statistics |

|  |  |
| --- | --- |
| D.  | Economics |

|  |  |
| --- | --- |
| E.  | Vocational Counseling |

OB draws on research and practice from many disciplines to deal with how people behave at work, including: anthropology, economics, ethics, management, organizational theory, political science, psychology, sociology, statistics, and vocational counseling. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #48Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Organizational behavior (OB)* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. | OB includes all but one of the following. Which one?

|  |  |
| --- | --- |
| A.  | Managing yourself |

|  |  |
| --- | --- |
| B.  | Managing peers |

|  |  |
| --- | --- |
| C.  | Managing bosses |

|  |  |
| --- | --- |
| D.  | Managing subordinates |

|  |  |
| --- | --- |
| **E.**  | All of the above are included in OB |

Organizational behavior includes knowing about managing yourself, as well as others, up, down, and sideways. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #49Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Organizational behavior (OB)* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. | The idea that a manager should use OB concepts and tools that are situationally appropriate is known as:

|  |  |
| --- | --- |
| **A.**  | The contingency approach |

|  |  |
| --- | --- |
| B.  | Systems theory |

|  |  |
| --- | --- |
| C.  | Environmental theory |

|  |  |
| --- | --- |
| D.  | Ethics |

|  |  |
| --- | --- |
| E.  | Human capital theory |

A contingency approach calls for using OB concepts and tools as situationally appropriate, instead of trying to rely on "one best way." |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #50Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Organizational behavior (OB)* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. | The contingency approach suggests that:

|  |  |
| --- | --- |
| A.  | There is one best way to manage |

|  |  |
| --- | --- |
| B.  | OB theories apply to all situations |

|  |  |
| --- | --- |
| C.  | A manager needs to learn a set of hard-and-fast rules |

|  |  |
| --- | --- |
| **D.**  | The best answer depends on the situation |

|  |  |
| --- | --- |
| E.  | Management practices from the past can be applied to today's situations |

A contingency approach calls for using OB concepts and tools as situationally appropriate, instead of trying to rely on "one best way." This means there is no single best way to manage people, teams, and organizations. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #51Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Contingency theory* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52. | Which of the following statements is *false*?

|  |  |
| --- | --- |
| **A.**  | The contingency approach is just common sense |

|  |  |
| --- | --- |
| B.  | Common sense excels in well-known scenarios with predictable outcomes |

|  |  |
| --- | --- |
| C.  | Common sense requires less effort than finding the real problem |

|  |  |
| --- | --- |
| D.  | Common sense can be overly subjective |

|  |  |
| --- | --- |
| E.  | Common sense is weak in unexpected situations |

At first glance the contingency approach may look like simple common sense. But it's different. It attempts to overcome the limits of common sense with how it does not settle for traditional options if another solution may be more practical and effective. Similarly, understanding the systems approach to issues provides more insight than common sense alone. The goal of OB is to give you more than common sense and instead enhance your understanding of situations at work and guide your behaviors. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #52Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Contingency theory* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 53. | Which of the following is *not* a soft skill?

|  |  |
| --- | --- |
| A.  | Active listening |

|  |  |
| --- | --- |
| **B.**  | Financial analysis |

|  |  |
| --- | --- |
| C.  | Problem solving |

|  |  |
| --- | --- |
| D.  | Decision making |

|  |  |
| --- | --- |
| E.  | Critical thinking |

Hard skills are the technical expertise and knowledge to do a particular task or job function, such as financial analysis, accounting, or operations. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #53Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. | Which of the following is *not* one of the top four skills desired by employers?

|  |  |
| --- | --- |
| **A.**  | Teamwork |

|  |  |
| --- | --- |
| B.  | Critical thinking |

|  |  |
| --- | --- |
| C.  | Problem solving |

|  |  |
| --- | --- |
| D.  | Judgment and decision making |

|  |  |
| --- | --- |
| E.  | Active listening |

According to Table 1.1, the top four skills most desired by employers are critical thinking, problem solving, judgment and decision making, and active listening. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #54Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 1 EasyTopic: Soft and hard skills* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 55. | In being hired for a job, the most important factor is likely to be \_\_\_\_\_, but to be promoted, a person needs \_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **A.**  | Hard skills; soft skills |

|  |  |
| --- | --- |
| B.  | Soft skills; hard skills |

|  |  |
| --- | --- |
| C.  | Hard skills; technical skills |

|  |  |
| --- | --- |
| D.  | Soft skills; team skills |

|  |  |
| --- | --- |
| E.  | Team skills; technical skills |

For most jobs you are selected for your technical skills, your ability to do the given job (i.e., hard skills). What it takes to get promoted is your perceived ability to get things done through others and manage people. Figure 1.1 illustrates how technical or job-specific skills decline in importance as you move to levels of higher responsibility, while the need for personal skills increases. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #55Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. | How many of the top four skills desired by managers for the top 10 jobs in 2013 are "hard skills"?

|  |  |
| --- | --- |
| **A.**  | None |

|  |  |
| --- | --- |
| B.  | One |

|  |  |
| --- | --- |
| C.  | Two |

|  |  |
| --- | --- |
| D.  | Three |

|  |  |
| --- | --- |
| E.  | All |

According to Table 1.1, the four skills most desired by employers are critical thinking; problem solving; judgment and decision making; and, active listening. All are soft skills, the skills you need to interact with, influence, and perform with others. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #56Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Soft and hard skills* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. | Soft skills are:

|  |  |
| --- | --- |
| A.  | Less valuable than hard skills |

|  |  |
| --- | --- |
| **B.**  | Needed to interact with, influence, and perform with others |

|  |  |
| --- | --- |
| C.  | Not relevant to jobs above first-level supervision |

|  |  |
| --- | --- |
| D.  | Not portable, that is, they can't be carried from one job to the next |

|  |  |
| --- | --- |
| E.  | Useful only in the middle and late stages of a career |

Soft skills are the skills you need to interact with, influence, and perform with others. Soft skills relate to our human interactions and include both interpersonal skills and personal attributes. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #57Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. | Regarding the relative importance of personal and technical skills:

|  |  |
| --- | --- |
| A.  | They remain equal and this does not change throughout careers |

|  |  |
| --- | --- |
| B.  | Technical skills are more important regardless of job level |

|  |  |
| --- | --- |
| C.  | Personal skills are more important regardless of job level |

|  |  |
| --- | --- |
| D.  | Technical skills become more important as job level increases |

|  |  |
| --- | --- |
| **E.**  | Personal skills become more important as job level increases |

Figure 1.1 illustrates how technical skills decline in importance as you move to levels of higher responsibility, while the need for personal skills increases. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #58Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. | Research has shown that on average, the younger segment of the baby-boomer generation is likely to have held about \_\_\_\_\_\_\_ jobs in their lifetime.

|  |  |
| --- | --- |
| A.  | 1 |

|  |  |
| --- | --- |
| B.  | 2 |

|  |  |
| --- | --- |
| C.  | 5 |

|  |  |
| --- | --- |
| **D.**  | 10 |

|  |  |
| --- | --- |
| E.  | 25 |

The U.S. Bureau for Labor Statistics, examining a younger segment of the baby-boomer generation (born 1946-1964), finds that the average number of jobs was 11! |

|  |
| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #59Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Human capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. | The productive potential of an individual's knowledge, skills, and experiences is known as:

|  |  |
| --- | --- |
| **A.**  | Human capital |

|  |  |
| --- | --- |
| B.  | Social capital |

|  |  |
| --- | --- |
| C.  | Ethical capital |

|  |  |
| --- | --- |
| D.  | Credibility |

|  |  |
| --- | --- |
| E.  | Soft skills |

Human capital is the productive potential of an individual's knowledge, skills, and experiences. |

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| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #60Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Human capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. | Which of the following is *not* a form of human capital?

|  |  |
| --- | --- |
| A.  | Initiative |

|  |  |
| --- | --- |
| B.  | Reputation |

|  |  |
| --- | --- |
| C.  | Adaptability |

|  |  |
| --- | --- |
| **D.**  | Trust |

|  |  |
| --- | --- |
| E.  | Experience |

According to Table 1.2, human capital is education; experience; knowledge, skills, and abilities; vision; confidence and self-esteem; initiative and entrepreneurship; adaptability and flexibility; readiness to learn; and reputation. Social capital is the productive potential resulting from relationships, goodwill, trust, and cooperative effort. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #61Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Human capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. | Social capital is:

|  |  |
| --- | --- |
| A.  | The productive potential of an individual's knowledge, skills and experiences |

|  |  |
| --- | --- |
| B.  | Concerned with a person's reputation |

|  |  |
| --- | --- |
| C.  | The productive potential resulting from social responsibility |

|  |  |
| --- | --- |
| D.  | Composed of education and experience |

|  |  |
| --- | --- |
| **E.**  | The productive potential resulting from relationships, goodwill, trust, and cooperative effort |

Social capital is the productive potential resulting from relationships, goodwill, trust, and cooperative effort. |

|  |
| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #62Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Social capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. | Which of the following is a form of social capital?

|  |  |
| --- | --- |
| **A.**  | Status |

|  |  |
| --- | --- |
| B.  | Reputation |

|  |  |
| --- | --- |
| C.  | Knowledge, skills, and abilities |

|  |  |
| --- | --- |
| D.  | Experience |

|  |  |
| --- | --- |
| E.  | Vision |

Table 1.2 lists status as a form of social capital. |

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| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #63Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Social capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. | In social capital, the focus shifts from the \_\_\_\_\_\_\_\_\_ to the \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Individual; organization |

|  |  |
| --- | --- |
| B.  | Individual; environment |

|  |  |
| --- | --- |
| **C.**  | Individual; social unit |

|  |  |
| --- | --- |
| D.  | Organization; individual |

|  |  |
| --- | --- |
| E.  | Social units; individual |

As described in Table 1.2, with social capital the focus shifts from the individual to social units (e.g., friends, family, company, group, club, or nation). |

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| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #64Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Social capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 65. | Research shows that, in general:

|  |  |
| --- | --- |
| A.  | Social capital decreases organizational performance |

|  |  |
| --- | --- |
| **B.**  | Social capital can improve operations |

|  |  |
| --- | --- |
| C.  | Social capital decreases work group integration |

|  |  |
| --- | --- |
| D.  | Social capital increases group conflict |

|  |  |
| --- | --- |
| E.  | Social capital can decrease job satisfaction |

Researchers and business continue to discover how social capital can improve operations. |

|  |
| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #65Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66. | A person can build his/her social capital by:

|  |  |
| --- | --- |
| A.  | Being trained in new skills |

|  |  |
| --- | --- |
| **B.**  | Getting a mentor |

|  |  |
| --- | --- |
| C.  | Shadowing a higher-level manager |

|  |  |
| --- | --- |
| D.  | Learning a new language |

|  |  |
| --- | --- |
| E.  | Identifying new career opportunities outside the organization |

Table 1.3 provides several examples of how to build social capital, including gaining a mentoring relationship to provide guidance and opportunities, membership in company softball team to build relationships outside of work area, conference attendance to meet people at other companies and learn of other job opportunities and joining local, industry-specific organizations to identify new customers. |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #66Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 67. | A person can build his/her human capital by:

|  |  |
| --- | --- |
| A.  | Attending conferences |

|  |  |
| --- | --- |
| B.  | Joining professional organizations |

|  |  |
| --- | --- |
| **C.**  | Assessing his/her strengths and weaknesses |

|  |  |
| --- | --- |
| D.  | Joining the company softball team |

|  |  |
| --- | --- |
| E.  | Engaging in a mentoring relationship |

You can increase your human capital by building on strengths and overcoming weaknesses identified by completing the self-assessments in this textbook. |

|  |
| --- |
| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #67Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Human capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68. | Which of the following statements is *true*?

|  |  |
| --- | --- |
| A.  | Human capital is more important than social capital |

|  |  |
| --- | --- |
| B.  | Social capital is more important than human capital |

|  |  |
| --- | --- |
| **C.**  | Human and social capital are both extremely important |

|  |  |
| --- | --- |
| D.  | Neither human nor social capital are very important |

|  |  |
| --- | --- |
| E.  | Research has not studied this topic, so no one knows how important either form of capital is |

Both forms of capital are extremely important. |

|  |
| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #68Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Human capital* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 69. | Knowing who you are and what you want is known as:

|  |  |
| --- | --- |
| A.  | Self-esteem |

|  |  |
| --- | --- |
| B.  | Self-efficacy |

|  |  |
| --- | --- |
| **C.**  | Self-awareness |

|  |  |
| --- | --- |
| D.  | Self-disclosure |

|  |  |
| --- | --- |
| E.  | Self-assessment |

To have a successful career, you need to know who you are and what you want. Bossidy and Charan said it best in their book, *Execution*: "When you know yourself, you are comfortable with your strengths and not crippled by your shortcomings.... Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing." |

|  |
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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #69Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 1 EasyTopic: Self-awareness* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70. | Ethics is primarily concerned with:

|  |  |
| --- | --- |
| **A.**  | Right and wrong |

|  |  |
| --- | --- |
| B.  | Legal and illegal |

|  |  |
| --- | --- |
| C.  | Moral and immoral |

|  |  |
| --- | --- |
| D.  | Religious and nonreligious |

|  |  |
| --- | --- |
| E.  | Public and nonpublic |

Ethics is concerned with behavior-right versus wrong, good versus bad, and the many shades of gray in between. |

|  |
| --- |
| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #70Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethics* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 71. | Sustainable businesses tend to be run by CEOs who are:

|  |  |
| --- | --- |
| A.  | Intelligent |

|  |  |
| --- | --- |
| B.  | Controlling |

|  |  |
| --- | --- |
| C.  | Target-driven |

|  |  |
| --- | --- |
| **D.**  | People-centered |

|  |  |
| --- | --- |
| E.  | Egotistical |

Research shows that sustainable businesses are led by CEOs who take a people-centered, inclusive approach rather than a controlling, target-driven one. |

|  |
| --- |
| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #71Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethics* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72. | In an ethical dilemma,

|  |  |
| --- | --- |
| **A.**  | There are two choices, *neither* of which resolves the situation in an ethically acceptable manner. |

|  |  |
| --- | --- |
| B.  | There are two choices, *either* of which resolves the situation in an ethically acceptable manner. |

|  |  |
| --- | --- |
| C.  | There are two choices, *one* of which resolves the situation in an ethically acceptable manner. |

|  |  |
| --- | --- |
| D.  | There is only one choice. |

|  |  |
| --- | --- |
| E.  | There are no choices. |

Ethical dilemmas involve situations with two choices, neither of which resolves the situation in an ethically acceptable manner. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #72Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethics* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 73. | A person who reports unethical behavior in his/her organization to management and/or the authorities is called a:

|  |  |
| --- | --- |
| A.  | Ethicist |

|  |  |
| --- | --- |
| **B.**  | Whistleblower |

|  |  |
| --- | --- |
| C.  | Traitor |

|  |  |
| --- | --- |
| D.  | Mole |

|  |  |
| --- | --- |
| E.  | Deviant |

Whistleblowing is revealing a behavior that troubles you to management or to the authorities. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #73Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethics* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 74. | When we set goals and incentives to promote a desired behavior, but they encourage a negative one, the cause of the resulting unethical behavior is called:

|  |  |
| --- | --- |
| **A.**  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

Table 1.4 states that ill-conceived goals occur when we set goals and incentives to promote a desired behavior, but they encourage a negative one. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #74Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 75. | Pascal is a customer service representative who handles phone inquiries. He has a goal of handling 12 calls per hour. When he gets a customer with a complex situation, he tends to become short with that person to keep the call short. This is an example of:

|  |  |
| --- | --- |
| **A.**  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

The effect of setting goals and incentives to promote a desired behavior, but instead these goals encourage negative ones, is described as ill-conceived goals in Table 1.4. Pascal's goal of handling 12 calls per hour encourages his negative behavior toward customers with complex situations. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #75Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 3 HardTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 76. | When we overlook an unethical behavior of another when it's in our interest to remain ignorant, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| **B.**  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

According to Table 1.4, motivated blindness is when we overlook the unethical behavior of another when it is in our interest to remain ignorant. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #76Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 77. | Harriet saw Josephine cheating on a test in their OB class. However, she did not report this because Josephine is on her team in the class and she feared that Josephine might be kicked out of the class and that this would hurt her team's chances of doing well on their project. Harriet is experiencing:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| **B.**  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

According to Table 1.4, motivated blindness is when we overlook the unethical behavior of another when it is in our interest to remain ignorant. Harriet believes it is in her best interest for Josephine to remain on her team, and therefore, she overlooks Josephine's unethical behavior. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #77Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 3 HardTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 78. | When we hold others less accountable for unethical behavior when it's carried out through third parties, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| **C.**  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

Table 1.4 states that indirect blindness occurs when we hold others less accountable for unethical behavior when it's carried out through third parties. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #78Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 79. | When we are less able to see other's unethical behavior because it has developed gradually, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| **D.**  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

When we are less able to see others' unethical behavior when it develops gradually, this is called the slippery slope (see Table 1.4). |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #79Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 1 EasyTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 80. | Auditors at XYZ Company accept a client firm's questionable financial statements when the infractions have occurred over time. This is an example of:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| **D.**  | The slippery slope |

|  |  |
| --- | --- |
| E.  | Overvaluing outcomes |

Table 1.4 states the slippery slope occurs when we are less able to see others' unethical behavior when it develops gradually (e.g., auditors may be more likely to accept a client firm's questionable financial statements if the infractions have accrued over time). |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #80Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 3 HardTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 81. | When we give a pass to unethical behavior if the outcome is good, this is called:

|  |  |
| --- | --- |
| A.  | Ill-conceived goals |

|  |  |
| --- | --- |
| B.  | Motivated blindness |

|  |  |
| --- | --- |
| C.  | Indirect blindness |

|  |  |
| --- | --- |
| D.  | The slippery slope |

|  |  |
| --- | --- |
| **E.**  | Overvaluing outcomes |

Table 1.4 states that overvaluing outcomes is when we give a pass to unethical behavior if the outcome is good. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #81Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 82. | The remedy for ill-conceived goals is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| **E.**  | Brainstorm unintended consequences |

Table 1.4 states that the remedy for ill-conceived goals is to brainstorm unintended consequences when devising goals and incentives and consider alternative goals that may be more important to reward. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #82Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 83. | The remedy for motivated blindness is:

|  |  |
| --- | --- |
| **A.**  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

Table 1.4 states that the remedy for motivated blindness is to root out conflicts of interest. Simply being aware of them doesn't necessarily reduce their negative effect on decision making. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #83Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 84. | The remedy for indirect blindness is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| **B.**  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

Table 1.4 states that the remedy for indirect blindness when handing off or outsourcing work is to ask whether the assignment might invite unethical behavior and take ownership of these implications. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #84Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 85. | The remedy for the slippery slope is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| C.  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| **D.**  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

Table 1.4 states that the remedy for the "slippery slope" is to be alert for even trivial ethical infractions and address them immediately and investigate whether a change in behavior has occurred. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #85Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 86. | The remedy for overvaluing outcomes is:

|  |  |
| --- | --- |
| A.  | Root out conflicts of interest |

|  |  |
| --- | --- |
| B.  | When handing off work, ask if the assignment might invite unethical behavior |

|  |  |
| --- | --- |
| **C.**  | Reward solid decision processes, not just good outcomes |

|  |  |
| --- | --- |
| D.  | Be alert for even trivial ethical infractions and address them immediately |

|  |  |
| --- | --- |
| E.  | Brainstorm unintended consequences |

Table 1.4 states that the remedy for overvaluing outcomes is to examine both "good" and "bad" decisions for their ethical implications and to reward solid decision processes, not just good outcomes. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #86Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethical behavior* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 87. | A difference between an actual and a desired situation is called a:

|  |  |
| --- | --- |
| A.  | Decision |

|  |  |
| --- | --- |
| B.  | Dilemma |

|  |  |
| --- | --- |
| C.  | Action |

|  |  |
| --- | --- |
| D.  | Goal |

|  |  |
| --- | --- |
| **E.**  | Problem |

A problem is a difference or gap between an actual and a desired situation. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #87Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 1 EasyTopic: Problem solving* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 88. | A problem:

|  |  |
| --- | --- |
| A.  | Is a decision that needs to be made |

|  |  |
| --- | --- |
| **B.**  | Is a gap between an actual and a desired situation |

|  |  |
| --- | --- |
| C.  | Is always due to environmental factors |

|  |  |
| --- | --- |
| D.  | Is a situation that managers rarely face |

|  |  |
| --- | --- |
| E.  | Should be ignored until it becomes serious |

A problem is a difference or gap between an actual and a desired situation. |

|  |
| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #88Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 1 EasyTopic: Problem solving* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 89. | The first stop of the three-stop journey (or approach) of the Integrated Framework is:

|  |  |
| --- | --- |
| A.  | Identify the OB concepts |

|  |  |
| --- | --- |
| **B.**  | Define the problem |

|  |  |
| --- | --- |
| C.  | Make recommendations |

|  |  |
| --- | --- |
| D.  | Take action |

|  |  |
| --- | --- |
| E.  | Delegate the problem |

Our applied approach to problem solving proposes three activities or stops: Stop 1: Define the problem. Stop 2: Identify the OB concepts or theories to use to solve the problem. Stop 3. Make recommendations and (if appropriate) take action. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #89Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 1 EasyTopic: Problem solving* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 90. | The last stop in the three-stop journey (or approach) of the Integrated Framework is:

|  |  |
| --- | --- |
| A.  | Identify the OB concepts |

|  |  |
| --- | --- |
| B.  | Define the problem |

|  |  |
| --- | --- |
| **C.**  | Make recommendations and take action |

|  |  |
| --- | --- |
| D.  | Make a decision |

|  |  |
| --- | --- |
| E.  | Delegate the problem |

Our applied approach to problem solving proposes three activities or stops: Stop 1: Define the problem. Stop 2: Identify the OB concepts or theories to use to solve the problem. Stop 3. Make recommendations and (if appropriate) take action. |

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| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #90Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 1 EasyTopic: Problem solving* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 91. | Research has shown that:

|  |  |
| --- | --- |
| A.  | Person factors influence a person's performance more than environmental factors |

|  |  |
| --- | --- |
| B.  | Environmental factors influence a person's performance more than person factors |

|  |  |
| --- | --- |
| C.  | Person and environmental factors influence a person's performance equally |

|  |  |
| --- | --- |
| **D.**  | A person's behavior and performance are a function of interdependent person and environmental factors |

|  |  |
| --- | --- |
| E.  | Neither person nor environmental factors significantly influence behavior or performance |

Many observers believe that some people are by their nature better suited than others to perform well at work. In contrast, others believe that some people are clearly better in a given job or situation. Nobody is the best at everything. This common view is supported by research in psychology and OB. Notably, the interactional perspective states that behavior is a function of interdependent person and environmental factors. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #91Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 2 MediumTopic: Person-environment distinction* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 92. | The perspective that states that behavior is a function of interdependent person and environmental factors is called the \_\_\_\_\_\_ perspective.

|  |  |
| --- | --- |
| **A.**  | Interactional |

|  |  |
| --- | --- |
| B.  | Ethical |

|  |  |
| --- | --- |
| C.  | Problem-solving |

|  |  |
| --- | --- |
| D.  | Contingency |

|  |  |
| --- | --- |
| E.  | Individualistic |

The interactional perspective states that behavior is a function of interdependent person and environmental factors. |

|  |
| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #92Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 1 EasyTopic: Person-environment distinction* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 93. | The interactional perspective states that behavior is a function of:

|  |  |
| --- | --- |
| **A.**  | Interdependent person and environmental factors |

|  |  |
| --- | --- |
| B.  | Interdependent ethical and unethical factors |

|  |  |
| --- | --- |
| C.  | Interdependent human and social factors |

|  |  |
| --- | --- |
| D.  | Independent person and environmental factors |

|  |  |
| --- | --- |
| E.  | Independent human and social factors |

The interactional perspective states that behavior is a function of interdependent person and environmental factors. |

|  |
| --- |
| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #93Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 1 EasyTopic: Person-environment distinction* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94. | Joe, a hard and productive worker, quit because he couldn't get along with his coworkers. This would be diagnosed as a(n) \_\_\_\_\_\_\_\_ level problem.

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| **B.**  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

Some people quit because they can't get along with their boss/leader or coworkers (a group/team level process). |

|  |
| --- |
| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #94Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational levels* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 95. | Sharon quit her job because she felt that her department's reward system favored men. This would be diagnosed as a(n) \_\_\_\_\_\_\_\_\_ level problem.

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| **C.**  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

A faulty reward system (an organizational-level process) that unfairly distributes raises, bonuses, and recognition is another common reason people quit. |

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| --- |
| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #95Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational levels* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 96. | Alexa quit her job because she felt it was boring. This would be diagnosed as a(n) \_\_\_\_\_\_ level problem.

|  |  |
| --- | --- |
| **A.**  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

Some people quit because their job just doesn't fulfill what they value, such as challenging and stimulating work (an individual-level input). |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #96Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational levels* |

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| 97. | Three months ago, XYZ Corporation changed the way the typing pool is organized from a self-managed team to a more traditional structure in which employees receive their assignments from a direct supervisor. Since then, three of the seven employees have left the organization. The OB perspective to apply is:

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| **B.**  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

|  |  |
| --- | --- |
| E.  | Environmental |

Group/team level considerations include: Have there been any changes or other causative factors in a work group, including the manager, which might make work less satisfactory? How does turnover in a specific group compare to other groups in the organization? |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAACSB: TeamworkAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #97Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational levels* |

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| 98. | Several people have quit the administrative support unit of the company recently. About that time, a new company moved into the area with a better health care plan and comparable wages. The most likely OB perspective to apply is:

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| --- | --- |
| A.  | Individual |

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| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| C.  | Organizational |

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| --- | --- |
| D.  | Interactional |

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| **E.**  | Environmental |

Environmental characteristics include: Have there been changes in the environment (such as a sudden increase in employment opportunities at better wages)? Have the working conditions changed in any meaningful way? |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #98Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational levels* |

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| 99. | Recently, the Acme Explosives Company was sold to a new owner, Roadrunner Inc. The operations of the two organizations are going to be merged, with several of the manufacturing locations possibly to be eliminated. The most likely OB perspective to apply is:

|  |  |
| --- | --- |
| A.  | Individual |

|  |  |
| --- | --- |
| B.  | Group |

|  |  |
| --- | --- |
| **C.**  | Organizational |

|  |  |
| --- | --- |
| D.  | Interactional |

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| --- | --- |
| E.  | Environmental |

Organizational-level considerations include: Has the organization changed ownership, or rewritten company policies, or is it enforcing policies differently? |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #99Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational levels* |

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| 100. | In the integrative framework,

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| --- | --- |
| **A.**  | Inputs lead to processes, which lead to outcomes |

|  |  |
| --- | --- |
| B.  | Inputs lead directly to outcomes |

|  |  |
| --- | --- |
| C.  | Outcomes never affect inputs |

|  |  |
| --- | --- |
| D.  | Outcomes never affect processes |

|  |  |
| --- | --- |
| E.  | Inputs are unrelated to processes |

As shown in Figure 1.2, this is the case because inputs affect processes, and processes affect outcomes. Also, feedback loops exist from outcomes to inputs and processes. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #100Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 2 MediumTopic: Integrative Framework* |

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| 101. | In the Integrative Framework, inputs (in part) consist of:

|  |  |
| --- | --- |
| A.  | Individual-level processes |

|  |  |
| --- | --- |
| B.  | Group/team outcomes |

|  |  |
| --- | --- |
| **C.**  | Environmental characteristics |

|  |  |
| --- | --- |
| D.  | Individual outcomes |

|  |  |
| --- | --- |
| E.  | Organizational outcomes |

Figure 1.2 identifies personal factors and environmental characteristics as inputs. This framework implies that person factors and environmental characteristics are the initial drivers of all outcomes that managers want to achieve. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #101Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 1 EasyTopic: Integrative Framework* |

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| 102. | In the Integrative Framework, which of the following is an outcome?

|  |  |
| --- | --- |
| A.  | Environmental characteristics |

|  |  |
| --- | --- |
| B.  | Personal factors |

|  |  |
| --- | --- |
| C.  | Organizational processes |

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| --- | --- |
| **D.**  | Organizational turnover |

|  |  |
| --- | --- |
| E.  | Awarding bonuses for good performance |

This framework implies that person factors and environmental characteristics are the initial drivers (inputs) of all outcomes that managers want to achieve. This is the case because inputs affect processes, and processes affect outcomes. And since events are dynamic and ongoing, many outcomes will in turn impact inputs and processes. See Figure 1.2. Organizational turnover is an outcome. The Life is Sweeter on Mars example box lists one outcome as: Mars posts a very low turnover rate (5 percent) which is a sign that employees are highly satisfied with their jobs. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: UnderstandKinicki - Chapter 01 #102Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 2 MediumTopic: Integrative Framework* |

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| 103. | What kind of a response is a manager making when he or she chooses a satisfactory but not ideal solution?

|  |  |
| --- | --- |
| **A.**  | Resolving |

|  |  |
| --- | --- |
| B.  | Solving |

|  |  |
| --- | --- |
| C.  | Dissolving |

|  |  |
| --- | --- |
| D.  | Ignoring |

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| --- | --- |
| E.  | Avoiding |

Resolving problems is arguably the most common form of response for managers and simply means choosing a satisfactory solution, one that works but is less than ideal. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #103Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 1 EasyTopic: Integrative Framework* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 104. | In solving a problem, a manager:

|  |  |
| --- | --- |
| **A.**  | Selects the optimal response |

|  |  |
| --- | --- |
| B.  | Chooses a satisfactory solution |

|  |  |
| --- | --- |
| C.  | Changes the situation in which the problem occurs |

|  |  |
| --- | --- |
| D.  | Settles for less than ideal |

|  |  |
| --- | --- |
| E.  | Eliminates the problem situation |

Solving problems is the optimal or ideal response. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #104Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 2 MediumTopic: Integrative Framework* |

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| 105. | What kind of a response is a manager completing when he or she eliminates the situation in which the problem occurs?

|  |  |
| --- | --- |
| A.  | Resolving |

|  |  |
| --- | --- |
| B.  | Solving |

|  |  |
| --- | --- |
| **C.**  | Dissolving |

|  |  |
| --- | --- |
| D.  | Ignoring |

|  |  |
| --- | --- |
| E.  | Avoiding |

Dissolving problems requires changing or eliminating the situation in which the problem occurs. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #105Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 1 EasyTopic: Integrative Framework* |

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| 106. | Anne, a manager, hires the first person she interviews because she believes that person can do the job adequately. Anne is:

|  |  |
| --- | --- |
| **A.**  | Resolving the problem |

|  |  |
| --- | --- |
| B.  | Solving the problem |

|  |  |
| --- | --- |
| C.  | Dissolving the problem |

|  |  |
| --- | --- |
| D.  | Ignoring the problem |

|  |  |
| --- | --- |
| E.  | Avoiding the problem |

Resolving problems is arguably the most common form for managers and simply means choosing a satisfactory solution, one that works but is less than ideal. |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #106Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 3 HardTopic: Integrative Framework* |

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| 107. | Halim hires a new employee who best meets the characteristics he is looking for in the ideal employee. He is:

|  |  |
| --- | --- |
| A.  | Resolving the problem |

|  |  |
| --- | --- |
| **B.**  | Solving the problem |

|  |  |
| --- | --- |
| C.  | Dissolving the problem |

|  |  |
| --- | --- |
| D.  | Ignoring the problem |

|  |  |
| --- | --- |
| E.  | Avoiding the problem |

Solving problems is the optimal or ideal response. |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #107Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 3 HardTopic: Integrative Framework* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 108. | Jonathan decides that rather than hire an employee to replace someone who left, he will eliminate the position. Jonathan is:

|  |  |
| --- | --- |
| A.  | Resolving the problem |

|  |  |
| --- | --- |
| B.  | Solving the problem |

|  |  |
| --- | --- |
| **C.**  | Dissolving the problem |

|  |  |
| --- | --- |
| D.  | Ignoring the problem |

|  |  |
| --- | --- |
| E.  | Avoiding the problem |

Dissolving problems requires changing or eliminating the situation in which the problem occurs. |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationAccessibility: Keyboard NavigationBlooms: ApplyKinicki - Chapter 01 #108Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 3 HardTopic: Integrative Framework* |

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| 109. | The first of the basic elements for selecting an effective solution is:

|  |  |
| --- | --- |
| **A.**  | Determine the criteria for the decision |

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| --- | --- |
| B.  | Generate alternatives |

|  |  |
| --- | --- |
| C.  | Consider the consequences |

|  |  |
| --- | --- |
| D.  | Decide who will make the decision |

|  |  |
| --- | --- |
| E.  | Make the decision |

The first step is determining the selection criteria, for example, the effect on bottom-line profits, you and classmates or coworkers, reputation with customers or the community, your own values, and the ethical implications. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #109Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 1 EasyTopic: Integrative Framework* |

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| 110. | Which of the following is *not* one of the basic elements of selecting an effective solution?

|  |  |
| --- | --- |
| A.  | Determining the basic criteria for the decision |

|  |  |
| --- | --- |
| **B.**  | Selecting an OB concept or topic to apply |

|  |  |
| --- | --- |
| C.  | Deciding who will be involved in choosing the solution |

|  |  |
| --- | --- |
| D.  | Considering the consequences of each alternative |

|  |  |
| --- | --- |
| E.  | Agreeing on a method for decision making |

Three common elements to selecting the most effective solution. 1. Selection criteria: Determine the basis (criteria) for the decision. 2. Consequences: Consider the consequences of each alternative, especially the trade-offs between the pros and the cons. 3. Choice process: Decide who will be involved in choosing the solution. If more than one person is involved, then you need to agree on the method. |

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| *AACSB: Analytical ThinkingAccessibility: Keyboard NavigationBlooms: RememberKinicki - Chapter 01 #110Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 2 MediumTopic: Integrative Framework* |

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| 111. | Discuss the statement, "The contingency approach is just common sense." Is this true? Why or why not? Why is this important for managers?  At first glance the contingency perspective may look like simple common sense. But it's different. It attempts to overcome the limits of common sense with how it does not settle for traditional options if another solution may be more practical and effective. Similarly, understanding the systems approach to issues provides more insight than common sense alone. The goal of OB is to give you more than common sense and instead enhance your understanding of situations at work and guide your behaviors.Moreover, common sense has three main weaknesses that you need to consider and avoid. (1) Overreliance on hindsight. Common sense excels in well-known scenarios with predictable outcomes. But much of modern business involves uncertainty and adapting to change. In other words, common sense is especially weak in responding to the unknown or unexpected. And because it focuses on the past, common sense lacks vision for the future. (2) Lack of rigor. If we are comfortable with our common-sense response, we may not apply the effort required to find the real problem when considering inputs, which likely results in not choosing the optimal course of action or solution. If you lack rigor, then you are unlikely to measure the right predictors and outcomes. (3) Lack of objectivity. Common sense can be overly subjective and lack a basis in science. In such cases we are not always able to explain our reasoning to others, let alone apply it to new situations. One way that OB moves beyond the limitations of common sense is by its systematic and science-based approach to understanding people and how they behave at work. OB therefore can make you more attractive to potential employers and more effective once employed. |

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| *AACSB: Analytical ThinkingBlooms: AnalyzeKinicki - Chapter 01 #111Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 3 HardTopic: Contingency theory* |

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| 112. | Explain the difference between hard and soft skills. Discuss why both are important in being hired and in being promoted in organizations.  Hard skills are the technical expertise and knowledge to do a particular task or job function, such as financial analysis, accounting, or operations. Soft skills relate to our human interactions and include both interpersonal skills and personal attributes. For most jobs you are selected for your technical skills, your ability to do the given job. Often performance in the current job will be a primary consideration in being promoted. However, many employees may fail to realize that your perceived ability to get things done through others and manage people will be another important deciding factor. Figure 1.1 illustrates how technical or job-specific skills decline in importance as you move to levels of higher responsibility, while personal skills increase. |

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| *AACSB: Analytical ThinkingBlooms: UnderstandKinicki - Chapter 01 #112Learning Objective: 01-01 How can I use knowledge of OB to enhance my job performance and career?Level of Difficulty: 2 MediumTopic: Soft and hard skills* |

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| 113. | Define human capital and social capital, and give examples of each. Explain at least three ways that each can be developed.  Human capital is the productive potential of an individual's knowledge, skills, and experiences. Social capital is the productive potential resulting from relationships, goodwill, trust, and cooperative effort (e.g., friends, family, company, group, club, or nation). You can build human capital by training, work-based development opportunities, learning activities outside of work, and career planning. You can build social capital through mentoring, membership, conference attendance, and joining industry-specific organizations. |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationBlooms: ApplyKinicki - Chapter 01 #113Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Human capital* |

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| 114. | Discuss how social capital can affect an organization.  Social capital is the productive potential resulting from relationships, goodwill, trust, and cooperative effort. As described in Table 1.2, with social capital the focus shifts from the individual to social units (e.g., friends, family, company, group, club, or nation). The potential lies in your relationships with other people rather than your own skills, abilities, and experience. Think of social capital as a means for leveraging or utilizing the knowledge, skills, experience, and relationships of people you know.Researchers and business continue to discover how social capital can improve operations. In a recent study in the journal *Human* *Relations*, Russell Korte and Shumin Lin looked at how new hires are brought up to speed. They found that when newly hired workers developed social capital with other team members in their work groups, there was a correlation with better job satisfaction and faster learning of their responsibilities and fitting in to the workplace culture. More than manager supervision, social capital was key to successful integration. Higher quality relationships with members of the work group translated into greater access to information resources. |

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| *AACSB: Analytical ThinkingAACSB: TeamworkBlooms: UnderstandKinicki - Chapter 01 #114Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Social capital* |

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| 115. | What is self-awareness? Why is self-awareness important for managers? How can one develop self-awareness?  To have a successful career, you need to know who you are and what you want. "When you know yourself, you are comfortable with your strengths and not crippled by your shortcomings.... Self-awareness gives you the capacity to learn from your mistakes as well as your successes." You need to know yourself in order to be authentic. This is essential to influencing others. |

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| *AACSB: Analytical ThinkingBlooms: ApplyKinicki - Chapter 01 #115Learning Objective: 01-02 How can I use OB to develop and increase my capabilities for a smarter and more satisfying career?Level of Difficulty: 2 MediumTopic: Self-awareness* |

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| 116. | Define ethics. Explain why ethics is an important topic in the field of organizational behavior.  Ethics is concerned with behavior-right versus wrong, good versus bad, and the many shades of gray in between. Employees are confronted with ethical challenges at all levels of organizations and throughout their careers. Unethical behavior damages relationships, erodes trust, and thus makes it difficult to conduct business. Unethical behavior also reduces cooperation, loyalty, and contribution, which of course hurts the performance of individuals, teams, and organizations. Ethics also gets priority because many OB topics have direct and substantial influence on the ethical conduct of individuals and organizations. Notably, reward systems, decision making, leader behavior, and organizational cultural all can powerfully affect ethical conduct at work. |

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| *AACSB: Analytical ThinkingAACSB: EthicsBlooms: UnderstandKinicki - Chapter 01 #116Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 2 MediumTopic: Ethics* |

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| 117. | What are the causes of unethical behavior at work? How can managers remedy each of these?  Table 1.4. identifies the causes of unethical behavior as ill-conceived goals; motivated blindness; indirect blindness; the slippery slope; and overvaluing outcomes. Remedies are: (1) Brainstorm unintended consequences when devising goals and incentives. Consider alternative goals that may be more important to reward. (2) Root out conflicts of interest. Simply being aware of them doesn't necessarily reduce their negative effect on decision making. (3) When handing off or outsourcing work, ask whether the assignment might invite unethical behavior and take ownership of the implications. (4) Be alert for even trivial ethical infractions and address them immediately. Investigate whether a change in behavior has occurred. (5) Examine both "good" and "bad" decisions for their ethical implications. Reward solid decision processes, not just good outcomes. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationBlooms: ApplyKinicki - Chapter 01 #117Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 3 HardTopic: Ethical behavior* |

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| 118. | What can and should you as an employee do about unethical behavior?  A few suggestions for handling unethical behavior are: (1) It's business, treat it that way. Ethical issues are business issues, just like costs, revenues, and employee development. Therefore, collect data and present a convincing case against the unethical conduct just as you would to develop a new product or strategy. (2) Accept that confronting ethical concerns is part of your job. Whether it is explicit in your job description or not, ethics is everybody's job. If you think something is questionable, then take action. (3) Challenge the rationale. Many issues occur despite actual policy against it. If this is the case, then ask: "If what you did is common practice or okay, then why do we have a policy forbidding it?" Alternatively, and no matter the rationale, you can ask: "Would you be willing to explain what you did and why in a meeting with our superiors or customers, or better still, during an interview on the evening news?" (4) Use your lack of seniority or status as an asset. While many employees unfortunately use their junior status to avoid confronting ethical issues, being junior can instead be an advantage. It enables you to raise issues by saying, "Because I'm new, I may have misunderstood something, but it seems to me that what you've done is out of bounds or could cause problems." (5) Consider and explain long-term consequences. Of course many ethical issues are driven by temptations and benefits in the short term. It therefore can be helpful to frame and explain your views in terms of long-term consequences. (6) Solutions-not just complaints. When confronting an issue, you will likely be perceived as more helpful and taken more seriously if you provide an alternative course or solution. Doing so will also make it more difficult for the offender to disregard your complaint. |

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| *AACSB: Analytical ThinkingAACSB: EthicsAACSB: Knowledge ApplicationBlooms: ApplyKinicki - Chapter 01 #118Learning Objective: 01-03 Why do people fall into ethical lapses, even unwittingly, and what can I learn from that?Level of Difficulty: 3 HardTopic: Ethical behavior* |

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| 119. | Define "problem" and "problem solving." Describe the three-stop approach to problem solving.  A problem is a difference or gap between an actual and a desired situation. In turn, problem solving is a systematic process of closing these gaps. Our applied approach to problem solving proposes three activities or stops along the way: Stop 1: Define the problem. Stop 2: Identify the OB concepts or theories to use to solve the problem. Stop 3: Make recommendations and (if appropriate) take action. |

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| *AACSB: Analytical ThinkingBlooms: UnderstandKinicki - Chapter 01 #119Learning Objective: 01-04 How can I apply OB in a practical way to increase my effectiveness?Level of Difficulty: 3 HardTopic: Problem solving* |

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| 120. | Explain the person-environment distinction in OB. What influences behavior and performance more-person or environmental factors? Discuss.  OB concepts and theories can be classified into two broad categories: person factors and environmental characteristics. The person-environment distinction integrates these categories. Person factors represent the infinite number of characteristics that give individuals their unique identities. Environmental characteristics consist of all the elements outside of ourselves that influence what we do, how we do it, and the ultimate results of our actions. Hundreds of studies have shown that many person-environment characteristics influence a host of important outcomes, such as job satisfaction, performance, and turnover.For decades, researchers and managers have debated what influences behavior more-person or environmental factors. Many observers believe that some people are by their nature better suited than others to perform well at work. Others believe that some people are clearly better in a given job or situation. No particular person would outperform every other person in every possible job. This common view is supported by research in psychology and OB. The interactional perspective states that behavior is a function of interdependent person and environmental factors. It is important to note that neither people nor environments are static. People change, situations change, and the two change each other. The bottom-line implication for OB and your work life is that knowledge of one without the other is insufficient. You need to understand the interplay between both person and environmental characteristics to be an effective employee, and especially an effective manager. The person-environment continuum therefore provides a means for classifying OB concepts and theories into causes of behavior. |

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| *AACSB: Analytical ThinkingBlooms: UnderstandKinicki - Chapter 01 #120Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 2 MediumTopic: Person-environment distinction* |

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| 121. | What is the "interactional perspective" in OB? How can managers use this perspective?  The "interactional perspective" states that behavior is a function of interdependent person and environmental factors. Environments present various types of rewards and opportunities that people achieve or realize with diverse knowledge, skills, abilities, and motivations. Different people may perceive similar situations in different ways and similar people may perceive different situations in the same way. It is important to note that neither people nor environments are static. People change, situations change, and the two change each other. The bottom-line implication for OB and your work life is that knowledge of one without the other is insufficient. You need to understand the interplay between both person and environmental characteristics to be an effective employee, and especially an effective manager. The person-environment continuum therefore provides a means for classifying OB concepts and theories into causes of behavior. |

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| *AACSB: Analytical ThinkingBlooms: UnderstandKinicki - Chapter 01 #121Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 2 MediumTopic: Person-environment distinction* |

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| 122. | What are the levels that OB uses to view the world? Give at least one example of each.  Another lens through which OB sees the world relies on organizational levels. OB distinguishes among three: individual, group, and organizational. As an example of how being sensitive to these levels helps in considering real-world problems, consider the many reasons why people quit their jobs: (1) Some people quit because their job just doesn't fulfill what they value, such as challenging and stimulating work (an individual-level input). (2) Others quit because they can't get along with their boss/leader or coworkers (a group/team level process). (3) A faulty reward system (an organizational-level process) that unfairly distributes raises, bonuses, and recognition is another common reason people quit. |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationBlooms: ApplyKinicki - Chapter 01 #122Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational levels* |

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| 123. | Explain how you would use OB concepts to identify the right problem.  Nothing causes more harm than solving for the wrong problem. If you don't define the problem accurately, then all subsequent problem-solving efforts are adversely affected. This happens because people end up focusing on a symptom or the wrong problem. Using the person-environment distinction allows you to consider unique individual factors as well as external factors that might be the source of the problem. The structural levels of individual, group, and organization will allow you to look at each level for possible reasons. Such considerations could include: (1) Person factors: Do the people who have quit share something in common? Is there anything in their personality that makes work difficult for them? Is the level of turnover greater than for your industry as a whole? (2) Environmental characteristics: Have there been changes in the environment (such as a sudden increase in employment opportunities at better wages)? Have the working conditions changed in any way? (3) Individual level: Can you identify any change in how the company treats employees or what it expects of them? (4) Group/team level: Have there been any changes or other causative factors in your work group, including your manager, that might make work less satisfactory? How does turnover in your group compare to other groups in the organization? (5) Organizational level: Has the organization changed ownership, or rewritten company policies, or is it enforcing policies differently? |

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| *AACSB: Analytical ThinkingAACSB: Knowledge ApplicationBlooms: ApplyKinicki - Chapter 01 #123Learning Objective: 01-05 How could I explain to a fellow student how OB increases problem solving effectiveness?Level of Difficulty: 3 HardTopic: Organizational behavior (OB)* |

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| 124. | Draw and explain the integrative framework for understanding and applying OB.  Figure 1.2 depicts this model. The systems approach is the foundation of the Integrated Framework. The person-environmental distinction acts as inputs. Process and outcomes are organized into the three levels of OB-individual, group, and organization. This framework implies that person factors and environmental characteristics are the initial drivers of all outcomes that managers want to achieve. This is the case because inputs affect processes, and processes affect outcomes. |

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| *AACSB: Analytical ThinkingBlooms: UnderstandKinicki - Chapter 01 #124Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 2 MediumTopic: Integrative Framework* |

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| 125. | Identify and explain the three applied approaches to selecting a solution.  First decide how complete a response you are looking for. Do you want the problem to be resolved, solved, or dissolved? (1) Resolving problems is arguably the most common form for managers and simply means choosing a satisfactory solution, one that works, but is less than ideal. (2) Solving problems is the optimal or ideal response. (3) Dissolving problems requires changing or eliminating the situation in which the problem occurs. |

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| *AACSB: Analytical ThinkingBlooms: UnderstandKinicki - Chapter 01 #125Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 2 MediumTopic: Integrative Framework* |

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| 126. | What are the basic elements for selecting an effective solution? Give examples of each.  After deciding whether to resolve, solve, or dissolve your identified problem, you then need to select the most effective solution. Three common elements to selecting the most effective solution are: (1) Selection criteria. Determine the basis (criteria) for the decision. (2) Consequences. Consider the consequences of each alternative. (3) Choice process. Decide who will be involved in choosing the solution. If more than one person is involved, then you need to agree on the method. |

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| *AACSB: Analytical ThinkingBlooms: UnderstandKinicki - Chapter 01 #126Learning Objective: 01-06 How can the Integrative Framework help me understand and apply OB knowledge and tools-and improve my problem solving?Level of Difficulty: 2 MediumTopic: Integrative Framework* |

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