

Organizational Behaviour, 10e (Johns/Saks)
Chapter 3 Perception, Attribution, and Diversity

3.1

1) Which of the following statements most accurately defines "perception"?

- A) Perception is reality.
- B) Perception is the tendency to attribute one's own thoughts and feelings to others.
- C) Perception is the tendency to generalize about people and ignore variations between individuals.
- D) Perception is the process by which motives are assigned to explain people's behaviour.
- E) Perception is the process of interpreting messages of our senses to provide meaning.

Answer: E

Diff: 2 Type: MC Page Ref: 84

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

2) The three main components of perception are

- A) selectivity, constancy, and primacy.
- B) primacy, recency, and projection.
- C) perceiver, situation, and target.
- D) perceiver, situation, and projection.
- E) perceiver, target, and attribution.

Answer: C

Diff: 1 Type: MC Page Ref: 85

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

3) Perceptual defence is

- A) the tendency for the perceptual system to defend the perceiver against unpleasant emotions.
- B) the tendency to attribute one's own thoughts and feelings to others.
- C) the tendency to generalize about people and ignore variations between individuals.
- D) the process by which motives are assigned to explain people's behaviour.
- E) the process of interpreting messages of our senses to provide meaning.

Answer: A

Diff: 1 Type: MC Page Ref: 85

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

4) What aspects of a perceiver can affect his or her perceptions of a target?

- A) Experience, cognitions, and needs
- B) Experience, cognitions, and emotions
- C) Experience, needs, and values
- D) Experience, needs, and beliefs
- E) Experience, needs, and emotions

Answer: E

Diff: 2 Type: MC Page Ref: 85

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

5) Nicole believes that her presentation was very good even though she overheard some of her friends say that it was the worst in the class. What is this an example of?

- A) Projection
- B) Perceptual defence
- C) Self-serving bias
- D) Actor-observer effect
- E) Fundamental attribution error

Answer: B

Diff: 2 Type: MC Page Ref: 85

Skill: Applied

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

6) Projection is the tendency to act differently from the way we feel; to put on a false face, so to speak.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 89

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

7) _____ is defined as the failure to perceive unpleasant emotions.

Answer: Perceptual defence

Diff: 1 Type: SA Page Ref: 85

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

8) The perceiver's experience, needs, and _____ can affect his or her perceptions of a target.

Answer: emotions

Diff: 2 Type: SA Page Ref: 85

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

9) Define "perception." What are its three main components?

Answer: Perception is the process of interpreting the messages of our senses to provide order

and meaning to the environment. Its three main components are the perceiver, a target that is being perceived, and a situational context in which the perception is occurring.

Diff: 2 Type: ES Page Ref: 84

Skill: Recall

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

10) What is perceptual defence? Give an example.

Answer: Perceptual defence is the tendency for the perceptual system to defend the perceiver against unpleasant emotions. It occurs whenever we "see what we want to see" or "hear what we want to hear." A good example is when an individual fails to see and hear negative things about themselves that are threatening.

Diff: 2 Type: ES Page Ref: 85

Skill: Applied

Objective: 3.1 Define perception, and discuss some of the general factors that influence perception.

3.2

1) According to Bruner's model of the perceptual process, when an unfamiliar target is encountered, we are likely to be _____ to target cues. Once the target has been categorized, however, we become _____ selective in our cue search.

- A) open; more
- B) closed; more
- C) open; less
- D) closed; less
- E) selective; consistent

Answer: A

Diff: 2 Type: MC Page Ref: 87

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

2) Paul met a salesperson for the first time. His first impression was that she was pushy, as were most people in sales that Paul had encountered in the past. According to Bruner's model of the perceptual process, Paul is most likely to

- A) seek out cues that contradict his first impression.
- B) change his perception as soon as new cues become evident.
- C) select cues that confirm his first impression.
- D) recategorize the target.
- E) form a stereotype about the salesperson.

Answer: C

Diff: 2 Type: MC Page Ref: 87

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

3) According to Bruner's model of perception, we are most open to cues about a target

- A) when the target is first encountered.
- B) when the target has been categorized.
- C) when the target is very familiar to us.

- D) when we already have a lot of information about the target.
- E) once the categorization has been strengthened.

Answer: A

Diff: 1 Type: MC Page Ref: 87

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

- 4) According to social identity theory, our sense of self is composed of a
- A) personal identity and relational identity.
 - B) personal identity and social identity.
 - C) social identity and relational identity.
 - D) self identity and social identity.
 - E) social identity and normative identity.

Answer: B

Diff: 2 Type: MC Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

- 5) Prototypes refer to
- A) members of a social category who best represent the attributes of that category.
 - B) our unique personal characteristics, such as our interests, abilities, and traits.
 - C) our perception that we belong to various social groups, such as our gender, nationality, and so on.
 - D) the most typical attributes embodied by members that belong to a social category.
 - E) social categories that we use to categorize people such as gender, religion, and so on.

Answer: D

Diff: 2 Type: MC Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

6) Which of the following best represents the notion that social identities are relational and comparative?

A) Medical students are perceived as doctors by patients in the hospital but as children by their parents.

B) Medical students are perceived as doctors by patients in the hospital but as students by their professors in the classroom.

C) Medical students are perceived as doctors by patients in the hospital but as students by themselves.

D) Medical students are perceived as students by patients in the hospital and as students by their professors in the classroom.

E) Medical students are perceived as students by patients in the hospital before they graduate, but as doctors by the same patients after they have graduated.

Answer: B

Diff: 3 Type: MC Page Ref: 86

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

7) Our sense of self is composed of a self-identity and a social identity.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

8) Personal identity is based on our unique characteristics, such as our interests, abilities, and traits.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

9) Social identity is based on our perception that we are similar to many other individuals.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

10) Your interest in music and your musical talents can contribute to your personal identity.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 86

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

11) Your gender, religion, and occupation are important in the formation of your personal identity.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 86

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

12) A prototype is a member of a social category who is easy to identify and categorize.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

13) According to _____, people form perceptions of themselves based on their characteristics and memberships in social categories.

Answer: social identity theory

Diff: 1 Type: SA Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

14) Our _____ is based on our unique personal characteristics, such as our interests, abilities, and traits.

Answer: personal identity

Diff: 2 Type: SA Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

15) Our _____ is based on our perception that we belong to various social groups, such as our gender, nationality, religion, occupation, and so on.

Answer: social identity

Diff: 2 Type: SA Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

16) I am a Canadian male who wants to become a doctor. Knowing this contributes to my _____.

Answer: social identity

Diff: 2 Type: SA Page Ref: 86

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

17) I love sports and I am very good at hockey and baseball. I also really love food and my friends say that I am a great cook. These things all contribute to my _____.

Answer: personal identity

Diff: 2 Type: SA Page Ref: 86

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

18) When I see somebody who is Canadian, I begin to perceive them as being friendly, modest, and nice because these are the _____ that I associate with the category of Canadian.

Answer: prototypes

Diff: 3 Type: SA Page Ref: 86

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

19) We tend to see members of a category as embodying the most typical attributes of that category, or what are called _____.

Answer: prototypes

Diff: 3 Type: SA Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

20) Social identities are relational and _____.

Answer: comparative

Diff: 3 Type: SA Page Ref: 86

Skill: Recall

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

21) What is social identity theory and how does it help us understand stereotypes and discrimination?

Answer: According to social identity theory, people form perceptions of themselves and others based on their characteristics and memberships in social categories. Therefore, our sense of self is composed of a personal identity and a social identity. We categorize ourselves and others to make sense of and understand the social environment. Once a category has been chosen, we see members of that category embodying the most typical attributes of that category. How we categorize the individuals and the associated attributes can lead to the creation of stereotypes. Further, because we tend to perceive members of own social categories in more positive and favourable ways than those who belong to other categories, this can lead to discrimination towards those who belong to other social categories.

Diff: 3 Type: ES Page Ref: 86

Skill: Applied

Objective: 3.2 Explain social identity theory and Bruner's model of the perceptual process.

3.3

1) Which of the following statements may indicate projection by the speaker?

- A) "I didn't land the contract because the competition was just too good."
- B) "I would never assign a woman to that sales territory."
- C) "Telling a white lie to clinch a sale is perfectly ethical."
- D) "Most of my sales staff think like I think."
- E) "I don't steal from the company but I'm sure that others do."

Answer: D

Diff: 3 Type: MC Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

2) Which of the following statements is indicative of an implicit personality theory on the part of the speaker?

- A) "Roger is aggressive."
- B) "Accountants are intelligent."
- C) "Introverts are honest."
- D) "Women make bad managers."
- E) "Teenagers drive more recklessly than seniors."

Answer: C

Diff: 3 Type: MC Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

3) My perceptions of people are strongly influenced by how kind they are to others. Which concept explains my reaction?

- A) Central tendency
- B) Central trait
- C) Similar-to-me effect
- D) Primacy effect
- E) Projection

Answer: B

Diff: 2 Type: MC Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

4) "You're just like me. I despise you." Which perceptual tendency might the speaker be revealing?

- A) Actor-observer effect
- B) Self-serving bias
- C) Projection
- D) Similar-to-me effect
- E) Central Trait

Answer: C

Diff: 3 Type: MC Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

5) The chairperson opened the meeting by saying "I'm sure you all agree with me that . . ." What perceptual phenomenon might the speaker be exhibiting?

- A) Implicit personality theory
- B) Projection
- C) Fundamental attribution error
- D) Similar-to-me effect
- E) Stereotyping

Answer: B

Diff: 2 Type: MC Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

6) Knowing that a person falls into some social category, we might assume that he or she possesses certain traits, and that everyone in this category possesses these traits. This is an example of

- A) reliance on central traits.
- B) a situational attribution.
- C) projection.
- D) a stereotype.
- E) consensus cues.

Answer: D

Diff: 2 Type: MC Page Ref: 90

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

7) For many months, Sam performed his job excellently. However, just before his performance evaluation, Sam's boss saw him insult a client. In the performance evaluation, the boss gave Sam a very low rating. What happened?

- A) Recency effect
- B) Harshness
- C) Contrast effect
- D) Self-serving bias
- E) Primacy effect

Answer: A

Diff: 2 Type: MC Page Ref: 88

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

8) If primacy is operating within a selection interview, the job candidate would be well advised to

- A) get an early appointment to see the interviewer.
- B) see the interviewer early in the morning.
- C) be sure her good qualities come out early in the interview.
- D) engage the interviewer in small talk before getting down to business.
- E) ask for a different interviewer.

Answer: C

Diff: 3 Type: MC Page Ref: 88

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

9) If recency is operating within a selection interview, the job candidate would be well advised to

- A) see the interviewer late in the day.
- B) hold off revealing some good qualities until the end of the interview.
- C) try to be the last applicant interviewed.
- D) list his or her most recent jobs first on his or her resume.
- E) ask for a different interviewer.

Answer: B

Diff: 3 Type: MC Page Ref: 88

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

10) Rosa thinks that her new hardworking friend is also very honest so she agrees to lend him some money. What is this an example of?

- A) projection
- B) implicit personality theories
- C) fundamental attribution error
- D) reliance on central traits
- E) stereotyping

Answer: B

Diff: 2 Type: MC Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

11) Heloise was happy that the systems manager was fired. She incorrectly assumed that everyone else in the company was also happy. What perceptual tendency is at work here?

- A) Fundamental attribution error
- B) Similar-to-me effect
- C) Projection
- D) Occupational stereotyping
- E) Consensus cues

Answer: C

Diff: 2 Type: MC Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

12) When we invoke _____, we tend not to perceive differences between people.

- A) projection
- B) the halo effect
- C) a stereotype
- D) the recency effect
- E) consistency cues

Answer: C

Diff: 1 Type: MC Page Ref: 90

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

13) A recency effect means that the most recently acquired information we have about a target person has the least effect on our impression of the target.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 88

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

14) A stereotype suggests that we fail to perceive important distinctions within a class or category of people.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 90

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

15) The more information you have about Bob, the more likely a stereotype will influence your perceptions of him.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 90

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

16) I say you are angry when, truly, I am angry. This is an example of projection.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

17) The person who fails to perceive differences among the members of a class or category of people has fallen prey to a(n) _____.

Answer: stereotype

Diff: 1 Type: SA Page Ref: 90

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

18) Exaggerating the weight of cues obtained early in an interaction with someone is the hallmark of the _____.

Answer: primacy effect

Diff: 2 Type: SA Page Ref: 88

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

19) Attributing our own thoughts, feelings, or attitudes to someone else is characteristic of _____.

Answer: projection

Diff: 1 Type: SA Page Ref: 89

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

20) Having a mental model where certain traits tend to "fit together" is indicative of a(n) _____.

Answer: implicit personality theory

Diff: 2 Type: SA Page Ref: 89

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

21) Perceptually exaggerating the weight of some newly obtained information about an old friend is an example of the _____.

Answer: recency effect

Diff: 2 Type: SA Page Ref: 88

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

22) You have a friend who is very tall and always seems to be getting paid more than you and everyone else that is shorter than him. One reason for this might be _____.

Answer: reliance on central traits

Diff: 2 Type: SA Page Ref: 89

Skill: Applied

Objective: 3.3 Describe the main biases in person perception.

23) Describe four common biases which may influence the impressions that we form of others.

Answer: There are actually six biases in person perception presented in the text: primacy effect, recency effect, central traits, implicit personality theories, projection, and stereotyping.

Diff: 2 Type: ES Page Ref: 88

Skill: Recall

Objective: 3.3 Describe the main biases in person perception.

3.4

1) Driving home from an auto repair shop, you find that the repair you just paid for wasn't done properly. Which of the following would increase your tendency to blame the mechanic's error on dispositional factors?

A) You have never had a car repair done right the first time by any mechanic.

B) When you picked up the car, the shop manager said that the mechanic had gone home early because he was injured on the job.

C) This mechanic has done poor repairs on your car twice before.

D) Several friends told you that this mechanic was excellent.

E) You had authorized the mechanic to use reconditioned parts instead of new ones.

Answer: C

Diff: 3 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

2) "Geraldo acts differently from everyone else." The speaker in the statement is invoking a _____ cue.

A) consistency

B) recency

C) distinctiveness

D) consensus

E) situational

Answer: D

Diff: 2 Type: MC Page Ref: 92

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

3) Which is a potential example of the fundamental attribution error?

- A) John explained his failure to land the big account by saying that the competing firm had a better product.
- B) Nancy explained her department's success by describing her boss as brilliant.
- C) Tom realized that most of his crew failed to get to work because of the big snowstorm.
- D) Rodney defended his boss's embezzlement by pointing out that he was under severe marital stress at the time of the incident.
- E) Susan acknowledged that her company's sales growth was largely due to the booming economy.

Answer: B

Diff: 3 Type: MC Page Ref: 93

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

4) "Kevin acts the same as everyone else." The speaker here is invoking a _____ cue.

- A) recency
- B) distinctiveness
- C) consensus
- D) consistency
- E) stereotype

Answer: C

Diff: 2 Type: MC Page Ref: 92

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

5) We may rely on dispositional explanations when making judgments about the behaviour of other people because

- A) we are making excuses for our own behaviour.
- B) we have a tendency to give others the benefit of the doubt when they offend us.
- C) we don't appreciate how their behaviour can vary in other situations.
- D) we realize that circumstances beyond their control can cause them to act the way they do.
- E) we have a tendency to project our own thoughts and feelings on others.

Answer: C

Diff: 3 Type: MC Page Ref: 93

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

6) When we explain a behaviour by referring to some internal personality characteristic, we are NOT offering

- A) an inference about the cause of the behaviour.
- B) an attribution.
- C) a dispositional explanation.
- D) a situational explanation.
- E) a rational explanation.

Answer: D

Diff: 3 Type: MC Page Ref: 91

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

7) Bob resigns from a job that most of his friends consider to be a very good job. Which of the following is a dispositional attribution of the reason for Bob's resignation?

- A) Bob found a super job somewhere else.
- B) Bob is irresponsible and doesn't know a good thing when he sees it.
- C) Bob was forced to move to another city where medical care for his ill daughter is available.
- D) The job that he resigned from was actually very bad.
- E) The job that he resigned from was scheduled to be eliminated in an upcoming restructuring.

Answer: B

Diff: 2 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

8) The actor-observer effect suggests that

- A) actors and observers tend to view the actor's behaviour in an identical way.
- B) actors tend to make dispositional attributions about their own behaviour.
- C) actors and observers tend to view the actor's behaviour in a different way.
- D) observers tend to make situational attributions about the actor's behaviour.
- E) actors tend to take credit for successful outcomes and blame failures on observers.

Answer: C

Diff: 2 Type: MC Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

9) On a construction site, Ray drops a wrench and it almost hits Cecil on the head. If Cecil develops a situational (as opposed to dispositional) explanation of Ray's behaviour he might assume that

- A) he was the target of a murder attempt.
- B) the wrench was oily and it slipped.
- C) Ray is stupid.
- D) Ray is a careless person.
- E) Ray has a poor aim.

Answer: B

Diff: 1 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

10) A reporter covering a price fixing trial felt that the alleged price fixer was a crook. The alleged price fixer testified that his boss pressured him to engage in illegal activities. The alleged price fixer felt that the reporter's stories about the trial were the product of a vindictive and nasty mind. The price fixer explained his own behaviour _____ and that of the reporter _____.

- A) situationally; situationally
- B) dispositionally, dispositionally
- C) situationally; dispositionally
- D) dispositionally; situationally
- E) desperately, consistently

Answer: C

Diff: 3 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

11) The self-serving bias

- A) may involve providing excuses for one's own behaviour.
- B) suggests that we will provide dispositional reasons for our failures.
- C) suggests that we will provide situational reasons for our successes.
- D) may lead one to provide phony compliments when things go well for others.
- E) may lead one to attribute their own thoughts and feelings to others.

Answer: A

Diff: 3 Type: MC Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

12) Samantha engages in a low consensus behaviour. What other combination of cues will ensure that an observer makes a dispositional attribution about the behaviour?

- A) The behaviour is also low in distinctiveness and low in consistency.
- B) The behaviour is also low in distinctiveness and high in consistency.
- C) The behaviour is also high in distinctiveness and low in consistency.
- D) The behaviour is also high in distinctiveness and high in consistency.
- E) The behaviour is also low in distinctiveness and high in contrast.

Answer: B

Diff: 3 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

13) "Karen acts differently from everyone else, but Byron acts the same as everyone else." The speaker here is invoking a _____ cue to describe Karen's behaviour and a _____ cue to describe Byron's behaviour.

- A) distinctiveness; consensus
- B) distinctiveness; consistency
- C) consensus; consistency
- D) consensus; consensus
- E) consistency; consistency

Answer: D

Diff: 3 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

14) Which is a potential example of the fundamental attribution error?

- A) Shawn thought that her secretary was the kindest person she had ever met.
- B) Rich figured that the team was late because of congested air traffic over Atlanta.
- C) Pam explained that late report by noting that she wasn't familiar with the new software.
- D) Cleo mistook the female vice-president for a secretary.
- E) Joe attributed the car accident to slippery pavement.

Answer: A

Diff: 2 Type: MC Page Ref: 93

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

15) "He does it everywhere, he does it all the time, and no one else does it." Which cue combination is the speaker invoking?

- A) High consensus, high consistency, high distinctiveness
- B) Low consensus, high consistency, low distinctiveness
- C) Low consensus, low consistency, high distinctiveness
- D) High consensus, low consistency, low distinctiveness
- E) Low consensus, low consistency, low distinctiveness

Answer: B

Diff: 3 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

16) "He does it everywhere, he does it all the time, and no one else does it." Which attribution is the speaker likely to make?

- A) Dispositional
- B) Situational
- C) Self-serving
- D) Temporary situation
- E) Actor-observer effect

Answer: A

Diff: 2 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

17) Gloria is absent a lot, her co-workers are seldom absent, and she was absent a lot in her previous job. What kind of attribution is her manager likely to make?

- A) Disposition
- B) Situation
- C) Temporary situation
- D) Temporary disposition
- E) It depends on other factors.

Answer: A

Diff: 1 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

18) Orli is absent a lot, her co-workers are also absent a lot, but she was almost never absent in her previous job. What kind of attribution is her manager likely to make?

- A) Disposition
- B) Situation
- C) Temporary situation
- D) Temporary disposition
- E) It depends on other factors.

Answer: B

Diff: 1 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

19) Taylor is seldom absent, her co-workers are seldom absent, and she was seldom absent in her previous job. What kind of attribution is her manager likely to make?

- A) Disposition
- B) Situation
- C) Temporary situation
- D) Temporary disposition
- E) It depends on other factors.

Answer: C

Diff: 1 Type: MC Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

20) The fact that people will explain the very same behaviour differently on the basis of events that happened after the behaviour occurred is suggested by

- A) the fundamental attribution error.
- B) the actor-observer effect.
- C) the self-serving bias.
- D) perceptual defence.
- E) contrast effects.

Answer: C

Diff: 2 Type: MC Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

21) After writing an exam, Yani told everybody that he studied really hard and spent a great deal of time preparing for the exam. However, when the exam grades were posted the following week, Yani did not talk about how he studied but instead told everybody that the exam was not fair and was poorly graded. What is this an example of?

- A) The fundamental attribution error
- B) The actor-observer effect
- C) The self-serving bias
- D) Perceptual defence
- E) Contrast effects

Answer: C

Diff: 2 Type: MC Page Ref: 94

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

22) The tendency for actors to attribute their behaviour to situational factors can be overcome by

- A) the fundamental attribution error.
- B) the actor-observer effect.
- C) the self-serving bias.
- D) perceptual defence.
- E) contrast effects.

Answer: C

Diff: 2 Type: MC Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

23) After writing an exam, Yani told everybody that he did not study very hard and spent the weekend partying and playing video games. However, when the exam grades were posted the following week, Yani told everybody that he never studied so hard for an exam in his life and he described himself as brilliant. What is this an example of?

- A) The fundamental attribution error
- B) The actor-observer effect
- C) The self-serving bias
- D) Perceptual defence
- E) Contrast effects

Answer: C

Diff: 2 Type: MC Page Ref: 94

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

24) Other things equal, high consensus behaviour on the part of an employee will lead a manager to make a dispositional attribution about the behaviour.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 92

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

25) Rita inaccurately attributed Tommy's failure to show up at work to car problems. This is a potential example of the fundamental attribution error.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 93

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

26) Wes inaccurately attributed Nina's failure to show up at work to her poor work ethic. This is a potential example of the fundamental attribution error.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 93

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

27) "Laurie acts just like her coworker." In attribution theory terms, this statement invokes a "low distinctiveness" cue.

Answer: FALSE

Diff: 3 Type: TF Page Ref: 92

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

28) If I make a situational attribution about your behaviour, I am more likely to reward you or punish you than if I make a dispositional attribution.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

29) The actor-observer effect refers to the remarkable similarity in the attributions that the actor and an observer make about the actor's behaviour.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

30) If I make a dispositional attribution about your behaviour, I am more likely to reward you or punish you than if I make a situational attribution.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 91

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

31) In attributional terms, highly consistent behaviours are those that most people engage in.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 91

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

32) The fundamental attribution error occurs when we blame others for our failures and take credit for our successes.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 93

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

33) People tend to overemphasize the role that disposition plays in causing the behaviour of others.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 93

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

34) The actor-observer effect suggests that actors and observers will view an actor's behaviour differently.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

35) Tom attributes Lou's behaviour to immorality. This is a situational attribution.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 91

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

36) The self-serving bias can overcome the tendency for actors to attribute their behaviour to situational factors.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

37) According to the actor-observer effect, people will explain the very same behaviour differently on the basis of events that happened after the behaviour occurred.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

38) The tendency for observers to exaggerate the role of dispositional factors in explaining behaviour is called the _____.

Answer: fundamental attribution error

Diff: 1 Type: SA Page Ref: 93

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

39) "Roberto acts differently from everyone else at work." In attribution theory terms, the speaker has invoked a(n) _____ cue.

Answer: consensus or low consensus

Diff: 2 Type: SA Page Ref: 92

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

40) "Heathcliffe only acts pretentious at work. Everywhere else he's down to earth." In attribution theory terms, the speaker has invoked a(n) _____ cue.

Answer: distinctiveness

Diff: 3 Type: SA Page Ref: 92

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

41) _____ is the process of assigning causes to behaviour.

Answer: Attribution

Diff: 1 Type: SA Page Ref: 91

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

42) The tendency to take credit for successes and deny responsibility for failures is called the _____.

Answer: self-serving bias

Diff: 1 Type: SA Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

43) A(n) _____ attribution is most likely to be made when consistency is high and consensus and distinctiveness are low.

Answer: dispositional

Diff: 3 Type: SA Page Ref: 91

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

44) A(n) _____ attribution is most likely to occur when distinctiveness, consistency, and consensus are all high.

Answer: situational

Diff: 3 Type: SA Page Ref: 91

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

45) Jack has just failed his midterm and he is blaming the professor for making the exam too long and for being a hard marker. This is a good example of the _____.

Answer: self-serving bias

Diff: 2 Type: SA Page Ref: 94

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

46) _____ bias can overcome the tendency for actors to attribute their behaviour to situational factors.

Answer: Self-serving

Diff: 2 Type: SA Page Ref: 94

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

47) Explain the difference between situational and dispositional attributions.

Answer: Situational attributions are explanations for behaviour based on an actor's external situation or environment. Dispositional attributions are explanations for behaviour based on an actor's personality or intellect.

Diff: 1 Type: ES Page Ref: 91

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

48) Name and briefly define the three main cues which lead to attributions. What combination of these cues will likely lead an observer to make a dispositional attribution? To make a situational attribution?

Answer: The cues are consistency, consensus and distinctiveness. A dispositional attribution is likely to occur when consistency is high, consensus is low, and distinctiveness is low. A situational attribution is likely to occur when consistency, consensus, and distinctiveness are all high.

Diff: 3 Type: ES Page Ref: 92

Skill: Recall

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

49) Professor Schaan has just returned an exam to her organizational behaviour class. Unfortunately, the class average was much lower than usual, and nearly half the students failed. The students complained that the test was much too difficult and was full of tricky and misleading questions. However, Professor Schaan insists that the test was fair and believes that the students simply did not study hard enough. Use your knowledge of attribution errors and perceptual biases to analyze this scenario.

Answer: Professor Schaan may be making a fundamental attribution error by underestimating the situational explanations (e.g., tricky questions) and overestimating the dispositional explanations (e.g., laziness or poor study habits). The students' complaints indicate a self-serving bias by attributing their poor performance to situational factors (e.g., tricky questions) rather than accepting personal responsibility.

Diff: 3 Type: ES Page Ref: 93

Skill: Applied

Objective: 3.4 Describe how people form attributions about the causes of behaviour and various biases in attribution.

3.5

1) The perception that a person might be judged on the basis of stereotype and that their behaviour or performance will confirm the stereotype is known as a

- A) preconception phenomenon.
- B) coloured lens bias.
- C) peer group sifting.
- D) stereotype threat.
- E) monotype bias.

Answer: D

Diff: 2 Type: MC Page Ref: 96

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

2) Common workplace stereotypes include stereotypes based on

- A) age.
- B) gender.
- C) ethnicity.
- D) race.
- E) all of the above.

Answer: E

Diff: 1 Type: MC Page Ref: 96

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

3) Workforce diversity can be defined in terms of which characteristics?

- A) Age
- B) Gender
- C) Religion
- D) Ethnicity
- E) All of the above

Answer: E

Diff: 1 Type: MC Page Ref: 96

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

- 4) Gender stereotypes are least likely to have a negative impact on women
- A) when their performance is being evaluated by their boss.
 - B) when they are applying for a job.
 - C) when they are seeking a promotion.
 - D) when a rater or evaluator has little information about their qualifications.
 - E) when they ask to attend a professional development conference.

Answer: A

Diff: 3 Type: MC Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

- 5) Encouraging teamwork between minority and majority members should
- A) reduce workplace stereotypes by requiring different individuals to work with people different than themselves.
 - B) increase workplace stereotypes by requiring different individuals to work with people different than themselves.
 - C) maintain workplace stereotypes by requiring different individuals to work with people different than themselves.
 - D) have no effect on workplace stereotypes.
 - E) result in increased employee turnover.

Answer: A

Diff: 1 Type: MC Page Ref: 104

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

- 6) Women have made the most significant progress moving into senior management and executive positions in the
- A) paper and forest products industry.
 - B) financial services industry.
 - C) steel production industry.
 - D) motor vehicles industry.
 - E) general manufacturing.

Answer: B

Diff: 2 Type: MC Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

7) What organization has been recognized for its efforts in attracting and hiring older workers?

- A) Shell Canada Ltd.
- B) Federal Express Canada Ltd.
- C) Walmart Canada
- D) Boeing Canada
- E) American Express

Answer: C

Diff: 3 Type: MC Page Ref: 102

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

8) Which of the following has been found to be associated with business-unit performance?

- A) Diversity president
- B) Diversity culture
- C) Diversity team
- D) Diversity climate
- E) Diversity policy

Answer: D

Diff: 2 Type: MC Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

9) If there is a single concept that serves as a barrier to valuing diversity, it is

- A) discrimination.
- B) the stereotype.
- C) stereotype threat.
- D) the halo effect.
- E) similar-to-me effect.

Answer: B

Diff: 1 Type: MC Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

10) Retail stores have higher customer satisfaction and productivity when their employees represent the ethnicity of their

- A) community.
- B) country.
- C) customers.
- D) city.
- E) all of the above

Answer: C

Diff: 1 Type: MC Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

11) _____ are rated more favourably than _____ for male-dominated jobs, especially by _____ raters.

- A) Men; women; female
- B) Women; men; male
- C) Women; men; female
- D) Men; women; male
- E) Managers; employees; male

Answer: D

Diff: 3 Type: MC Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

12) Which of the following is most accurate?

- A) Women with MBAs earn the same as men in their first year of work.
- B) Women with MBAs earn less than men in their first year of work.
- C) Women with MBAs earn more than men in their first year of work.
- D) Women with MBAs earn the same as women without MBAs in their first year of work.
- E) Women with MBAs earn the same as men with MBAs in their first year of work.

Answer: B

Diff: 3 Type: MC Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

13) Which of the following is least accurate?

- A) Women with MBAs start in more junior positions than men.
- B) Women with MBAs earn less than men in their first year of work.
- C) Women with MBAs are offered fewer international assignments than men.
- D) Women with MBAs are less likely to receive technical job assignments than men.
- E) Women with MBAs are less likely to receive job rotation assignments than men.

Answer: D

Diff: 2 Type: MC Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

14) The detrimental effects of gender stereotypes are reduced or removed when

- A) decision makers have experience and training.
- B) decision makers are held accountable for their decision.
- C) decision makers have job-related information about the qualifications of women.
- D) decision makers have an accurate picture of the job.
- E) all of the above

Answer: E

Diff: 1 Type: MC Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

15) The detrimental effects of gender stereotypes are NOT likely to be reduced or removed when

- A) decision makers have experience and training.
- B) decision makers are held accountable for their decision.
- C) decision makers have job-related information about the qualifications of women.
- D) the decision maker is a woman.
- E) decision makers have an accurate picture of the job.

Answer: D

Diff: 1 Type: MC Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

16) A review of male and female performance reviews found that women are more likely to

- A) receive positive comments about their personality.
- B) receive positive comments about their appearance.
- C) receive negative comments about their personality.
- D) receive negative comments about their appearance.
- E) receive negative comments about their personality and positive comments about their appearance.

Answer: C

Diff: 2 Type: MC Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

17) A review of male and female performance reviews found that

- A) men receive positive comments about their personality.
- B) men receive negative comments about their personality.
- C) women receive positive comments about their personality.
- D) women receive negative comments about their personality.
- E) women receive positive comments about their appearance.

Answer: D

Diff: 2 Type: MC Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

18) Canada's financial services sector ranks third in the world in terms of the percentage of _____ in executive positions.

- A) visible minorities
- B) women
- C) older employees
- D) LGBT employees
- E) immigrants

Answer: B

Diff: 1 Type: MC Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

19) A recent survey found that 71.5 percent of small-and medium-sized organizations across Canada said that they

- A) were likely to fill a job opening with someone older than 65.
- B) were likely to fill a job opening with someone younger than 65.
- C) were not likely to fill a job opening with someone older than 65.
- D) were not likely to consider age when filling a job opening.
- E) were not likely to fill a job opening with someone older than 55.

Answer: C

Diff: 2 Type: MC Page Ref: 102

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

20) In 2014, what CEO became the first CEO of a fortune 500 company to publicly announce that he was gay?

- A) Bill Gates
- B) Tim Cook
- C) Steve Jobs
- D) Tom Jones
- E) Mark Zuckerberg

Answer: B

Diff: 3 Type: MC Page Ref: 103

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

21) In 2014, what company CEO became the first CEO of a fortune 500 company to publicly announce that he was gay?

- A) Microsoft
- B) Google
- C) Apple
- D) Yahoo
- E) Facebook

Answer: C

Diff: 3 Type: MC Page Ref: 103

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

22) Which of the following is most accurate?

- A) LGBT women report a less friendly workplace and more hurdles than LGBT men.
- B) LGBT women report a more friendly workplace and more hurdles than LGBT men.
- C) LGBT women report a less friendly workplace and less hurdles than LGBT men.
- D) LGBT men report a less friendly workplace and more hurdles than LGBT women.
- E) LGBT women report just as less friendly a workplace and similar hurdles as LGBT men.

Answer: A

Diff: 3 Type: MC Page Ref: 103

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

23) Workplace stereotypes are not harmful in any way.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 96

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

24) Gender stereotypes have less negative effects when an observer has accurate knowledge about the woman in question.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

25) Male managers today hold the same dysfunctional stereotypes about women and management that they held in the early 1970s.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

26) Recent research indicates that both men and women of varying age, education, and work experience still describe a good manager as possessing predominantly masculine characteristics.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

27) Discrimination on the basis of age is experienced by people as young as 40 to 45.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 102

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

28) Women have made the most significant progress moving into senior management and executive positions in the paper and forest products industry.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

29) People who threaten to stereotype others are issuing a stereotype threat.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 96

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

30) Gender stereotypes tend to favour women when they are being considered for "women's" jobs.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

31) People tend to perceive leaders as similar to men and women.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

32) Age is not related to task performance, but it is related to creativity.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

33) When women are successful in traditional male jobs, they are more liked.

Answer: FALSE

Diff: 3 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

34) Male managers today hold the same dysfunctional stereotypes about women and management that they held in the early 1970s.

Answer: TRUE

Diff: 3 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

35) If there is a single concept that serves as a barrier to valuing diversity, it is the stereotype.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

36) A diversity climate has been found to be associated with business-unit performance.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

37) People perceive leaders as possessing both, and in equal measure, masculine and feminine characteristics.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

38) Retail stores can improve customer satisfaction and productivity if their employees represent the ethnicity of their customers.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 95

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

39) Women with MBAs earn the same as men in their first year of work.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 100

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

40) The detrimental effects of gender stereotypes can be reduced or removed when decision makers are held accountable for their decisions.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 100

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

41) It is not possible to remove the detrimental effects of gender stereotypes.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 100

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

42) Women are more likely to receive negative comments about their personality in performance reviews.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 100

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

43) Women are more likely to receive negative comments about their appearance in performance reviews.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 100

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

44) Canada's financial services sector ranks first in the world in terms of the percentage of women in executive positions.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 101

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

45) Most small and medium-sized organizations across Canada are not likely to fill a job opening with someone older than 65 now or in the future.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 102

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

46) LGBT women report a more friendly workplace and less hurdles than LGBT men.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 103

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

47) _____ is characterized by individual differences such as race, age, physical ability, and sexual orientation.

Answer: Workforce diversity

Diff: 1 Type: SA Page Ref: 94

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

48) The perception that a person might be judged on the basis of stereotype and that their behaviour or performance may be hindered by it is known as a _____.

Answer: stereotype threat

Diff: 2 Type: SA Page Ref: 90

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

49) Men and women of varying age, education, and work experience describe a good manager as possessing predominantly _____ characteristics.

Answer: masculine

Diff: 2 Type: SA Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

50) Women have made the most significant progress moving into senior management and executive positions in the _____ industry.

Answer: financial services

Diff: 2 Type: SA Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

51) Awareness training should be accompanied by _____ that is relevant to the particular needs of the organization.

Answer: skills training

Diff: 3 Type: SA Page Ref: 105

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

52) Age is not related to task performance or _____.

Answer: creativity

Diff: 3 Type: SA Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

53) A diversity _____ has been found to be associated with business-unit performance.

Answer: climate

Diff: 2 Type: SA Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

54) If there is a single concept that serves as a barrier to valuing diversity, it is the _____.

Answer: stereotype

Diff: 2 Type: SA Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

55) _____ is not related to task performance or creativity.

Answer: Age

Diff: 2 Type: SA Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

56) Retail stores have higher customer satisfaction and productivity when their employees represent the _____ of their customers.

Answer: ethnicity

Diff: 2 Type: SA Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

57) Even women with _____ earn less than men in their first year of work.

Answer: MBAs

Diff: 2 Type: SA Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

58) Canada's financial services sector ranks third in the world in terms of the percentage of women in _____ positions.

Answer: executive

Diff: 2 Type: SA Page Ref: 101

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

59) Women are more likely to receive negative comments about their in performance _____ reviews.

Answer: personality

Diff: 2 Type: SA Page Ref: 100

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

60) _____ CEO Tim Cook became the first CEO of a Fortune 500 company to publicly announce that he was gay.

Answer: Apple

Diff: 1 Type: SA Page Ref: 103

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

61) LGBT women report a less _____ workplace and more hurdles than LGBT men.

Answer: friendly

Diff: 2 Type: SA Page Ref: 103

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

62) What are some of the competitive advantages available to organizations which value and manage a diverse workforce?

Answer: Six advantages or "arguments" are presented in Exhibit 3.5 (page 96) in the text: lower integration costs, improved recruitment and marketing capabilities, higher levels of creativity, enhanced problem-solving abilities, and greater system flexibility to react to environmental changes.

Diff: 2 Type: ES Page Ref: 96

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

63) Describe the nature of gender and age stereotypes and the impact they have on human resource decisions.

Answer: The nature of gender stereotypes is such that successful managers are perceived as having traits and qualities that are generally ascribed to men and do not correspond to stereotypes of women. As for age stereotypes, older workers are perceived as having less capacity for performance. They are viewed as less productive, creative, logical, and less capable of performing under pressure compared to younger workers. They are also viewed as having less potential for development. Gender and age stereotypes have a detrimental effect on the hiring, promotion, and skills development of women and older workers.

Diff: 2 Type: ES Page Ref: 98

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

64) What is a stereotype threat? Give an example and discuss its implications for individuals and organizations.

Answer: A stereotype threat occurs when members of a social group such as visible minorities or women feel they might be judged or treated according to a stereotype and that their behaviour and/or performance will confirm the stereotype. The activation of a stereotype threat in a testing situation has been found to result in lower cognitive ability and math test scores of minorities and women. This means that individuals might not do well on selection tests and as a result will not be hired. Organizations might be losing good employees who perform poorly on selection tests because of a stereotype threat.

Diff: 3 Type: ES Page Ref: 96

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

65) The ACME Insurance Company has tried to achieve a diverse workforce, but they have had difficulty changing a workforce that has historically not been all that diverse. If you were hired as the new manager of human resources, what actions would you take to achieve and manage a diverse workforce?

Answer: Select enough minority members to get them beyond token status; encourage teamwork that brings minority and majority members together; ensure those making career decisions about employees have accurate information about them; and train people to be aware of stereotypes.

Additional answers can be found in Exhibit 3.8 (page 104).

Diff: 2 Type: ES Page Ref: 104

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

66) Some have argued that organizations should value diversity, not just tolerate it or try to blend everyone into a narrow mainstream. What is the basis for this argument?

Answer: A critical motive is the basic fairness of valuing diversity. In addition, there is increasing awareness that diversity and its proper management can yield strategic and competitive advantages such as improved problem solving and creativity when diverse perspectives are brought to bear on an organizational problem as well as improved recruiting and marketing. More organizations are adopting diversity as part of their corporate strategy to improve their competitiveness in global markets. Furthermore, a diversity climate has been found to be associated with business-unit performance, and organizations with gender-diverse teams have superior financial performance.

Diff: 2 Type: ES Page Ref: 95

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

67) After a review of its hiring and promotion decisions, the You Don't Pay Unless We Win law firm determined that women in the firm suffer from a stereotype that is detrimental to their hiring, development, promotion, and salaries. What is the nature of this stereotype and what can the firm do to reduce or remove the detrimental effects of it?

Answer: Gender stereotypes suggest that successful managers are seen as more similar to men in qualities such as leadership ability, competitiveness, self-confidence, ambitiousness, and objectivity. Stereotypes of successful middle managers do not correspond to stereotypes of women. People perceive leaders as similar to men but not very similar to women. The detrimental effects of gender stereotypes can be reduced or removed when decision makers have increased experience and training, are held accountable for their decisions, and have good job-related information about the qualifications, competence, and performance of particular women, and an accurate picture of the job that they are applying for or seeking promotion into.

Diff: 2 Type: ES Page Ref: 100

Skill: Applied

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

68) What is the nature of LGBT stereotypes and what effect do they have on LGBT employees?

What can organizations do to make their workplaces more inclusive for LGBT employees and how will this affect LGBT employees?

Answer: The results of several surveys found that misperceptions and stereotypes lead to discriminatory behaviours towards LGBT employees, such as homophobia, inappropriate humour, exclusion from networks inside and outside of the organization, social exclusion, ridicule, and a lack of role models. LGBT employees who do not feel safe to come out at work are less productive, more likely to suffer from depression and stress, and more likely to quit. They have greater feelings of being stalled in their careers, and dissatisfaction with their rate of promotion and advancement. They are less likely to trust their employers, and more likely to leave within three years compared to those who have come out at work. Organizations can make their workplaces more inclusive for LGBT employees by creating LGBT resource groups and employee groups for LGBT employees. LGBT-inclusive workplaces can increase employee engagement because they allow employees to be authentic and spend less time self-editing, which can also increase loyalty and reduce turnover. When organizations implement programs to create LGBT-inclusive workplaces, they improve LGBT employee relationships with co-workers, increase perceptions of fairness, and increase organizational commitment and career satisfaction, which can lead to increased productivity. See Exhibit 3.7 for more examples of how to make a workplace LGBT-inclusive.

Diff: 3 Type: ES Page Ref: 103

Skill: Recall

Objective: 3.5 Discuss the concepts of workforce diversity and valuing diversity and how racial, ethnic, religious, gender, age, and LGBT stereotypes affect organizational behaviour, and what organizations can do to manage diversity.

3.6

1) Trust perceptions towards management are based on perceptions of

- A) ability, benevolence, and support.
- B) ability, honesty, and support.
- C) ability, fairness, and support.
- D) benevolence, integrity, and support.
- E) ability, benevolence, and integrity.

Answer: E

Diff: 2 Type: MC Page Ref: 105

Skill: Recall

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

2) Which one of the following is NOT associated with building trust?

- A) credibility
- B) respect
- C) fairness
- D) pride
- E) support

Answer: E

Diff: 2 Type: MC Page Ref: 107

Skill: Applied

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

3) Which of the following factors contribute to perceived organizational support?

- A) Supervisor support, job security, recognition, and job conditions
- B) Fairness, rewards, pay, and job security
- C) Fairness, rewards, pay, and job conditions
- D) Supervisor support, fairness, rewards, and job conditions
- E) Supervisor support, fairness, rewards, and opportunities for advancement

Answer: D

Diff: 2 Type: MC Page Ref: 108

Skill: Recall

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

4) What is considered to be a critical factor when judging the best workplaces in Canada?

- A) Organizational support
- B) Supervisor support
- C) Diversity
- D) Trust
- E) Fairness

Answer: D

Diff: 2 Type: MC Page Ref: 107

Skill: Recall

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

5) ACME Insurance Company wants to improve employee perceptions of organizational support. They hired a new director of human resources to implement supportive human resource practices. What practices are likely to be most effective for developing more positive perceptions of organizational support?

- A) Participation in decision making and opportunities for advancement
- B) Participation in decision making and opportunities for training
- C) A fair reward and recognition system and better compensation
- D) Participation in decision making and opportunities for growth and development
- E) A fair reward and recognition system, and opportunities for advancement

Answer: D

Diff: 3 Type: MC Page Ref: 108

Skill: Applied

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

6) If an organization wants to improve perceptions of organizational support, they should make sure that employee compensation is above the industry average.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 108

Skill: Applied

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

7) If an organization wants to improve perceptions of organizational support, they should make sure that employees have opportunities for growth and development.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 108

Skill: Applied

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

8) Trust perceptions towards management are based on perceptions of ability, benevolence, and _____.

Answer: integrity

Diff: 2 Type: SA Page Ref: 105

Skill: Recall

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

9) _____ refers to employees' general belief that their organization values their contribution and cares about their well-being.

Answer: Perceived organizational support

Diff: 2 Type: SA Page Ref: 107

Skill: Recall

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

10) Define perceived organizational support and describe organizational support theory?

Answer: Perceived organizational support refers to employees' general belief that their

organization values their contribution and cares about their well-being. According to organizational support theory, employees who have strong perceptions of organizational support feel an obligation to care about the organization's welfare and to help the organization achieve its objectives.

Diff: 2 Type: ES Page Ref: 107

Skill: Recall

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

11) What factors contribute to perceived organizational support and what can organizations do to develop strong perceptions of organizational support?

Answer: The factors that contribute to POS are supervisor support, fairness, organizational rewards, and job conditions. Supportive human resource practices such as participation in decision making, opportunities for growth and development, and a fair reward and recognition system contribute to the development of POS.

Diff: 2 Type: ES Page Ref: 107

Skill: Recall

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

12) Define the meaning of trust and describe what managers can do to improve employees' trust perceptions towards management.

Answer: Trust refers to a psychological state in which one has a willingness to be vulnerable and to take risks with respect to the actions of another party. If managers want to improve employees' trust perceptions, they need to improve employees' perceptions with respect to 1) management's competence and skills (ability perceptions); 2) management's caring and concern for employees' interests and willingness to do good for employees (benevolence); and 3) adhere to and behave according to a set of values and principles that employees find acceptable (integrity). According to the trust model, managers can improve employees' trust perceptions by practicing credibility, respect, and fairness, and by encouraging pride and camaraderie among employees.

Diff: 2 Type: ES Page Ref: 105

Skill: Applied

Objective: 3.6 Define trust perceptions and perceived organizational support and describe organizational support theory.

3.7

1) "I don't really like you very much, and this causes me to overlook a number of your good qualities." This is an example of

- A) implicit personality theory.
- B) harshness.
- C) stereotyping.
- D) the halo effect.
- E) central tendency.

Answer: D

Diff: 2 Type: MC Page Ref: 112

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

2) The contrast effect means that the perceiver

- A) exaggerates differences among target people.
- B) favours target people who are different from herself.
- C) compares target people with her own qualities.
- D) rejects target people who are different from herself.
- E) will generalize about people in a given social category and ignore variations among them.

Answer: A

Diff: 1 Type: MC Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

3) The professor who gives all C's to his class is committing

- A) halo.
- B) central tendency.
- C) self-serving bias.
- D) central trait bias.
- E) harshness.

Answer: B

Diff: 2 Type: MC Page Ref: 111

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

4) Research shows that the employment interview

- A) is free of perceptual biases.
- B) is a totally invalid selection technique.
- C) is most effective when the interviewer does not ask personal questions.
- D) overweights positive information.
- E) is most valid when the interviewer conducts it in an unstructured format.

Answer: C

Diff: 2 Type: MC Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

5) When we invoke _____, we tend not to perceive different qualities within people.

- A) the primacy effect

- B) projection
- C) the recency effect
- D) the halo effect
- E) consensus cues

Answer: D

Diff: 1 Type: MC Page Ref: 112

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

- 6) Employment interviewers tend to
- A) have an easy perceptual task.
 - B) underweight positive information about the applicant.
 - C) underweight negative information about the applicant.
 - D) predict applicant success better with an unstructured interview than with a guided interview.
 - E) avoid making comparisons between the current candidate and those previously interviewed.

Answer: B

Diff: 2 Type: MC Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

- 7) Subjective performance measures are called "subjective" because
- A) all performance measures are subjective.
 - B) they are a product of the perceptions of an observer.
 - C) it is impossible to measure performance objectively.
 - D) bosses and employees frequently disagree on the ratings.
 - E) they focus attention directly on the interview subject.

Answer: B

Diff: 2 Type: MC Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

8) The Devious Employment Agency uses a trick to get companies to hire its candidates. If it only has a marginal candidate, it sends over two real duds before sending over this marginal person. Which perceptual reaction is the Devious manager relying on to get the marginal candidate hired?

- A) Contrast effect
- B) Halo effect
- C) Leniency
- D) Central trait
- E) Actor-observer effect

Answer: A

Diff: 2 Type: MC Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

- 9) Ellen is an employment interviewer. One day she interviews three job applicants and rates the third applicant very negatively. If the contrast effect is responsible for this negative rating, we can be sure that the first two applicants were
- A) perceived as totally unqualified for the job.

- B) seen by Ellen to be very different from herself.
- C) seen by Ellen to be very similar to herself.
- D) perceived as well qualified for the job.
- E) given unstructured interviews.

Answer: D

Diff: 2 Type: MC Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

10) A manager is completing performance evaluations of his employees. Unwittingly, he allows his perceptions of their attendance to colour his ratings of many specific characteristics, including their quality and quantity of work. Thus, those with poor attendance invariably get poor ratings. What's happened?

- A) Knowledge-of-predictor bias
- B) Harshness
- C) Halo effect
- D) Contrast effects
- E) Similar-to-me effect

Answer: C

Diff: 3 Type: MC Page Ref: 112

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

11) Joan was poorly treated in an employment interview and perceived the organization as lacking respect for its employees. What is this an example of?

- A) Contrast effects
- B) Halo effect
- C) Signalling theory
- D) Social identity theory
- E) Fundamental attribution error

Answer: C

Diff: 2 Type: MC Page Ref: 109

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

12) Among various selection procedures, which ones are perceived most favourably?

- A) Employment interviews and personality tests
- B) Personality tests and honesty tests
- C) Employment interviews and work samples
- D) Personality tests and work samples
- E) Work samples and honesty tests

Answer: C

Diff: 3 Type: MC Page Ref: 109

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

13) Interviews are more likely to be structured when

- A) the interviewer has a great deal of experience interviewing.
- B) the interviewer has worked for the same company for many years.
- C) the interviewer focuses on selection rather than recruitment.
- D) the interviewer focuses on recruitment rather than selection.
- E) the interviewer focuses on recruitment and selection.

Answer: C

Diff: 3 Type: MC Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

14) A training method to improve rating accuracy in performance appraisals is known as

- A) behaviourally anchored training.
- B) rater accuracy training.
- C) frame-of-reference training.
- D) rater error training.
- E) performance evaluation training.

Answer: C

Diff: 2 Type: MC Page Ref: 113

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

15) A rating scale that gives very specific examples of good, average, and poor performance is known as a

- A) behaviourally specific rating scale.
- B) behaviourally diverse rating scale.
- C) behaviourally based rating scale.
- D) behaviourally anchored rating scale.
- E) behaviourally oriented rating scale.

Answer: D

Diff: 2 Type: MC Page Ref: 113

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

16) What does a morning bias refer to?

- A) Employees who work on morning shifts receive higher job performance ratings.
- B) Employees who work on night shifts receive lower job performance ratings.
- C) Employees with late start times receive lower job performance ratings.
- D) Employees receive higher job performance ratings when the ratings are made in the morning.
- E) Employees perform better in the morning than later in the day.

Answer: C

Diff: 2 Type: MC Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

17) A recent study found that employees with late start times receive lower job performance ratings than employees with early start times. What is this called?

- A) shift bias
- B) performance bias
- C) halo effect
- D) similar-to-me effect
- E) morning bias

Answer: E

Diff: 2 Type: MC Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

18) The morning bias occurs because employees with late start times are perceived as

- A) more conscientious.
- B) less conscientious.
- C) more agreeable.
- D) less agreeable.
- E) more extraverted.

Answer: B

Diff: 2 Type: MC Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

19) The contrast effect is the tendency for interviewers to select candidates who are very different from themselves.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

20) Employment interviews that focus on selection are more valid than those that focus on recruitment.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

21) One implication of the halo effect is that we fail to appreciate that a target person could have both strengths and weaknesses.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 112

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

22) According to the text, a performance rater who is unfair and vindictive with regard to employees is engaging in harshness.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

23) When doing her performance evaluations, Rick's boss engaged in central tendency. This means that Rick probably received an average performance rating.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 111

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

24) Company attendance records are an example of a subjective performance measure.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 111

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

25) Employment interviewers tend to underweight positive information about job applicants.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

26) Central tendency is our propensity to organize perceptions of others around certain key traits.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

27) The similar-to-me effect means that we often attribute our own feelings, attitudes, and ideas to others.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 112

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

28) According to the text, a performance rater who overlooks gross errors on the part of employees is engaging in leniency.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

29) Halo effect can cause a person to receive a bad performance evaluation.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 112

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

30) If an interviewer wants to improve the validity of the employment interview, he/she should focus on selection rather than recruitment.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

31) If an interviewer wants to improve the validity of the employment interview, he/she should focus on recruitment and selection.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

32) Among various selection procedures, employment interviews and cognitive ability tests are perceived most favourably.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 109

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

33) According to signalling theory, job applicants interpret performance appraisals as signals of how they will be treated in the organization.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 109

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

34) If you are treated poorly during the recruitment process, you will probably not let it affect your perceptions towards the organization.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 109

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

35) If you are asked to take a selection test that you perceive to be unfair, you will probably form a negative perception of the organization.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 109

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

36) If an organization wants job applicants to form positive perceptions of selection fairness, they should have them take an honesty test.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 109

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

37) Frame-of-reference training is an example of an activity to manage workforce diversity.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 113

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

38) The morning bias refers to employees who give higher performance ratings in the morning than in the afternoon.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

39) Employees with late start times receive lower job performance ratings from their supervisors than employees with early start times.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

40) Although there were considerable performance differences among his employees, Chester rated them all about average. Chester committed the _____ rater error.

Answer: central tendency

Diff: 2 Type: SA Page Ref: 111

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

41) After interviewing three superstars, the perfectly adequate candidate looked weak to Margo. The _____ biased her impression of the adequate candidate.

Answer: contrast effect

Diff: 2 Type: SA Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

42) A performance rater who can't perceive differences within ratees is most likely a victim of _____.

Answer: halo effect

Diff: 3 Type: SA Page Ref: 112

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

43) Because the employee was not creative, Jan tended to rate her unfairly low on all performance categories. Jan has fallen prey to _____.

Answer: halo effect

Diff: 2 Type: SA Page Ref: 112

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

44) The tendency for a rater to give more favourable evaluations to those who he/she finds are similar to him/her in background or attitudes is called the _____.

Answer: similar-to-me effect

Diff: 1 Type: SA Page Ref: 112

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

45) Daniel rates all his employees as superstars. Either they are very good or Daniel has committed _____.

Answer: leniency

Diff: 2 Type: SA Page Ref: 111

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

46) Interviewers have a tendency to give less importance to _____ information about the applicant.

Answer: positive

Diff: 2 Type: SA Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

47) The employment interview tends to be more structured when the interviewer focuses on _____.

Answer: selection

Diff: 2 Type: SA Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

48) If your task is to conduct a structured interview, then you should not focus on _____.

Answer: recruitment

Diff: 2 Type: SA Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

49) A friend of yours has just had an interview and was so impressed with the way she was treated that she is convinced that the organization must be a great place to work. This is a good example of _____.

Answer: signalling theory

Diff: 2 Type: SA Page Ref: 109

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

50) _____ training is a method of training to improve rating accuracy for evaluating performance.

Answer: Frame-of-reference

Diff: 2 Type: SA Page Ref: 113

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

51) The morning bias is due to the negative stereotype of employees with late start times being perceived as less _____.

Answer: conscientious

Diff: 3 Type: SA Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

52) Identify and briefly describe five types of "rater errors" which managers sometimes make in performance appraisals.

Answer: Leniency, harshness, central tendency, halo effect, and similar-to-me effect.

Diff: 2 Type: ES Page Ref: 111

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

53) What is the halo effect? Give examples which illustrate how the halo effect might lead to either a favourable or unfavourable rating.

Answer: The halo effect occurs when the observer allows the rating of an individual on one trait or characteristic to colour the ratings of other traits or characteristics. A manager might rate a worker as punctual, leading her to give a good evaluation on other factors such as productivity and quality of work. The manager may subsequently rate another worker as frequently late, leading to a poor overall evaluation of the employee's productivity and quality of work. In both cases, the issue of punctuality may be irrelevant to the worker's productivity and quality of work; the employee who is frequently late may actually be the more productive employee.

Diff: 2 Type: ES Page Ref: 112

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

54) What factors threaten the validity of the employment interview? What can be done to improve the validity of the employment interview?

Answer: Applicants are motivated to present an especially favourable impression of themselves; interviewers compare applicants to a stereotype of the ideal applicant which is often inaccurate; interviewers have a tendency to exhibit primacy reactions; interviewers have a tendency to give less importance to positive information about the applicant; contrast effects sometimes occur in the interview. The validity of the interview improves when it is structured.

Diff: 2 Type: ES Page Ref: 110

Skill: Recall

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

55) As a new director of human resources, your first major task is to ensure that all employment interviews are structured. You are to meet with all of the staff of human resources to instruct them on how to conduct structured employment interviews. What will you tell them?

Answer: You need to tell them to standardize the evaluation of applicants by using standardized and numeric scoring procedures; to use only job-related behavioural questions and situational questions; to be consistent in questioning applicants by asking the same questions in the same order of every candidate; and not to ask personal questions that are unrelated to the job. You should also tell them to focus on selection rather than recruitment. It is also helpful if interviewers receive formal interview training.

Diff: 3 Type: ES Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

56) The competition for talent has become intense and you need to make sure that every job applicant who applies for a job will stay interested in the job and will want to work for your organization. What can you do to make sure that job applicants have positive perceptions of the recruitment and selection process and of the organization?

Answer: Applicants interpret recruitment experiences as signals about what it is like to work in an organization. Therefore, it is important that applicants are treated well during recruitment and that recruiters are friendly, professional, and respectful. This will increase the likelihood that applicants will form positive perceptions of their recruitment experience and towards the organization. In addition, the selection procedures should be perceived as fair by applicants who will form more positive perceptions of the selection process and the organization when they have more positive perceptions of selection fairness. In terms of various methods of selection, employment interviews and work samples are perceived more favourably than personality tests and honesty tests.

Diff: 3 Type: ES Page Ref: 110

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.

57) What are rater errors and what can organizations do to reduce them and improve the accuracy of performance appraisals?

Answer: Rater errors refer to perceptual tendencies that occur in performance evaluations. Examples described in the text include leniency, harshness, central tendency, halo effect, and similar-to-me effect. They can be minimized through the use of behaviourally anchored rating scales (BARS) and frame-of-reference training (FOR).

Diff: 3 Type: ES Page Ref: 111

Skill: Applied

Objective: 3.7 Discuss person perception and perceptual biases in human resources.