Chapter 01

Organizational Behavior and Your Personal Effectiveness

**True / False Questions**

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| 1. | The reason management skills create a competitive advantage for people and organizations is because they are hard to master.    True    False |

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| 2. | Collecting and analyzing an enormous amount of information is an example of an administrative competency.    True    False |

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| 3. | Understanding the various functions of business is categorized as the conceptual competency of a manager.    True    False |

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| 4. | By and large, managerial work, regardless of the occupation, is more the same than it is different.    True    False |

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| 5. | On average, great management skills get you noticed in organizations and great technical skills get you promoted.    True    False |

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| 6. | Evidence-based management of organizational behavior is widely practiced.    True    False |

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| 7. | Learning how to evaluate and use evidence to make decisions is a key learning challenge in mastering management skills.    True    False |

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| 8. | Big E evidence represents organizational specific data collection efforts to inform a specific decision.    True    False |

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| 9. | Little e evidence refers to generalizable knowledge regarding cause and effect connections derived from scientific methods.    True    False |

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| 10. | Management skills are linked to a more complex knowledge base than other types of skills and are inherently connected to interaction with other people.    True    False |

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| 11. | Most great managers learn to manage themselves only after they first learn to manage others effectively.    True    False |

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| 12. | Great managers are born with the necessary skills and abilities; management cannot actually be "learned."    True    False |

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| 13. | Social learning notions are particularly appropriate for management skills because there is such a big disconnect between knowing and doing.    True    False |

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| 14. | Albert Bandura's social learning theory suggests that most learning is actually done through observation and modeling of the behaviors of others.    True    False |

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| 15. | Albert Bandura outlines four critical components required to learn through observation: attention, recognition, feedback, and motivation.    True    False |

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| 16. | Feedback is essential for developing any kind of skill.    True    False |

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| 17. | When learning through observation, punishment and reinforcement work equally well.    True    False |

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| 18. | A critical aspect of self-set improvement goals is to learn from mistakes.    True    False |

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| 19. | Mistakes are only problems if you repeat them or do not learn from them.    True    False |

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| 20. | "Productive failures" are mistakes that ineffective managers make and that tend to get repeated.    True    False |

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| 21. | Easy goals lead to higher effort than challenging goals.    True    False |

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| 22. | High goals frustrate people, and loose deadlines lead to more rapid work pace than tight deadlines.    True    False |

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| 23. | Positive self-talk and rehearsal are applications of the social learning principle of motivation.    True    False |

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| 24. | Self-awareness is essential to learning and growth in a management role.    True    False |

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| 25. | Ability and personality are two types of important individual differences to consider in management training.    True    False |

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| 26. | Extraversion is a type of cognitive ability.    True    False |

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| 27. | Behavior is solely a function of one's personality.    True    False |

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| 28. | The Big Five Inventory is an example of a commonly used assessment tool for emotional intelligence.    True    False |

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| 29. | The Myers-Briggs Type Indicator measures personal values.    True    False |

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| 30. | For improving managerial behavior, obtaining feedback from more than one source is usually a waste of time.    True    False |

**Multiple Choice Questions**

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| 31. | Which of the following is NOT a managerial reality?      |  |  | | --- | --- | | A. | People problems are far more complex than any other organizational problem. |  |  |  | | --- | --- | | B. | People generally manage the way they have been taught to manage. |  |  |  | | --- | --- | | C. | People join organizations but they leave managers. |  |  |  | | --- | --- | | D. | Managers get rewarded for what their employees do, not for what managers do. |  |  |  | | --- | --- | | E. | Management is the process of getting things done through others. | |

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| 32. | Which of the following is a managerial reality?      |  |  | | --- | --- | | A. | Great managers are born that way; teaching management has limited value. |  |  |  | | --- | --- | | B. | People generally manage the way they have been taught to manage. |  |  |  | | --- | --- | | C. | People join managers but they leave organizations. |  |  |  | | --- | --- | | D. | Managers get rewarded for what they do, not for what their employees do. |  |  |  | | --- | --- | | E. | People problems are far more complex than any other organizational problem. | |

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| 33. | Managing people requires a wide variety of competencies. Which of the following is a conceptual competency?      |  |  | | --- | --- | | A. | Understand basic accounting principles. |  |  |  | | --- | --- | | B. | Be able to train and motivate employees. |  |  |  | | --- | --- | | C. | Use information to diagnose problems. |  |  |  | | --- | --- | | D. | Be aware of effective marketing strategies. |  |  |  | | --- | --- | | E. | Negotiate conflicts in the workplace. | |

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| 34. | Managing people requires a wide variety of competencies. Which of the following is a technical/administrative competency?      |  |  | | --- | --- | | A. | Examine effectiveness of current practices. |  |  |  | | --- | --- | | B. | Be able to train and motivate employees. |  |  |  | | --- | --- | | C. | Use information to diagnose problems. |  |  |  | | --- | --- | | D. | Be aware of effective marketing strategies. |  |  |  | | --- | --- | | E. | Negotiate conflicts in the workplace. | |

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| 35. | Managing people requires a wide variety of competencies. Which of the following is an interpersonal competency?      |  |  | | --- | --- | | A. | Examine effectiveness of current practices. |  |  |  | | --- | --- | | B. | Understand basic accounting principles. |  |  |  | | --- | --- | | C. | Use information to diagnose problems. |  |  |  | | --- | --- | | D. | Be aware of effective marketing strategies. |  |  |  | | --- | --- | | E. | Negotiate conflicts in the workplace. | |

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| 36. | According to the work of professors Erich Dierdorff, Robert Rubin, and Fredrick Morgeson, which of the following key general work activities is the most critical to a manager's success?      |  |  | | --- | --- | | A. | Managing administrative activities |  |  |  | | --- | --- | | B. | Managing strategy/innovation |  |  |  | | --- | --- | | C. | Managing human capital |  |  |  | | --- | --- | | D. | Managing the task environment |  |  |  | | --- | --- | | E. | Managing tools and technology | |

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| 37. | Which of the following refers to generalizable knowledge regarding cause and effect connections derived from scientific methods?      |  |  | | --- | --- | | A. | Statistical evidence |  |  |  | | --- | --- | | B. | Big E evidence |  |  |  | | --- | --- | | C. | Little s evidence |  |  |  | | --- | --- | | D. | Little e evidence |  |  |  | | --- | --- | | E. | Big S evidence | |

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| 38. | Which of the following represents local or organizational specific data collection efforts to inform a specific decision?      |  |  | | --- | --- | | A. | Little e evidence |  |  |  | | --- | --- | | B. | Statistical evidence |  |  |  | | --- | --- | | C. | Little s evidence |  |  |  | | --- | --- | | D. | Big E evidence |  |  |  | | --- | --- | | E. | Big S evidence | |

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| 39. | Which of the following is true about little e evidence?      |  |  | | --- | --- | | A. | Goal setting has substantial little e evidence support. |  |  |  | | --- | --- | | B. | It represents a systematic form of research. |  |  |  | | --- | --- | | C. | It is often summarized in meta-analyses. |  |  |  | | --- | --- | | D. | Quality improvement processes such as Six Sigma provide little e evidence. |  |  |  | | --- | --- | | E. | It is likely to be the best source for informing practices. | |

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| 40. | Albert Bandura outlines certain critical components required to learn through observation. The first of these components is:      |  |  | | --- | --- | | A. | suspension. |  |  |  | | --- | --- | | B. | attention. |  |  |  | | --- | --- | | C. | retention. |  |  |  | | --- | --- | | D. | reproduction. |  |  |  | | --- | --- | | E. | motivation. | |

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| 41. | A critical point with respect to \_\_\_\_\_\_\_\_\_\_\_\_ is that the saying "practice makes perfect" is only a half-truth.      |  |  | | --- | --- | | A. | suspension |  |  |  | | --- | --- | | B. | attention |  |  |  | | --- | --- | | C. | retention |  |  |  | | --- | --- | | D. | reproduction |  |  |  | | --- | --- | | E. | motivation | |

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| 42. | Which of the following is a behavior-focused strategy to improve self-management?      |  |  | | --- | --- | | A. | Obtain trained observer feedback. |  |  |  | | --- | --- | | B. | Manage performance cues. |  |  |  | | --- | --- | | C. | Encourage spontaneity. |  |  |  | | --- | --- | | D. | Ask managers to set goals. |  |  |  | | --- | --- | | E. | Use team-based rewards. | |

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| 43. | Bram wants to quit smoking. He puts away lighters and ashtrays, drinks less caffeine, and buys air fresheners to get rid of the stale smoky smell in his room. Bram's actions demonstrate which self-management behavior-focused strategy?      |  |  | | --- | --- | | A. | Self-observation |  |  |  | | --- | --- | | B. | Self-set goals |  |  |  | | --- | --- | | C. | Management of cues |  |  |  | | --- | --- | | D. | Rehearsal |  |  |  | | --- | --- | | E. | Self-reward | |

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| 44. | Which of the following behavior-based self-management strategies does the acronym SMART relate to?      |  |  | | --- | --- | | A. | Self-observation |  |  |  | | --- | --- | | B. | Self-set goals |  |  |  | | --- | --- | | C. | Management of cues |  |  |  | | --- | --- | | D. | Positive self-talk and rehearsal |  |  |  | | --- | --- | | E. | Self-reward and punishment | |

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| 45. | As Dion waited to be called in for his job interview, he kept repeating to himself, "I know I'm the best-fit candidate for this job!" What behavior-focused self-management strategy was he practicing?      |  |  | | --- | --- | | A. | Self-observation |  |  |  | | --- | --- | | B. | Self-set goals |  |  |  | | --- | --- | | C. | Management of cues |  |  |  | | --- | --- | | D. | Positive self-talk and rehearsal |  |  |  | | --- | --- | | E. | Self-reward and punishment | |

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| 46. | Your friend Janet wants to take some self-assessment measures to develop her managerial effectiveness. What advice would you give her?      |  |  | | --- | --- | | A. | "Don't take self-assessment measures; they contribute nothing to your success." |  |  |  | | --- | --- | | B. | "Take the free, easy-to-access measures; they are all about the same." |  |  |  | | --- | --- | | C. | "Look for measures that have an established norm base." |  |  |  | | --- | --- | | D. | "Any test more than a year old is neither relevant nor effective." |  |  |  | | --- | --- | | E. | "Understanding and analyzing self-assessment measures is difficult." | |

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| 47. | Which of the following is a good advice to follow when interpreting self-assessment measures?      |  |  | | --- | --- | | A. | Dwell deeply on assessed weaknesses and limitations. |  |  |  | | --- | --- | | B. | Do not get confused by feedback from multiple sources. |  |  |  | | --- | --- | | C. | Use only the latest and relevant self-assessment measures. |  |  |  | | --- | --- | | D. | Realize that some career choices cause behavior outside of preference ranges. |  |  |  | | --- | --- | | E. | Ignore self-assessment results if you really want to enter a certain career. | |

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| 48. | \_\_\_\_\_ is the ability to function effectively in the context of differences.      |  |  | | --- | --- | | A. | Personality focus |  |  |  | | --- | --- | | B. | Cultural intelligence |  |  |  | | --- | --- | | C. | Personal value |  |  |  | | --- | --- | | D. | Career orientation |  |  |  | | --- | --- | | E. | Emotional intelligence | |

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| 49. | The Big Five Inventory is a commonly used assessment tool for assessing the self-awareness dimension of:      |  |  | | --- | --- | | A. | cultural intelligence. |  |  |  | | --- | --- | | B. | personality traits. |  |  |  | | --- | --- | | C. | emotional intelligence. |  |  |  | | --- | --- | | D. | personality preferences. |  |  |  | | --- | --- | | E. | career orientation. | |

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| 50. | The Myers-Briggs Type Indicator is a commonly used assessment tool for assessing the self-awareness dimension of:      |  |  | | --- | --- | | A. | cultural intelligence. |  |  |  | | --- | --- | | B. | personality traits. |  |  |  | | --- | --- | | C. | emotional intelligence. |  |  |  | | --- | --- | | D. | personality preferences. |  |  |  | | --- | --- | | E. | career orientation. | |

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| 51. | Which of the following questions does the Wonderlic Personnel Test help in answering?      |  |  | | --- | --- | | A. | "What types of jobs and industries suit my analytical ability?" |  |  |  | | --- | --- | | B. | "Do I understand and use emotion to make effective decisions?" |  |  |  | | --- | --- | | C. | "Am I aware of important cultural differences?" |  |  |  | | --- | --- | | D. | "What are my dominant personality traits?" |  |  |  | | --- | --- | | E. | "What occupational elements are most important to me?" | |

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| 52. | When interpreting and applying self-assessment measures, remember that:      |  |  | | --- | --- | | A. | having a certain personality trait is more important than what you do with it. |  |  |  | | --- | --- | | B. | working a job outside your preferences requires a much higher level of conscious energy. |  |  |  | | --- | --- | | C. | most published self-assessment measures provide approximately the same information. |  |  |  | | --- | --- | | D. | consistency in self-assessment results indicates a less-defined characteristic. |  |  |  | | --- | --- | | E. | using multisource feedback creates confusion. | |

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| 53. | The main reason young managers do not actively pursue self-awareness is:      |  |  | | --- | --- | | A. | pride. |  |  |  | | --- | --- | | B. | schedules. |  |  |  | | --- | --- | | C. | fear. |  |  |  | | --- | --- | | D. | confusion. |  |  |  | | --- | --- | | E. | ignorance. | |

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| 54. | Which of the following is NOT a good source of feedback on managerial ability and behavior?      |  |  | | --- | --- | | A. | Supervisors |  |  |  | | --- | --- | | B. | Subordinates |  |  |  | | --- | --- | | C. | Friends |  |  |  | | --- | --- | | D. | Customers |  |  |  | | --- | --- | | E. | Co-workers | |

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| 55. | Bernie Sergesteketter and Harry Roberts have devised a tool for self-management called the personal quality checklist. Which of the following steps of this approach is the hardest to do?      |  |  | | --- | --- | | A. | Creating your action plan |  |  |  | | --- | --- | | B. | Tallying your daily defects |  |  |  | | --- | --- | | C. | Reviewing your tallies |  |  |  | | --- | --- | | D. | Drawing up a checklist of standards |  |  |  | | --- | --- | | E. | Reviewing your action plan | |

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| 56. | According to the personal quality checklist approach, which of the following is a "waste reducer" standard?      |  |  | | --- | --- | | A. | Calling parents at least once a week |  |  |  | | --- | --- | | B. | Getting résumé completed |  |  |  | | --- | --- | | C. | Weighing under 200 pounds |  |  |  | | --- | --- | | D. | Exercising at least three times a week |  |  |  | | --- | --- | | E. | Maximum 10 hours of TV viewing per week | |

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| 57. | According to the personal quality checklist approach, which of the following is an "activity expander" standard?      |  |  | | --- | --- | | A. | Calling parents at least once a week |  |  |  | | --- | --- | | B. | Being on time for meetings |  |  |  | | --- | --- | | C. | Answering the phone in two rings |  |  |  | | --- | --- | | D. | Restricting social outings to once a week |  |  |  | | --- | --- | | E. | Maximum 10 hours of TV viewing per week | |

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| 58. | When following the personal checklist approach, as a general rule you should stick with \_\_\_\_\_\_\_\_\_\_\_\_ standards.      |  |  | | --- | --- | | A. | 15 or fewer |  |  |  | | --- | --- | | B. | 20 or fewer |  |  |  | | --- | --- | | C. | 12 or more |  |  |  | | --- | --- | | D. | 10 or fewer |  |  |  | | --- | --- | | E. | 20 or more | |

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| 59. | Which of the following is NOT part of the personal quality checklist?      |  |  | | --- | --- | | A. | Set standards that are time savers. |  |  |  | | --- | --- | | B. | Set standards that are activity expanders. |  |  |  | | --- | --- | | C. | Tally daily defects. |  |  |  | | --- | --- | | D. | Find an expert coach. |  |  |  | | --- | --- | | E. | Review the action plan. | |

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| 60. | After a thorough self-assessment of his managerial characteristics, Ari should:      |  |  | | --- | --- | | A. | build on his strengths and manage his weaknesses. |  |  |  | | --- | --- | | B. | improve his weaknesses and ignore his strengths. |  |  |  | | --- | --- | | C. | seek sufficient multi-rater feedback to neutralize his weak points. |  |  |  | | --- | --- | | D. | quit his job if his preferences indicate another option. |  |  |  | | --- | --- | | E. | repeat the process to validate inconsistencies. | |

**Essay Questions**

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| 61. | List any three managerial realities. |

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| 62. | Describe the three broad categories of competencies required for managing people. |

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| 63. | List the six key general work activities that managers deploy their skills to manage. |

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| 64. | What is evidence-based management? |

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| 65. | List the five key practices involved in evidence-based management. |

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| 66. | Describe organizational behavior. How does it relate to effective managerial practices? |

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| 67. | What is Big E evidence? Why is it important for managing organizational behavior? |

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| 68. | Describe the Management Skills Assessment Test (MSAT). What is its objective? |

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| 69. | List any three myths of personal effectiveness. |

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| 70. | Describe the four critical components of learning through observation that Albert Bandura has outlined in his social learning theory. |

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| 71. | Your overweight friend Joe has asked for your advice on improving his health and losing weight. Outline a plan for him based on the five behavior-based strategies toward self-management. |

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| 72. | What are the characteristics of best goals? What are the reasons that make goal-setting work? |

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| 73. | List any three important dimensions of self-awareness. Give one example of a leading assessment tool associated with each of those dimensions. |

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| 74. | What is a personal quality checklist (PQC)? What are the specific steps associated with this approach? |

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| 75. | Create a personal quality checklist (PQC) for yourself. |

Chapter 01 Organizational Behavior and Your Personal Effectiveness Answer Key

**True / False Questions**

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| 1. | The reason management skills create a competitive advantage for people and organizations is because they are hard to master.    **TRUE**  The reason management skills create a competitive advantage for people and organizations is because they are hard to master. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 2. | Collecting and analyzing an enormous amount of information is an example of an administrative competency.    **FALSE**  Collecting and analyzing an enormous amount of information is an example of a conceptual competency. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 3. | Understanding the various functions of business is categorized as the conceptual competency of a manager.    **FALSE**  Understanding the various functions of business is categorized as the technical/administrative competency of a manager. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 4. | By and large, managerial work, regardless of the occupation, is more the same than it is different.    **TRUE**  By and large, managerial work, regardless of the occupation, is more the same than it is different. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 5. | On average, great management skills get you noticed in organizations and great technical skills get you promoted.    **FALSE**  The general rule of thumb is as follows: On average, great technical skills get you noticed in organizations and great management skills get you promoted. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 6. | Evidence-based management of organizational behavior is widely practiced.    **FALSE**  Unfortunately, evidence-based management of organizational behavior is not widely practiced. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 7. | Learning how to evaluate and use evidence to make decisions is a key learning challenge in mastering management skills.    **TRUE**  Learning how to evaluate and use evidence to make decisions is a key learning challenge in mastering management skills. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 8. | Big E evidence represents organizational specific data collection efforts to inform a specific decision.    **FALSE**  Big E evidence refers to generalizable knowledge regarding cause and effect connections derived from scientific methods. Little e evidence represents local or organizational specific data collection efforts to inform a specific decision. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 9. | Little e evidence refers to generalizable knowledge regarding cause and effect connections derived from scientific methods.    **FALSE**  Little e evidence represents local or organizational specific data collection efforts to inform a specific decision. Big E evidence refers to generalizable knowledge regarding cause and effect connections derived from scientific methods. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 10. | Management skills are linked to a more complex knowledge base than other types of skills and are inherently connected to interaction with other people.    **TRUE**  Management skills are linked to a more complex knowledge base than other types of skills and are inherently connected to interaction with other (frequently unpredictable) people. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 11. | Most great managers learn to manage themselves only after they first learn to manage others effectively.    **FALSE**  Personal effectiveness is the foundation of great management and those who can manage themselves are much more likely to be effective managers of others. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Learning and Personal Improvement* |

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| 12. | Great managers are born with the necessary skills and abilities; management cannot actually be "learned."    **FALSE**  No one is born a great manager, nor becomes one overnight. The most fundamental aspect of personal competence is to know yourself and to have a clear understanding of how you learn new skills and motivate yourself to improve your capability. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Learning and Personal Improvement* |

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| 13. | Social learning notions are particularly appropriate for management skills because there is such a big disconnect between knowing and doing.    **TRUE**  Social learning notions are particularly appropriate for management skills because there is such a big disconnect between knowing and doing. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Learning and Personal Improvement* |

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| 14. | Albert Bandura's social learning theory suggests that most learning is actually done through observation and modeling of the behaviors of others.    **TRUE**  One reason social learning has been so influential is because it refutes widely held notions that people only learn through their own personal experience of rewards and consequences. Albert Bandura's social learning theory suggests that most learning is actually done through observation and modeling of the behaviors of others. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 15. | Albert Bandura outlines four critical components required to learn through observation: attention, recognition, feedback, and motivation.    **FALSE**  Albert Bandura outlines four critical components required to learn through observation: attention, retention, reproduction, and motivation. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 16. | Feedback is essential for developing any kind of skill.    **TRUE**  Feedback is essential for learning or developing any kind of skill. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 17. | When learning through observation, punishment and reinforcement work equally well.    **FALSE**  Bandura has found that when learning through observation, punishment does not work as well as reinforcement and, in fact, has a tendency to backfire on us. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 18. | A critical aspect of self-set improvement goals is to learn from mistakes.    **FALSE**  A critical aspect of self-observation is to learn from mistakes or failed efforts. While we all have a tendency to be defensive, look to blame others, or ignore failure, viewing mistakes as learning opportunities builds a foundation for further learning. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 19. | Mistakes are only problems if you repeat them or do not learn from them.    **TRUE**  Mistakes can prompt us to look inward and evaluate our limitations and shortcomings. Mistakes are only problems if you repeat them or do not learn from them. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 Define organizational behavior. Topic: Learning and Personal Improvement* |

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| 20. | "Productive failures" are mistakes that ineffective managers make and that tend to get repeated.    **FALSE**  Great managers make a lot of mistakes, but those mistakes are seen as "productive failures" and are rarely made twice. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-03 Define organizational behavior. Topic: Learning and Personal Improvement* |

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| 21. | Easy goals lead to higher effort than challenging goals.    **FALSE**  Goals energize people. Challenging goals lead to higher effort than easy goals. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 22. | High goals frustrate people, and loose deadlines lead to more rapid work pace than tight deadlines.    **FALSE**  Goals affect persistence. High goals prolong effort, and tight deadlines lead to more rapid work pace than loose deadlines. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-03 Define organizational behavior. Topic: Learning and Personal Improvement* |

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| 23. | Positive self-talk and rehearsal are applications of the social learning principle of motivation.    **FALSE**  Positive self-talk and rehearsal are applications of the social learning principle of reproduction. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 24. | Self-awareness is essential to learning and growth in a management role.    **TRUE**  Self-awareness is essential to learning and growth in a management role because it forms the basis by which we learn about ourselves and how we differ from others. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 25. | Ability and personality are two types of important individual differences to consider in management training.    **TRUE**  From a managerial performance perspective, the two important categories of difference are: (1) ability and (2) personality (which includes values and motives). |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 26. | Extraversion is a type of cognitive ability.    **FALSE**  Extraversion is a type of personality trait. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 27. | Behavior is solely a function of one's personality.    **FALSE**  It is a fundamental error to assume that behavior is solely a function of one's personality since the environment will always play a role as well. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 28. | The Big Five Inventory is an example of a commonly used assessment tool for emotional intelligence.    **FALSE**  The Big Five Inventory is an example of a commonly used assessment tool for personality traits. Refer: Table 1.3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 29. | The Myers-Briggs Type Indicator measures personal values.    **FALSE**  The Myers-Briggs Type Indicator measures personality preferences. Refer: Table 1.3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 30. | For improving managerial behavior, obtaining feedback from more than one source is usually a waste of time.    **FALSE**  Obtaining feedback from more than one source enhances self-knowledge and consequently improves managerial behavior. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Explain the steps involved in making a personal change. Topic: Building Self-Awareness* |

**Multiple Choice Questions**

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| 31. | Which of the following is NOT a managerial reality?      |  |  | | --- | --- | | A. | People problems are far more complex than any other organizational problem. |  |  |  | | --- | --- | | **B.** | People generally manage the way they have been taught to manage. |  |  |  | | --- | --- | | C. | People join organizations but they leave managers. |  |  |  | | --- | --- | | D. | Managers get rewarded for what their employees do, not for what managers do. |  |  |  | | --- | --- | | E. | Management is the process of getting things done through others. |   People generally manage the way they themselves have been managed. Refer: Table 1.1 |

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| *AACSB: Reflective Thinking Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 32. | Which of the following is a managerial reality?      |  |  | | --- | --- | | A. | Great managers are born that way; teaching management has limited value. |  |  |  | | --- | --- | | B. | People generally manage the way they have been taught to manage. |  |  |  | | --- | --- | | C. | People join managers but they leave organizations. |  |  |  | | --- | --- | | D. | Managers get rewarded for what they do, not for what their employees do. |  |  |  | | --- | --- | | **E.** | People problems are far more complex than any other organizational problem. |   No one is born a great manager. People generally manage the way they themselves have been managed. People join organizations but they leave managers. Managers get rewarded for what their employees do, not for what managers do. People problems are far more complex than any other organizational problem. Refer: Table 1.1 |

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| *AACSB: Reflective Thinking Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 33. | Managing people requires a wide variety of competencies. Which of the following is a conceptual competency?      |  |  | | --- | --- | | A. | Understand basic accounting principles. |  |  |  | | --- | --- | | B. | Be able to train and motivate employees. |  |  |  | | --- | --- | | **C.** | Use information to diagnose problems. |  |  |  | | --- | --- | | D. | Be aware of effective marketing strategies. |  |  |  | | --- | --- | | E. | Negotiate conflicts in the workplace. |   All the distracters other than C are examples of technical/administrative or interpersonal competencies. Using information to diagnose problems is an example of a managerial conceptual competency. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 34. | Managing people requires a wide variety of competencies. Which of the following is a technical/administrative competency?      |  |  | | --- | --- | | A. | Examine effectiveness of current practices. |  |  |  | | --- | --- | | B. | Be able to train and motivate employees. |  |  |  | | --- | --- | | C. | Use information to diagnose problems. |  |  |  | | --- | --- | | **D.** | Be aware of effective marketing strategies. |  |  |  | | --- | --- | | E. | Negotiate conflicts in the workplace. |   All the distracters other than D are examples of conceptual or interpersonal competencies. Being aware of good marketing strategies is an example of a managerial technical competency. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 35. | Managing people requires a wide variety of competencies. Which of the following is an interpersonal competency?      |  |  | | --- | --- | | A. | Examine effectiveness of current practices. |  |  |  | | --- | --- | | B. | Understand basic accounting principles. |  |  |  | | --- | --- | | C. | Use information to diagnose problems. |  |  |  | | --- | --- | | D. | Be aware of effective marketing strategies. |  |  |  | | --- | --- | | **E.** | Negotiate conflicts in the workplace. |   All the distracters other than E are examples of conceptual or technical/administrative competencies. Negotiating conflicts in the workplace is an example of a managerial interpersonal competency. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 36. | According to the work of professors Erich Dierdorff, Robert Rubin, and Fredrick Morgeson, which of the following key general work activities is the most critical to a manager's success?      |  |  | | --- | --- | | A. | Managing administrative activities |  |  |  | | --- | --- | | B. | Managing strategy/innovation |  |  |  | | --- | --- | | **C.** | Managing human capital |  |  |  | | --- | --- | | D. | Managing the task environment |  |  |  | | --- | --- | | E. | Managing tools and technology |   According to the work of professors Erich Dierdorff, Robert Rubin, and Fredrick Morgeson, managing human capital and managing decision-making processes are the key general work activities that are the most critical to a manager's success. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 37. | Which of the following refers to generalizable knowledge regarding cause and effect connections derived from scientific methods?      |  |  | | --- | --- | | A. | Statistical evidence |  |  |  | | --- | --- | | **B.** | Big E evidence |  |  |  | | --- | --- | | C. | Little s evidence |  |  |  | | --- | --- | | D. | Little e evidence |  |  |  | | --- | --- | | E. | Big S evidence |   Big E evidence refers to generalizable knowledge regarding cause and effect connections derived from scientific methods. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 38. | Which of the following represents local or organizational specific data collection efforts to inform a specific decision?      |  |  | | --- | --- | | **A.** | Little e evidence |  |  |  | | --- | --- | | B. | Statistical evidence |  |  |  | | --- | --- | | C. | Little s evidence |  |  |  | | --- | --- | | D. | Big E evidence |  |  |  | | --- | --- | | E. | Big S evidence |   Little e evidence represents local or organizational specific data collection efforts to inform a specific decision. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 39. | Which of the following is true about little e evidence?      |  |  | | --- | --- | | A. | Goal setting has substantial little e evidence support. |  |  |  | | --- | --- | | B. | It represents a systematic form of research. |  |  |  | | --- | --- | | C. | It is often summarized in meta-analyses. |  |  |  | | --- | --- | | **D.** | Quality improvement processes such as Six Sigma provide little e evidence. |  |  |  | | --- | --- | | E. | It is likely to be the best source for informing practices. |   Goal setting has substantial Big E evidence support. Big E evidence represents a form of research which is systematic. Big E evidence is often summarized in large scientific literature reviews or empirical summaries known as meta-analyses. Big E evidence is likely to be the best source for informing practices. Popular quality improvement processes such as Six Sigma provide little e evidence. |

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| *AACSB: Reflective Thinking Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 40. | Albert Bandura outlines certain critical components required to learn through observation. The first of these components is:      |  |  | | --- | --- | | A. | suspension. |  |  |  | | --- | --- | | **B.** | attention. |  |  |  | | --- | --- | | C. | retention. |  |  |  | | --- | --- | | D. | reproduction. |  |  |  | | --- | --- | | E. | motivation. |   Albert Bandura outlines four critical components required to learn through observation. The first of those four components is attention. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Learning and Personal Improvement* |

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| 41. | A critical point with respect to \_\_\_\_\_\_\_\_\_\_\_\_ is that the saying "practice makes perfect" is only a half-truth.      |  |  | | --- | --- | | A. | suspension |  |  |  | | --- | --- | | B. | attention |  |  |  | | --- | --- | | C. | retention |  |  |  | | --- | --- | | **D.** | reproduction |  |  |  | | --- | --- | | E. | motivation |   A critical point with respect to reproduction is that the saying "practice makes perfect" is only a half-truth. "Practice with feedback makes perfect" or at least enables people to learn. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Learning and Personal Improvement* |

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| 42. | Which of the following is a behavior-focused strategy to improve self-management?      |  |  | | --- | --- | | A. | Obtain trained observer feedback. |  |  |  | | --- | --- | | **B.** | Manage performance cues. |  |  |  | | --- | --- | | C. | Encourage spontaneity. |  |  |  | | --- | --- | | D. | Ask managers to set goals. |  |  |  | | --- | --- | | E. | Use team-based rewards. |   Management of performance cues is a behavior-focused strategy to improve self-management. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 43. | Bram wants to quit smoking. He puts away lighters and ashtrays, drinks less caffeine, and buys air fresheners to get rid of the stale smoky smell in his room. Bram's actions demonstrate which self-management behavior-focused strategy?      |  |  | | --- | --- | | A. | Self-observation |  |  |  | | --- | --- | | B. | Self-set goals |  |  |  | | --- | --- | | **C.** | Management of cues |  |  |  | | --- | --- | | D. | Rehearsal |  |  |  | | --- | --- | | E. | Self-reward |   In the management of cues, the objective is to organize your world to assist you in performing the behaviors you want to change. Bram wants to quit smoking. He puts away lighters and ashtrays, drinks less caffeine, and buys air fresheners to get rid of the stale smoky smell. Bram's actions demonstrate the behavior-focused strategy of management of cues toward self-management. |

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| *AACSB: Analytic Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 44. | Which of the following behavior-based self-management strategies does the acronym SMART relate to?      |  |  | | --- | --- | | A. | Self-observation |  |  |  | | --- | --- | | **B.** | Self-set goals |  |  |  | | --- | --- | | C. | Management of cues |  |  |  | | --- | --- | | D. | Positive self-talk and rehearsal |  |  |  | | --- | --- | | E. | Self-reward and punishment |   The acronym SMART relates to the behavior-based self-management strategy of self-set goals. The best goals are characterized by the acronym SMART, which represents specific, measurable, attainable/accepted, relevant, and time-bound. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 45. | As Dion waited to be called in for his job interview, he kept repeating to himself, "I know I'm the best-fit candidate for this job!" What behavior-focused self-management strategy was he practicing?      |  |  | | --- | --- | | A. | Self-observation |  |  |  | | --- | --- | | B. | Self-set goals |  |  |  | | --- | --- | | C. | Management of cues |  |  |  | | --- | --- | | **D.** | Positive self-talk and rehearsal |  |  |  | | --- | --- | | E. | Self-reward and punishment |   Positive self-talk and rehearsal are applications of the social learning principle of reproduction. Whatever the context, you must practice and rehearse any new skill for it to ultimately become part of your repertoire. As Dion waited to be called in for his job interview, he kept repeating to himself, "I know I'm the best-fit candidate for this job!" He was practicing the behavior-focused self-management strategy of positive self-talk and rehearsal. |

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| *AACSB: Analytic Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 46. | Your friend Janet wants to take some self-assessment measures to develop her managerial effectiveness. What advice would you give her?      |  |  | | --- | --- | | A. | "Don't take self-assessment measures; they contribute nothing to your success." |  |  |  | | --- | --- | | B. | "Take the free, easy-to-access measures; they are all about the same." |  |  |  | | --- | --- | | **C.** | "Look for measures that have an established norm base." |  |  |  | | --- | --- | | D. | "Any test more than a year old is neither relevant nor effective." |  |  |  | | --- | --- | | E. | "Understanding and analyzing self-assessment measures is difficult." |   Literally thousands of self-assessments exist but many have questionable legitimacy. So if your friend Janet wants to take some self-assessment measures to develop her managerial effectiveness, advise her to look for measures that have an established norm base (significant data reporting from prior assessments) and have stood the test of time. |

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| *AACSB: Analytic Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 47. | Which of the following is a good advice to follow when interpreting self-assessment measures?      |  |  | | --- | --- | | A. | Dwell deeply on assessed weaknesses and limitations. |  |  |  | | --- | --- | | B. | Do not get confused by feedback from multiple sources. |  |  |  | | --- | --- | | C. | Use only the latest and relevant self-assessment measures. |  |  |  | | --- | --- | | **D.** | Realize that some career choices cause behavior outside of preference ranges. |  |  |  | | --- | --- | | E. | Ignore self-assessment results if you really want to enter a certain career. |   Preferences are choices we make about how we perceive the world and function best in it. You can choose to behave outside your preferences, but it will require a significantly higher level of your conscious energy to do so. |

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| *AACSB: Reflective Thinking Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 48. | \_\_\_\_\_ is the ability to function effectively in the context of differences.      |  |  | | --- | --- | | A. | Personality focus |  |  |  | | --- | --- | | **B.** | Cultural intelligence |  |  |  | | --- | --- | | C. | Personal value |  |  |  | | --- | --- | | D. | Career orientation |  |  |  | | --- | --- | | E. | Emotional intelligence |   Cultural intelligence is the ability to function effectively in the context of differences. Refer: Table 1.3 |

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| *AACSB: Analytic AACSB: Diversity Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 49. | The Big Five Inventory is a commonly used assessment tool for assessing the self-awareness dimension of:      |  |  | | --- | --- | | A. | cultural intelligence. |  |  |  | | --- | --- | | **B.** | personality traits. |  |  |  | | --- | --- | | C. | emotional intelligence. |  |  |  | | --- | --- | | D. | personality preferences. |  |  |  | | --- | --- | | E. | career orientation. |   The Big Five Inventory is a commonly used assessment tool for assessing the self-awareness dimension of personality traits. Refer: Table 1.3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 50. | The Myers-Briggs Type Indicator is a commonly used assessment tool for assessing the self-awareness dimension of:      |  |  | | --- | --- | | A. | cultural intelligence. |  |  |  | | --- | --- | | B. | personality traits. |  |  |  | | --- | --- | | C. | emotional intelligence. |  |  |  | | --- | --- | | **D.** | personality preferences. |  |  |  | | --- | --- | | E. | career orientation. |   The Myers-Briggs Type Indicator is a commonly used assessment tool for assessing the self-awareness dimension of personality preferences. Refer: Table 1.3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 51. | Which of the following questions does the Wonderlic Personnel Test help in answering?      |  |  | | --- | --- | | **A.** | "What types of jobs and industries suit my analytical ability?" |  |  |  | | --- | --- | | B. | "Do I understand and use emotion to make effective decisions?" |  |  |  | | --- | --- | | C. | "Am I aware of important cultural differences?" |  |  |  | | --- | --- | | D. | "What are my dominant personality traits?" |  |  |  | | --- | --- | | E. | "What occupational elements are most important to me?" |   The Wonderlic Personnel Test helps in answering the question "What types of jobs and industries suit my analytical ability?" It relates to the self-awareness dimension of cognitive ability. Refer: Table 1.3 |

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| *AACSB: Analytic Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 52. | When interpreting and applying self-assessment measures, remember that:      |  |  | | --- | --- | | A. | having a certain personality trait is more important than what you do with it. |  |  |  | | --- | --- | | **B.** | working a job outside your preferences requires a much higher level of conscious energy. |  |  |  | | --- | --- | | C. | most published self-assessment measures provide approximately the same information. |  |  |  | | --- | --- | | D. | consistency in self-assessment results indicates a less-defined characteristic. |  |  |  | | --- | --- | | E. | using multisource feedback creates confusion. |   Our personal characteristics such as core values, interpersonal preferences, and career orientations are those with which we feel most comfortable and natural. You can choose to behave outside your preferences, but it will require a significantly higher level of your conscious energy to do so. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 53. | The main reason young managers do not actively pursue self-awareness is:      |  |  | | --- | --- | | A. | pride. |  |  |  | | --- | --- | | B. | schedules. |  |  |  | | --- | --- | | **C.** | fear. |  |  |  | | --- | --- | | D. | confusion. |  |  |  | | --- | --- | | E. | ignorance. |   The major obstacle to seeking feedback is fear. So the first and most important step toward developing self-awareness is a willingness to put aside that natural fear and push beyond our comfort zone in learning things about ourselves. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 54. | Which of the following is NOT a good source of feedback on managerial ability and behavior?      |  |  | | --- | --- | | A. | Supervisors |  |  |  | | --- | --- | | B. | Subordinates |  |  |  | | --- | --- | | **C.** | Friends |  |  |  | | --- | --- | | D. | Customers |  |  |  | | --- | --- | | E. | Co-workers |   Multisource feedback (that is, feedback provided by many sources other than yourself, such as a boss, co-worker, customer, and subordinate) enhances self-knowledge and consequently improves managerial behavior. Friends are not a good source of feedback on managerial ability and behavior. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 55. | Bernie Sergesteketter and Harry Roberts have devised a tool for self-management called the personal quality checklist. Which of the following steps of this approach is the hardest to do?      |  |  | | --- | --- | | A. | Creating your action plan |  |  |  | | --- | --- | | B. | Tallying your daily defects |  |  |  | | --- | --- | | C. | Reviewing your tallies |  |  |  | | --- | --- | | **D.** | Drawing up a checklist of standards |  |  |  | | --- | --- | | E. | Reviewing your action plan |   Bernie Sergesteketter and Harry Roberts have devised a tool for self-management called the personal quality checklist. Drawing up a checklist of standards is the hardest of the various steps that are part of this approach. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 56. | According to the personal quality checklist approach, which of the following is a "waste reducer" standard?      |  |  | | --- | --- | | A. | Calling parents at least once a week |  |  |  | | --- | --- | | B. | Getting résumé completed |  |  |  | | --- | --- | | C. | Weighing under 200 pounds |  |  |  | | --- | --- | | D. | Exercising at least three times a week |  |  |  | | --- | --- | | **E.** | Maximum 10 hours of TV viewing per week |   There are two broad types of standards: (1) waste reducers/time savers (for example, be on time to class or group meetings), and (2) activity expanders (call parents at least once a week, get résumé completed). According to the personal quality checklist approach, maximum 10 hours of TV viewing per week will be a "waste reducer" standard. |

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| *AACSB: Analytic Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 57. | According to the personal quality checklist approach, which of the following is an "activity expander" standard?      |  |  | | --- | --- | | **A.** | Calling parents at least once a week |  |  |  | | --- | --- | | B. | Being on time for meetings |  |  |  | | --- | --- | | C. | Answering the phone in two rings |  |  |  | | --- | --- | | D. | Restricting social outings to once a week |  |  |  | | --- | --- | | E. | Maximum 10 hours of TV viewing per week |   There are two broad types of standards: (1) waste reducers/time savers (for example, be on time to class or group meetings), and (2) activity expanders (call parents at least once a week, get résumé completed). According to the personal quality checklist approach, calling parents at least once a week will be an "activity expander" standard. |

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| *AACSB: Analytic Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 58. | When following the personal checklist approach, as a general rule you should stick with \_\_\_\_\_\_\_\_\_\_\_\_ standards.      |  |  | | --- | --- | | A. | 15 or fewer |  |  |  | | --- | --- | | B. | 20 or fewer |  |  |  | | --- | --- | | C. | 12 or more |  |  |  | | --- | --- | | **D.** | 10 or fewer |  |  |  | | --- | --- | | E. | 20 or more |   When following the personal checklist approach, as a general rule you should stick with 10 or fewer standards, or the process becomes unwieldy and unfocused. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 59. | Which of the following is NOT part of the personal quality checklist?      |  |  | | --- | --- | | A. | Set standards that are time savers. |  |  |  | | --- | --- | | B. | Set standards that are activity expanders. |  |  |  | | --- | --- | | C. | Tally daily defects. |  |  |  | | --- | --- | | **D.** | Find an expert coach. |  |  |  | | --- | --- | | E. | Review the action plan. |   Finding an expert coach is not a part of the personal quality checklist. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 60. | After a thorough self-assessment of his managerial characteristics, Ari should:      |  |  | | --- | --- | | **A.** | build on his strengths and manage his weaknesses. |  |  |  | | --- | --- | | B. | improve his weaknesses and ignore his strengths. |  |  |  | | --- | --- | | C. | seek sufficient multi-rater feedback to neutralize his weak points. |  |  |  | | --- | --- | | D. | quit his job if his preferences indicate another option. |  |  |  | | --- | --- | | E. | repeat the process to validate inconsistencies. |   Individuals are better served by recognizing and building on their strengths and managing, rather than obsessively trying to improve their weaknesses. Managing a weakness means taking ownership of it and acknowledging it both as a weakness and as part of you. |

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| *AACSB: Analytic Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

**Essay Questions**

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| 61. | List any three managerial realities.     Some of the primary managerial realities are:  • Management is the process of getting things done through others. • Managers get rewarded for what their employees do, not for what managers do. • People join organizations but they leave managers. • People generally manage the way they themselves have been managed. • People problems are far more complex than any other organizational problem.  Feedback: Refer: Table 1.1 |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Introduction* |

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| 62. | Describe the three broad categories of competencies required for managing people.     The three broad categories of competencies required for managing people are:  • Conceptual competencies: Managerial work requires that managers collect and analyze an enormous amount of information. Such information is used to diagnose problems, formulate plans, integrate ideas, and to examine effectiveness of current practices. • Technical/administrative competencies: Effective management requires that managers be well equipped to understand the functions of business such as accounting, operations, and marketing. Importantly, managers must use their technical/administrative expertise to coordinate activities. • Interpersonal competencies: Managers are required to interact with, influence, and lead others. To do so, managers must possess competencies that allow them to negotiate conflict, communicate, motivate, and develop other people—competencies that require managers to manage relationships with others. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the importance of people skills for achieving business success. Topic: Introduction* |

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| 63. | List the six key general work activities that managers deploy their skills to manage.     The six key general work activities that managers deploy their skills to manage are:  • managing human capital; • managing tools and technology; • managing decision-making processes; • managing administrative activities; • managing strategy/innovation; and • managing the task environment. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 64. | What is evidence-based management?     Evidence-based management (EBM) refers to translating principles based on the best available scientific evidence into organizational practices and "making decisions through the conscientious, explicit, and judicious" use of such evidence. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 65. | List the five key practices involved in evidence-based management.     Evidence-based management includes the following five key practices:  • Learning about cause and effect connections. • Isolating variations that affect desired outcomes. • Reducing the overuse, underuse, and misuse of specific practices. • Building decision supports to promote practices that evidence validates. • Creating a culture of evidence-based decision making and research participation. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 66. | Describe organizational behavior. How does it relate to effective managerial practices?     Organizational behavior (OB) is a social science that attempts to describe, explain, and predict human behavior in an organizational context. As such, organizational behavior scientists are dedicated to studying and ultimately prescribing how individuals, groups, and organizations can be most effective. The study of OB is concerned with how to achieve important organizational outcomes such as profitability, productivity, and performance, as well as individual outcomes like employee turnover, commitment, satisfaction, and safety. These outcomes are an important part of a manager's success as well. Hence, much of what translates into effective managerial practice is found in the research domain of OB. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 67. | What is Big E evidence? Why is it important for managing organizational behavior?     Big E evidence refers to generalizable knowledge regarding cause and effect connections derived from scientific methods. Big E evidence represents a form of research which is systematic—meaning that it is planned and methodical and avoids drawing conclusions simply on the basis of opinion or anecdote. Such evidence is often summarized in large scientific literature reviews or empirical summaries known as meta-analyses. When managing organizational behavior, Big E evidence is likely to be the best source for informing practices since it is drawn from years of study across large populations under varying circumstances. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 68. | Describe the Management Skills Assessment Test (MSAT). What is its objective?     The Management Skills Assessment Test (MSAT) is a management assessment tool. It consists of eight common fundamental management scenarios presented on an electronic interface via an Internet web browser. For each of the eight items in the MSAT, candidates must respond by:  • identifying the important issues; • describing the actions they would take to be most effective; and • actually taking those actions where appropriate.  The objective of MSAT is to assess the knowing-doing gap in management practice. MSAT achieves this by specifically testing for skill application and decision making in management instead of testing for cognitive aptitude and knowledge of management principles. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-02 Describe what is meant by evidence-based management. Topic: Introduction* |

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| 69. | List any three myths of personal effectiveness.     The following are some of the more persistent myths of personal effectiveness:  • Management learning comes with age and experience. • We know ourselves. • Growth opportunities lie solely in our weaknesses. • Personal development is all just about positive thinking. • It's not me, it's them! |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 70. | Describe the four critical components of learning through observation that Albert Bandura has outlined in his social learning theory.     Albert Bandura outlines four critical components required to learn through observation, and these are the key building blocks of the most successful management training methods used in organizations today. These components are:  • Attention: The first challenge of learning is to focus. In addition, it is critical to isolate as specifically as possible the behaviors that one hopes to learn. • Retention: The next step of learning involves the ability to understand and remember what one has observed. This is where the study of written models and frameworks can be most useful. • Reproduction: Merely observing and understanding is not enough for learning. One has to be able to translate what is learnt into actual behavior. Moreover, feedback is essential in learning or developing any kind of skill. • Motivation: Finally, even with careful attention, retention, reproduction, and feedback, success in learning will still be elusive unless someone is motivated to persist and stay with it. Motivation may derive from past reinforcement, promised reinforcements that can be imagined, or vicarious reinforcement. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 71. | Your overweight friend Joe has asked for your advice on improving his health and losing weight. Outline a plan for him based on the five behavior-based strategies toward self-management.     Based on the five behavior-based strategies toward self-management, the health-improvement plan for Joe might look like this:  • Self-observation/exploration: Keep a diary/log of amount and kind of food and drink consumed and type of exercise done along with the time spent on it. • Self-set goals: Set goals toward decreasing consumption of junk food and increasing time spent on exercising. • Management of cues: Remove fattening foods like chips and soda from easy access. • Positive self-talk and rehearsal: Keep reminding yourself of the benefits of good health. • Self-reward and punishment: Promise yourself a vacation/outing for achieving your health goals. |

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| *AACSB: Reflective Thinking Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 72. | What are the characteristics of best goals? What are the reasons that make goal-setting work?     The best goals are characterized by the acronym SMART, which represents specific, measurable, attainable/accepted, relevant, and time-bound. Studies have shown that goal setting works because:  • In committing to a goal, a person devotes attention toward goal-relevant activities and away from goal-irrelevant activities. • Goals energize people. Challenging goals lead to higher effort than easy goals. • Goals affect persistence. High goals prolong effort, and tight deadlines lead to more rapid work pace than loose deadlines. • Goals motivate people to use their knowledge to help them attain the goal and to discover the knowledge needed to obtain it. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Learning and Personal Improvement* |

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| 73. | List any three important dimensions of self-awareness. Give one example of a leading assessment tool associated with each of those dimensions.     Some of the dimensions of self-awareness include:  • Cognitive ability (critical and analytical thinking): Watson-Glaser Critical Thinking Test. • Personality traits: Big Five Inventory • Career orientation: Holland Occupational Preference Scale  Feedback: Refer: Table 1.3 |

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| *AACSB: Analytic Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 74. | What is a personal quality checklist (PQC)? What are the specific steps associated with this approach?     Bernie Sergesteketter and Harry Roberts have devised a tool for self-management called the personal quality checklist (PQC). Using their approach, you define desirable standards of personal behavior and performance and then keep track of failures or "defects" to meet those standards. The specific steps to the approach are:  • Draw up a checklist of standards. • Tally your daily defects. • Review your tallies and action plan. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |

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| 75. | Create a personal quality checklist (PQC) for yourself.     Students will need to draw up a checklist of standards. Standards are of two types: waste reducers/time savers and activity expanders. It is best to limit the number of standards on the list to 10 or fewer, or the process becomes unwieldy and unfocused. Students will also need to come up with a plan to keep a tally of defects. Finally, reviewing that tally will suggest possible routes toward improvement. |

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| *AACSB: Analytic Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-04 Explain the role of organizational behavior and evidence-based management in effective management. Topic: Building Self-Awareness* |