(TEST BANK for Organizational Behavior Emerging Knowledge Global Reality 7th Edition by Steven McShane, Mary Von Glinow)

Chapter 03 Perceiving Ourselves and Others in Organizations Test Bank Answer Key

True / False Questions

1. When contemplating a career, we compare our images of that job with our current and desired images of ourselves.

**TRUE**

When contemplating a career, we compare our images of that job with our current and desired images of ourselves.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

*Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.*

*Level of Difficulty: 1 Easy*

*Topic: Self-Concept: How We Perceive Ourselves*
2. An individual's self-concept can be described by four characteristics: complexity, consistency, character, and clarity.

**FALSE**

An individual's self-concept can be described by three characteristics: complexity, consistency, and clarity.

---

3. A self-concept has high complexity when the individual's most important identities are highly interconnected.

**FALSE**

A self-concept has low complexity when the individual's most important identities are highly interconnected, such as when they are all work related (manager, engineer, family income-earner).

---

**AACSB: Analytic**

**Accessibility: Keyboard Navigation**

**Blooms: Remember**

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.

Level of Difficulty: 2 Medium

Topic: Self-Concept Complexity, Consistency, and Clarity
4. High internal consistency exists when most of the individual's self-perceived roles require similar personality traits, values, and other attributes.

**TRUE**

High internal consistency exists when most of the individual's self-perceived roles require similar personality traits, values, and other attributes.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 2 Medium
Topic: Self-Concept Complexity, Consistency, and Clarity

5. Consistency occurs when we are confident about "who we are," can describe our important identities to others, and provide the same description of ourselves across time.

**FALSE**

Consistency exists when most of the individual's self-perceived roles require similar personality traits, values, and other attributes. Clarity occurs when we are confident about "who we are," can describe our important identities to others, and provide the same description of ourselves across time.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 2 Medium
Topic: Self-Concept Complexity, Consistency, and Clarity

**TRUE**

Self-concept complexity, consistency, and clarity influence a person’s well-being, behavior, and performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

Level of Difficulty: 2 Medium

Topic: Self-Concept Complexity, Consistency, and Clarity

7. People who define themselves by their work have high complexity, which explains their tendency to have lower absenteeism and turnover.

**FALSE**

People who define themselves by their work (i.e. low complexity) tend to have lower absenteeism and turnover.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

Level of Difficulty: 3 Hard

Topic: Self-Concept Complexity, Consistency, and Clarity
8. Philosopher John Dewey recognized that people are inherently motivated to perceive themselves (and to be perceived by others) as competent, attractive, lucky, ethical, and important.

**TRUE**

Philosopher John Dewey recognized that people are inherently motivated to perceive themselves (and to be perceived by others) as competent, attractive, lucky, ethical, and important.

9. Like self-enhancement, self-verification does not include seeking feedback that is not necessarily flattering.

**FALSE**

Unlike self-enhancement, self-verification includes seeking feedback that is not necessarily flattering (e.g., I'm a numbers person, not a people person.).

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.

Level of Difficulty: 3 Hard

Topic: Self-Verification
10. Self-verification affects the perceptual process because employees are more likely to remember information that is consistent with their self-concept and nonconsciously screen out information that seems inconsistent with it.

**TRUE**

Self-verification affects the perceptual process because employees are more likely to remember information that is consistent with their self-concept and nonconsciously screen out information that seems inconsistent with it.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 2 Medium
Topic: Self-concept: Self-Verification

11. Some experts believe that self-esteem is a person's rating of his/her success at social inclusion.

**TRUE**

Some experts believe that self-esteem is a person's rating of his/her success at social inclusion. In other words, people have higher self-esteem when they believe they are connected to and accepted by others.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 1 Easy
Topic: Self-Evaluation
12. Self-efficacy refers to the extent to which people like, respect and are satisfied with themselves.

**FALSE**

Self-esteem is the extent to which people like, respect, and are satisfied with themselves. Self-efficacy is a person's belief that he or she has the ability, motivation, correct role perceptions, and favorable situation to complete a task successfully.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 1 Easy
Topic: Self-Evaluation

13. People with more of an internal locus of control believe events in their life are mainly due to fate, luck, or conditions in the external environment.

**FALSE**

People with more of an internal locus of control believe their personal characteristics mainly influence life's outcomes. Those with more of an external locus of control believe events in their life are due mainly to fate, luck, or conditions in the external environment.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 1 Easy
Topic: Self-Evaluation
14. Social identity theory states that we define ourselves by the groups to which we belong or have an emotional attachment.

**TRUE**

Social identity (also called external self-concept) is the central theme of social identity theory, which says that people define themselves by the groups to which they belong or have an emotional attachment.

**AACSB: Analytic**

**Accessibility:** Keyboard Navigation

**Blooms:** Understand

**Learning Objective:** 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

**Level of Difficulty:** 1 Easy

**Topic:** The Social Self

15. The perceptual process begins by attributing behavior to internal or external causes.

**FALSE**

Perception is the process of receiving information about and making sense of the world around us. It begins when environmental stimuli are received through our senses.

**AACSB: Analytic**

**Accessibility:** Keyboard Navigation

**Blooms:** Understand

**Learning Objective:** 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.

**Level of Difficulty:** 2 Medium

**Topic:** Perceiving the World Around Us
16. **Selective attention occurs after perceptual organization and interpretation.**

**FALSE**

The process of attending to some information received by our senses and ignoring other information is called selective attention. Incoming information is not organized and interpreted completely.

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.  
Level of Difficulty: 2 Medium  
Topic: Perceiving the World Around Us

17. **Our emotions influence what we recognize or screen out.**

**TRUE**

When information is received through the senses, our brain quickly and nonconsciously assesses whether it is relevant or irrelevant to us and then attaches emotional markers (worry, happiness, boredom) to that information. These emotional markers help us store information in memory; they also reproduce the same emotions when we are subsequently thinking about this information.

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.  
Level of Difficulty: 2 Medium  
Topic: Perceiving the World Around Us
18. Confirmation bias causes us to screen out information that is contrary to our values and assumptions.

**TRUE**

Confirmation bias is the tendency for people to screen out information that is contrary to their decisions, beliefs, values, and assumptions.

AACS B: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Remember  
Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.  
Level of Difficulty: 2 Medium  
Topic: Perceiving the World Around Us

19. Categorical thinking is the mostly conscious process of organizing people and objects into categories that are stored in our short-term memory.

**FALSE**

Categorical thinking is the mostly nonconscious process of organizing people and objects into preconceived categories that are stored in our long-term memory.

AACS B: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Remember  
Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.  
Level of Difficulty: 2 Medium  
Topic: Perceptual Organization and Interpretation
20. Most categorical thinking occurs without our awareness.

**TRUE**

Categorical thinking is a nonconscious process of organizing people and objects into preconceived categories that are stored in our long-term memory.

**AACSB: Analytic**

**Accessibility: Keyboard Navigation**

**Blooms: Understand**

**Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.**

**Level of Difficulty: 1 Easy**

**Topic: Perceptual Organization and Interpretation**

21. Seeing a trend in a gambling activity or in the winning streak of a sports star are examples of categorical thinking.

**TRUE**

Categorical thinking is the mostly nonconscious process of organizing people and objects into preconceived categories that are stored in our long-term memory. A form of grouping occurs when we think we see trends in otherwise ambiguous information such as gambling.

**AACSB: Analytic**

**Accessibility: Keyboard Navigation**

**Blooms: Understand**

**Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.**

**Level of Difficulty: 2 Medium**

**Topic: Perceptual Organization and Interpretation**
22. People rely on mental models to make sense of their environment through perceptual grouping.

**TRUE**

Mental models are internal representations of the external world. We rely on mental models to make sense of our environment through perceptual grouping.

Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.

Level of Difficulty: 1 Easy

Topic: Mental Models

23. Employees can break out of their existing mental models by working with colleagues from diverse backgrounds who bring different mental models to the workplace.

**TRUE**

Working with people from diverse backgrounds is a way to break out of existing mental models. Colleagues from different cultures and areas of expertise tend to have different mental models, so working with them makes our own assumptions more obvious.

Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.

Level of Difficulty: 1 Easy

Topic: Mental Models
24. Social identity is a comparative process, and the comparison begins with categorical thinking.

**TRUE**

Social identity is a comparative process, and the comparison begins by categorizing people into distinct groups.

25. Homogenization and differentiation are two activities in the process of forming and maintaining our social identity.

**TRUE**

The combination of social identity and self-enhancement leads to the processes of categorization, homogenization, and differentiation.
26. Intentional discrimination occurs when decision makers rely on stereotypes to establish notions of the "ideal" person.

**FALSE**

Unintentional discrimination occurs when decision makers rely on stereotypes to establish notions of the "ideal" person.

27. Most experts agree that categorical thinking (including stereotyping) is an automatic and nonconscious process.

**TRUE**

Most experts agree that categorical thinking (including stereotyping) is an automatic and nonconscious process.
28. People who believe that their successful completion of a project is due to their skill and hard work are making an internal attribution.

**TRUE**

Attribution involves deciding whether an observed behavior or event is caused mainly by the person (internal factors) or by the environment (external factors). Internal factors include the person’s ability or motivation, whereas external factors include lack of resources, other people, or just luck.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Attribution Theory

29. People tend to make an internal attribution about someone’s behavior if that person has typically not acted in a similar way either in the past or in other situations.

**FALSE**

Internal attributions are made when the observed individual behaved this way in the past (high consistency), he or she behaves like this toward other people or in different situations (low distinctiveness), and other people do not behave this way in similar situations (low consensus).
Refer: Exhibit 3.4

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 3 Hard
Topic: Attribution Theory
30. You are more likely to make an internal attribution about someone's poor performance if you have also observed the person performing that task poorly in the past and have observed other employees performing the task well.

**TRUE**

Internal attributions are made when the observed individual behaved this way in the past (high consistency), he or she behaves like this toward other people or in different situations (low distinctiveness), and other people do not behave this way in similar situations (low consensus).

Refer: Exhibit 3.4

---

31. When making an internal or external attribution about a person's behavior, we tend to look at whether the person has acted this way in the past and in other situations and whether other people have acted similarly in the same situation.

**TRUE**

When making an internal or external attribution about a person's behavior, we tend to look at whether the person has acted this way in the past and in other situations and whether other people have acted similarly in this situation.

Refer: Exhibit 3.4
32. The fundamental attribution error refers to the tendency to attribute the behavior of other people to internal factors more than external factors.

**TRUE**

The fundamental attribution error refers to the tendency to attribute the behavior of other people to internal factors more than external factors.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 1 Easy
Topic: Attribution Theory

33. The self-serving bias is the tendency to take credit for our successes and blame others or the situation for our mistakes.

**TRUE**

Self-serving bias is the tendency to take credit for our successes and blame others or the situation for our mistakes. Simply put, we take credit for our successes and blame others or the situation for our mistakes.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 1 Easy
Topic: Attribution Theory
34. The fundamental attribution error would cause a supervisor to believe that an employee's lateness is due to factors beyond the employee's control rather than to a lack of motivation to attend work.

FALSE

The fundamental attribution error would cause a supervisor to believe that an employee's motivation is the main reason why he or she is late for work (e.g., doesn't like the job), whereas an employee attributes his own lateness partly or mostly to external factors such as traffic jams, failed alarm clocks, or unexpected emergencies getting the kids ready for school.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Attribution Theory

35. The self-fulfilling prophecy helps supervisors accurately predict the future performance of recently hired employees.

FALSE

The process begins when the supervisor forms expectations about the employee's future behavior and performance. These expectations are sometimes inaccurate, because first impressions are usually formed from limited information. The supervisor's expectations influence his or her treatment of employees.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Self-Fulfilling Prophecy
36. The first step in a self-fulfilling prophecy occurs when the observer acts differently toward people with whom he or she has high expectations than towards those with whom he or she has low expectations.

**FALSE**

The self-fulfilling prophecy begins when the supervisor forms expectations about the employee's future behavior and performance.

37. The self-fulfilling prophecy tends to be stronger when employees are new to the job than when employees have worked in that job for a few years.

**TRUE**

Self-fulfilling prophecies are more likely to occur at the beginning of a relationship, such as when employees are first hired. It is also stronger when several people (rather than just one person) hold the same expectations of the individual.
38. You are a high achievement-oriented person. You are more likely to be influenced by self-fulfilling prophecy effect than the low-achievement oriented people.

**FALSE**

The self-fulfilling prophecy effect is stronger among people with a history of low achievement.

39. A manager believes in the philosophy of positive organizational behavior. His self-fulfilling prophecies are likely to improve organizational performance.

**TRUE**

The philosophy of positive organizational behavior suggests that focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being. The main lesson from the self-fulfilling prophecy literature is that leaders need to develop and maintain a positive, yet realistic, expectation toward all employees. This is consistent with the philosophy of positive organizational behavior.
40. The primacy effect refers to the phenomenon of forming an opinion of other people based on the first information perceived.

**TRUE**

The primacy effect is our tendency to quickly form an opinion of people on the basis of the first information we receive about them. It is the notion that first impressions are lasting impressions.

**AACSB: Analytic**
**Accessibility: Keyboard Navigation**
**Blooms: Remember**

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.

Level of Difficulty: 1 Easy
Topic: Other Perceptual Effects

41. The primacy effect causes interviewers to ignore information presented at the beginning of the interview and pay more attention to the dominant information presented later in the interview.

**FALSE**

The primacy effect is our tendency to quickly form an opinion of people on the basis of the first information we receive about them. It is the notion that first impressions are lasting impressions. It does not cause interviewers to ignore information presented at the beginning of the interview and to pay more attention to information presented later in the interview.

**AACSB: Analytic**
**Accessibility: Keyboard Navigation**
**Blooms: Remember**

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.

Level of Difficulty: 2 Medium
Topic: Other Perceptual Effects
42. The halo effect occurs when one characteristic of a person shapes our general impression of that person which, in turn, biases our perceptions about the other characteristics of that person.

**TRUE**

The halo effect occurs when one characteristic of a person shapes our general impression of that person which, in turn, biases our perceptions about the other characteristics of that person.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 1 Easy
Topic: Other Perceptual Effects

43. According to the halo effect, a supervisor's initial expectations of you influence your behavior so that you are more likely to act consistently with those expectations in the consequent encounters.

**FALSE**

The above instance is a feature of a self-fulfilling prophecy and not a halo effect.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Other Perceptual Effects
44. A person's annual performance evaluation is heavily influenced by performance results of the last month. This is an example of recency effect.

**TRUE**

The recency effect occurs when the most recent information dominates our perceptions. This perceptual bias is most common when people (especially those with limited experience) are making an evaluation involving complex information.

45. Employees who are thinking of quitting their jobs believe that a large percentage of their co-workers are also thinking about quitting. This perceptual error is called the halo effect.

**FALSE**

The false consensus effect is a widely observed bias in which we overestimate the extent to which others have beliefs and characteristics similar to our own.
46. Diversity awareness programs mainly educate employees about the value of diversity and problems with stereotyping.

**TRUE**

Diversity awareness training tries to minimize discrimination by making people aware of systemic discrimination as well as prejudices that occur through stereotyping. This training also attempts to dispel myths about people from various cultural and demographic groups.

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.

Level of Difficulty: 1 Easy

Topic: Awareness of Perceptual Biases

47. Self-fulfilling prophecy training is successful at influencing managers to eliminate self-fulfilling prophecies.

**FALSE**

Self-fulfilling prophecy training informs managers about this perceptual bias and encourages them to engage in more positive rather than negative self-fulfilling prophecies.

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.

Level of Difficulty: 3 Hard

Topic: Awareness of Perceptual Biases
48. Diversity training is the best way to minimize perceptual biases.

**FALSE**

A more powerful way to minimize perceptual biases is to help people become more aware of biases in their own decisions and behavior.

49. The Johari Window is a training program that teaches employees how to change their personality.

**FALSE**

The objective of the Johari Window is to reduce perceptual biases. It encourages disclosure and feedback to increase our own open area and reduce the blind, hidden, and unknown areas.
50. According to the Johari Window, the hidden area is reduced through disclosure.

**TRUE**

The hidden area is reduced through disclosure—informing others of your beliefs, feelings, and experiences that may influence the work relationship.

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Remember  
Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.  
Level of Difficulty: 2 Medium  
Topic: Improving Self-Awareness

51. The contact hypothesis states that the more individuals interact with one another, the less they rely on stereotypes to perceive each other.

**TRUE**

The contact hypothesis states that the more we interact with someone, the less prejudiced or perceptually biased we will be against that person.

AACSB: Analytic  
AACSB: Diversity  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.  
Level of Difficulty: 1 Easy  
Topic: Meaningful Interaction
52. When interacting with people from other backgrounds, perceptual biases are more likely to be minimized when these people have equal status during the interaction.

**TRUE**

Meaningful interaction is strongest when people work closely and frequently on a shared goal that requires cooperation and reliance on one another. Furthermore, everyone should have equal status in that context and should be engaged in a meaningful task.

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 1 Easy
Topic: Meaningful Interaction

53. Empathy is both cognitive and emotional.

**TRUE**

Empathy is both cognitive and emotional, meaning that empathy is about understanding as well as feeling what the other person feels in that context.

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 1 Easy
Topic: Meaningful Interaction
54. People who learn to empathize with others are less likely to engage in fundamental attribution errors.

**TRUE**

Empathizing with others improves our sensitivity to the external causes of another person's performance and behavior, thereby reducing fundamental attribution error.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 2 Medium
Topic: Meaningful Interaction

55. A global mindset includes the capacity to empathize and act effectively across cultures.

**TRUE**

A global mindset includes an individual's capacity to empathize and act effectively across cultures.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-05 Outline the main features of a global mindset and justify its usefulness to employees and organizations.
Level of Difficulty: 2 Medium
Topic: Global Mindset: Developing Perceptions Across Borders
56. In a global mindset, the empathy of an individual from a different culture translates into the effective use of words and behaviors that are compatible with the local culture.

**TRUE**

Global mindset includes understanding the mental models held by colleagues from other cultures, as well as their emotional experiences in a given situation. Furthermore, this empathy translates into the effective use of words and behaviors that are compatible with the local culture.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-05 Outline the main features of a global mindset and justify its usefulness to employees and organizations.

Level of Difficulty: 2 Medium

Topic: Global Mindset: Developing Perceptions Across Borders

57. A global mindset can be developed through better knowledge of people and cultures solely by formal training.

**FALSE**

Knowledge of people and cultures is acquired through formal programs, such as diversity training, but deeper absorption results from immersion in those cultures.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-05 Outline the main features of a global mindset and justify its usefulness to employees and organizations.

Level of Difficulty: 2 Medium

Topic: Global Mindset: Developing Perceptions Across Borders
Multiple Choice Questions

58. Recent studies suggest that we have a(n) _______ self (our personal traits), _______ self (interpersonal relations), and _______ self (our membership in identifiable social groups).

A. character; collective; social
B. collective; perceived; reflective
C. individual; relational; collective
D. summary; character; social
E. esteem; collective; relational

Recent studies suggest that we have an individual self (our personal traits), relational self (interpersonal relations), and collective self (our membership in identifiable social groups).

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.

Level of Difficulty: 2 Medium

Topic: Self-Concept: How We Perceive Ourselves
59. Sandy is a R&D manager at a manufacturing plant and her self-concept is considered to have low complexity. Which of the following would most likely be what she considers as her most important identities?

A. manager, engineer, family income-earner  
B. mother, manager, family income-earner  
C. wine connoisseur, manager, mother  
D. wife, engineer, mother  
E. family income-earner, mother, wife

A self-concept has low complexity when the individual's important identities are highly interconnected, such as when they are all work-related (manager, engineer, family income-earner).

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Apply

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

Level of Difficulty: 3 Haro  
Topic: Self-Concept Complexity, Consistency, and Clarity
People who are unsure of their self-views are more:

A. difficult to influence.
B. stressed in decision-making situations.
C. defined by their work.
D. frequently absent.
E. apathetic to social forces.

People who are unsure of their self-views are more easily influenced by others, experience more stress when making decisions, and feel more threatened by social forces that undermine their self-confidence and self-esteem.
Philosopher John Dewey recognized that people are inherently motivated to perceive themselves (and be perceived by others) as competent, attractive, lucky, ethical, and important. This is known as:

A. self-concept.
B. self-esteem.
C. self-verification.
D. self-enhancement.
E. self-centered.

Dewey recognized that people are inherently motivated to perceive themselves (and to be perceived by others) as competent, attractive, lucky, ethical, and important. This self-enhancement is observed in many ways.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

Level of Difficulty: 1 Easy
Topic: Self-Enhancement
The process where people are motivated to confirm and maintain their existing self-concept is known as:

A. self-efficacy.
B. self-esteem.
C. self-verification.
D. self-enhancement.
E. self-centering.

Along with being motivated by self-enhancement, people are motivated to confirm and maintain their existing self-concept. This process, called self-verification, stabilizes an individual's self-view, which in turn provides an important anchor that guides his or her thoughts and actions.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 1 Easy
Topic: Self-Verification
63. The extent to which people like, respect, and are satisfied with themselves is known as:

A. self-concept.
B. self-esteem.
C. self-verification.
D. self-enhancement.
E. self-centering.

Self-esteem is the extent to which people like, respect, and are satisfied with themselves.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 1 Easy
Topic: Self-Evaluation
Someone with an external locus of control would most likely believe the events in their life are due mainly to:

A. themselves.
B. personal choices.
C. lucky streaks.
D. a lack of motivation.
E. a lack of competence.

Those with more of an external locus of control believe events in their life are due mainly to fate, luck, or conditions in the external environment.
65. Social identity theory says that:

A. we define ourselves in terms of our membership in certain groups and our differences with people who belong to other groups.

B. we tend to believe our own actions are caused by motivation or ability rather than the situation.

C. our expectations about another person cause that person to act in a way that is consistent with those expectations.

D. we quickly form an opinion of people based on the first information we receive about them.

E. our emotions screen out large blocks of information that threaten our beliefs and values.

Social identity theory says that people define themselves by the groups to which they belong or have an emotional attachment.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 2 Medium
Topic: The Social Self
According to social identity theory, people tend to:

A. receive information and make sense of the world around them.
B. perceive that their own actions are due to the situation, whereas the behaviors of other people are mainly due to their motivation and ability.
C. believe that people in their own groups share common traits.
D. think that they are distinct from people in the social groups to which they have a connection.
E. refer to something about themselves as separate individuals.

Social identity theory says that people define themselves by the groups to which they belong or have an emotional attachment.

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.

Level of Difficulty: 2 Medium
Topic: The Social Self
67. Which of the following refers to the process of receiving information about and making sense of the world around us?

A. Personalization  
B. Motivation  
C. Reinforcement theory  
D. Perception  
E. Social identification

Perception refers to the process of receiving information about and making sense of the world around us.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.

Level of Difficulty: 1 Easy
Topic: Perceiving the World Around Us
Generally, the brands placed on the upper shelves of supermarkets receive greater attention than those on the lower shelves. This is an example of _____.

A. selective attention  
B. stereotyping  
C. halo effect  
D. behavior modification  
E. recency effect

The process of attending to some information received by our senses and ignoring other information is called selective attention. Selective attention is influenced by characteristics of the person or object being perceived, particularly size, intensity, motion, repetition, and novelty.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.

Level of Difficulty: 2 Medium
Topic: Perceiving the World Around Us
69. ______ is the process of filtering information received by our senses.

A. Personal identification  
B. Social learning  
C. Projection  
D. Stereotyping  
E. Selective attention

Selective attention is the process of filtering information received by our senses. It is the process of attending to some information received by our senses and ignoring other information.

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Remember

Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.  
Level of Difficulty: 1 Easy  
Topic: Perceiving the World Around Us
Which of the following is an example of selective attention?

A. You notice that two employees are arguing in the company's quiet library.
B. You conclude that the person near the cash register is a sales clerk.
C. You assume that an employee is lazy because she works in a department with lazy people.
D. You watch only a few television channels based on your interests.
E. You select a few job applicants through structured interviews.

Selective attention is influenced by the context in which the target is perceived. In the above example, two employees are arguing in the company's quiet library. Since they are arguing in a quiet place, they are more likely to get noticed.
Some investors in the stock market become overconfident and ignore evidence that their strategies are more likely to lose money. This can be attributed to _____.

A. the primacy effect
B. confirmation bias
C. the recency effect
D. the prophecy effect
E. stereotyping

Another selective attention problem, called confirmation bias, is the nonconscious tendency for people to screen out information that is contrary to their decisions, beliefs, values, and assumptions. This bias occurs, for instance, when we form an opinion or theory about something, such as a consumer trend or an employee's potential.
72. Which of the following occurs most likely due to confirmation bias?

A. A company conducts monthly performance reviews to evaluate its employees.
B. A customer demands a proof statement from the salesperson.
C. A manager believes his actions are correct, though they are highly unpopular.
D. A manager considers female workers to be less productive than the male workers.
E. A teacher assigns moderate grades to all her students, though there is a vast difference in performance.

Another selective attention problem, called confirmation bias, is the nonconscious tendency for people to screen out information that is contrary to their decisions, beliefs, values, and assumptions. This bias occurs, for instance, when we form an opinion or theory about something, such as a consumer trend or an employee’s potential.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply
Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.
Level of Difficulty: 2 Medium
Topic: Perceiving the World Around Us
73. _____ is the mostly unconscious process of organizing people and objects into preconceived categories that are stored in our long-term memory.

A. Mental model  
B. Social identification  
C. Categorical thinking  
D. Personal identification  
E. Reinforcement theory

Categorical thinking is the mostly unconscious process of organizing people and objects into preconceived categories that are stored in our long-term memory.

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Remember

*Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.*  
Level of Difficulty: 2 Medium  
Topic: Perceptual Organization and Interpretation
Mental models are ____ that guide perceptions and behavior.

A. stereotypes
B. forms of punishment
C. self-fulfilling prophecies
D. knowledge structures
E. action learning practices

Mental models are knowledge structures that we develop to describe, explain, and predict the world around us.
Mental models cause us to:

A. perceive events as though people are acting on a theatrical stage.
B. utilize perceptual grouping to make sense of things.
C. believe the behavior of others is caused more by their ability or motivation than the situation.
D. perceive ourselves as members of several groups that are different from people in other groups.
E. change our personality whenever we develop new mental models.

Mental models are knowledge structures that we develop to describe, explain, and predict the world around us.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.
Level of Difficulty: 2 Medium
Topic: Perceptual Organization and Interpretation
The process of assigning traits to people based on their membership in an identifiable social category is called:

A. the recency effect.
B. the halo effect.
C. projection bias.
D. empathy.
E. stereotyping.

Stereotyping is the perceptual process by which we assign characteristics to an identifiable group and then automatically transfer those features to anyone we believe is a member of that group.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.

Level of Difficulty: 1 Easy

Topic: Stereotyping in Organizations
George believes that women have difficulty coping with the stress of executive decisions. Sally is promoted into a senior management position and George soon complains that Sally won't be able to cope with this job. George is exhibiting which of the following perceptual errors?

A. Attribution error
B. Stereotyping
C. Projection bias
D. Halo error
E. Recency error

Stereotyping is the perceptual process by which we assign characteristics to an identifiable group and then automatically transfer those features to anyone we believe is a member of that group. In this case, George believes that Sally won't be able to cope with her job because she is a woman.
78. André is a doctor who is quick to mention that he is a doctor when he first meets other people. He also tends to perceive himself and other physicians in a more favorable way than nurses and non-medical staff. Which concept best explains André's perceptual process?

A. Attribution theory  
B. Social identity theory  
C. Self-fulfilling prophecy  
D. Perceptual defense  
E. Myers-Briggs Type Indicator

Social identity is a comparative process, and the comparison begins by categorizing people into distinct groups. In addition to categorizing and homogenizing people, we differentiate them by assigning more favorable characteristics to people in our groups than to people in other groups. Here Andre, the doctor perceives himself and other physicians in a more favorable way than nurses and non-medical staff.

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Apply  
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.  
Level of Difficulty: 3 Hard  
Topic: Stereotyping in Organizations
The combination of social identity and self-enhancement leads to the process of:

A. attribution, acceptance, and modification.
B. categorization, homogenization, and differentiation.
C. perception, personality, and attitude.
D. fundamental attribution, self-serving attribution, and social identity.
E. agreeableness, conscientiousness, and openness to experience.

The combination of social identity and self-enhancement leads to the process of categorization, homogenization, and differentiation.
80. Systemic discrimination:

A. is not due to a perceptual error.
B. will not result in stereotyping.
C. is completely based on prejudice.
D. creates unintentional stereotypes.
E. is associated with negative attitudes toward others.

Systemic discrimination is unintentional discrimination. Decision makers rely on stereotypes to establish notions of the "ideal" person in specific roles. A person who doesn't fit the ideal tends to receive a less favorable evaluation.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Stereotyping in Organizations
81. Which of the following concepts is most closely linked to discriminatory attitudes and behaviors?

A. Halo effect
B. Primacy effect
C. Attribution theory
D. Recency effect
E. Stereotyping

A major problem associated with stereotyping is that it lays the foundation for discriminatory attitudes and behavior.
82. The _____ process involves deciding whether an observed behavior or event is caused mainly by the person or by the environment.

A. attribution
B. stereotyping
C. social identification
D. selective attention
E. self-identification

The attribution process involves deciding whether an observed behavior or event is caused mainly by the person (internal factors) or by the environment (external factors).

AACSB: Analytic
Accessibility: Keyboard Navigation
Bloom's: Remember

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.

Level of Difficulty: 1 Easy
Topic: Attribution Theory
83. Which of the following is an internal factor that affects job performance?

A. Economic conditions
B. Changes in salary
C. Peer support
D. Internal competition
E. Motivation to work

Internal factors include the person's ability or motivation, whereas external factors include lack of resources, other people, or just luck.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Attribution Theory
84. Consistency, consensus and distinctiveness are the:

A. three elements of behavior modification.
B. three elements of the selective attention process.
C. three rules that determine whether we make an internal or external attribution.
D. three of the four quadrants in the Johari Window.
E. the main causes of a self-fulfilling prophecy.

Consistency, consensus and distinctiveness are the three rules determining whether to make an internal or external attribution.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Attribution Theory
Which of the following describes the fundamental attribution error?

A. People seldom make attributions about their own behavior.
B. The likelihood of making an error attributing the behavior of another person increases with your familiarity of that other person.
C. We tend to believe that other people have the same beliefs and behaviors that we have.
D. We tend to believe the behavior of other people is caused more by their motivation and ability than by factors beyond their control.
E. We tend to believe that colleagues perform their jobs better than we perform our job.

Fundamental attribution error refers to our tendency to perceive another person's actions caused mainly by internal attributions, whereas we recognize both internal and external causes of our own actions.
86. The tendency to attribute the behavior of other people to internal factors more than external factors is called the:

A. recency bias.
B. projection bias.
C. fundamental attribution error.
D. primacy effect.
E. self-serving bias.

The fundamental attribution error refers to our tendency to perceive another person's actions caused mainly by internal attributions, whereas we recognize both internal and external causes of our own actions.
87. If John takes credit for work done on time, but blames his co-workers for his delays, his attitude is reflective of the:

A. fundamental attribution error.
B. primacy effect.
C. self-fulfilling prophecy.
D. self-serving bias.
E. projection bias.

The fundamental attribution error refers to our tendency to perceive another person's actions caused mainly by internal attributions, whereas we recognize both internal and external causes of our own actions. In this case, John takes credit only for work done on time and blames his co-workers for his delays.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Attribution Theory
88. The second step in the self-fulfilling prophecy cycle is:

A. An employee is hired with certain assumptions being made.
B. A supervisor forms expectations about the employee.
C. The employee's behavior becomes more consistent with the supervisor's initial expectations.
D. The supervisor's expectations affect his/her behavior towards the employee.
E. The supervisor's behavior affects the employee's ability and motivation.

The process begins when the supervisor forms expectations about the employee's behavior and performance. Then, the supervisor's expectations influence his or her behavior toward employees.
89. Which of the following illustrates the first step in the self-fulfilling prophecy?

A. An employee behaves in a way consistent with the supervisor's expectations.
B. A supervisor treats the employee in a manner consistent with the supervisor's expectations.
C. A supervisor forms certain expectations of the employee.
D. A supervisor attributes employee's good performance to external causes.
E. An employee demonstrates his or her true abilities to the supervisor.

The prophecy begins when the supervisor forms expectations about the employee's future behavior and performance. These expectations are sometimes inaccurate, because first impressions are usually formed from limited information. The supervisor's expectations influence his or her treatment of employees.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Self-Fulfilling Prophecy
90. Which of the following illustrates one of the steps in the self-fulfilling prophecy process?

A. A supervisor forms an incorrect impression of the employee.
B. A supervisor assigns challenging goals to the employee.
C. A supervisor gives lenient feedback to the employee.
D. A supervisor avoids reinforcement of work done by the employee.
E. A supervisor communicates expectations to the employee.

The process begins when the supervisor forms expectations about the employee's future behavior and performance. In the self-fulfilling prophecy process, employees receive more emotional support through nonverbal cues (e.g., more smiling and eye contact), more frequent and valuable feedback and reinforcement, more challenging goals, better training, and more opportunities to demonstrate good performance.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 2 Medium
Topic: Self-Fulfilling Prophecy
91. Someone who is new to the job and has a low expectancy is:

A. less likely to engage in stereotyping.
B. more likely to engage in the fundamental attribution error.
C. more likely to have a strong learning orientation.
D. more vulnerable to the supervisor’s self-fulfilling prophecies of that employee.
E. more likely to engage in behavior modification.

Self-fulfilling prophecies are more likely to occur at the beginning of a relationship, such as when employees are first hired. It is also stronger when several people (rather than just one person) hold the same expectations of the individual.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.

Level of Difficulty: 2 Medium
Topic: Self-Fulfilling Prophecy
92. The self-fulfilling prophecy effect is stronger:

A. at the beginning of a relationship.
B. for experienced employees.
C. when a relationship is saturated.
D. when a relationship is extremely complex.
E. when a relationship is very strong.

The self-fulfilling prophecy effect is stronger at the beginning of a relationship, such as when employees are first hired.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 1 Easy
Topic: Self Fulfilling Prophecy
93. The philosophy of positive organizational behavior states that:

A. employees are more effective when they experience extinction more than other contingencies of reinforcement.

B. employees are, by nature, good rather than bad in terms of their ethics and care for others in the world.

C. focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being.

D. training programs that make leaders aware of the power of positive expectations have the maximum effect.

E. employees process positive information more quickly than negative information.

Leaders need to develop and maintain a positive, yet realistic, expectation toward all employees. Focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being. Communicating hope and optimism is identified as one of the critical success factors.
94. If you form a general negative impression of a person based on one prominent characteristic, and it affects your perception of other characteristics of that person, it is called:

A. a projection bias.  
B. the halo effect.  
C. selective attention.  
D. a self-serving bias.  
E. stereotyping.

The halo effect occurs when our general impression of a person, usually based on one prominent characteristic, distorts our perception of other characteristics of that person.
95. Which perceptual error occurs when a supervisor incorrectly rates an employee at a similar level across all performance dimensions based on an overall impression of that employee?

A. Attribution error  
B. Stereotyping  
C. Projection bias  
D. Halo effect  
E. Recency effect

The halo effect occurs when our general impression of a person, usually based on one prominent characteristic, distorts our perception of other characteristics of that person. When a supervisor incorrectly rates an employee at a similar level across all performance dimensions based on an overall impression of that employee, a halo effect occurs.

AACSB: Analytic  
Accessibility: Keyboard Navigation  
Blooms: Understand  

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.  
Level of Difficulty: 2 Medium  
Topic: Other Perceptual Effects
96. Which of the following is a perceptual error where we tend to believe that other people hold the same beliefs and attitudes as we do?

A. Self-serving bias
B. Recency effect
C. False-consensus effect
D. Self-fulfilling prophecy
E. Personal identity

The false-consensus effect (also called similar-to-me effect) occurs when people overestimate the extent to which others have similar beliefs or behaviors to their own.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 1 Easy
Topic: Other Perceptual Effects
97. The statement "First impressions are lasting impressions" best represents the:

A. primacy effect.
B. self-fulfilling prophecy.
C. projection bias.
D. recency effect.
E. extroversion effect.

The primacy effect is our tendency to quickly form an opinion of people on the basis of the first information we receive about them. It is the notion that first impressions are lasting impressions.
98. The recency effect is most common when:

A. making an evaluation involving complex information.
B. the decision maker has considerable experience in that situation.
C. the decision maker believes most employees are above average.
D. evaluating someone who is easily identified with a visible demographic group.
E. the decision maker has a strong learning orientation.

The recency effect occurs when the most recent information dominates our perceptions. This perceptual bias is most common when people are making an evaluation involving complex information.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.

Level of Difficulty: 2 Medium
Topic: Other Perceptual Effects
99. The _____ area in the Johari Window refers to information that is known to others but not to you.

A. blind
B. feedback
C. unknown
D. hidden
E. open

The blind area refers to information that is known to others but not to you.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.

Level of Difficulty: 1 Easy
Topic: Improving Self-Awareness
100. The objective of the Johari Window is to:

A. reduce our perceptual biases.
B. prevent others from understanding the reasons behind our actions.
C. discourage disclosure and feedback.
D. increase the hidden and unknown area.
E. prevent an individual's perceptual limitations being disclosed to his colleagues.

The objective of the Johari Window is to improve our perceptual process. It encourages disclosure and feedback to increase our own open area and reduce the blind, hidden, and unknown areas.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 1 Easy
Topic: Improving Self-Awareness
101. In the Johari Window, the _____ area includes information about you that is known both to you and others.

A. mid-level  
B. hidden  
C. unknown  
D. blind  
**E. open**

The Johari Window, the model of self-awareness and mutual understanding divides information about you into four "windows"—open, blind, hidden, and unknown. The open area includes information about you that is known both to you and to others.

_AACSB: Analytic_  
_Accessibility: Keyboard Navigation_  
_Blooms: Remember_  

_**Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.**_  
_Level of Difficulty: 1 Easy_  
_Topic: Improving Self-Awareness_
102. In the Johari Window, the hidden area gets smaller when we:

A. increase the blind area.
B. avoid feedback from others.
C. disclose information about ourselves.
D. are far away from knowing our perceptual limitations.
E. hide our beliefs and experiences.

You can reduce the hidden area through disclosure which is informing others of your beliefs, feelings and experiences that may influence the work relationship.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 2 Medium
Topic: Improving Self-Awareness
103. In the Johari Window, feedback from others helps us to:

A. increase our open area by reducing our blind area.
B. increase our unknown area by reducing our hidden area.
C. decrease our open area by increasing our amount of disclosure.
D. increase our open area by reducing our unknown area.
E. increase our open area by increasing our hidden area.

The open area increases through feedback from others about your behavior. This information helps you to reduce your blind area because, according to recent studies, people near you are good sources of information about many (but not all) of your traits and behaviors.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 1 Easy
Topic: Improving Self-Awareness
In the Johari Window, disclosure of information to colleagues results in:

A. reducing our open area by reducing our blind area.
B. increasing our unknown area by reducing our hidden area.
C. decreasing our open area by increasing our amount of feedback.
D. increasing our open area by reducing our perceptual limitations.
E. increasing our open area by reducing our hidden area.

The main objective of the Johari Window is to increase the size of the open area so that both you and your colleagues are aware of your perceptual limitations. This is partly accomplished by reducing the hidden area through disclosure—informing others of your beliefs, feelings, and experiences that may influence the work relationship.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.

Level of Difficulty: 2 Medium
Topic: Improving Self-Awareness
105. The contact hypothesis states that:

A. our tendency to stereotype people increases with our frequency of contact with them.
B. we are more likely to make an internal attribution of someone’s behavior when we have more contact with that person.
C. the social identity theory only applies to people who have personal contact with the groups with whom they identify.
D. people who interact with each other will be less perceptually biased toward each other.
E. the self-fulfilling prophecy occurs only when the target individual interacts virtually with the person making the prophecy.

Contact hypothesis states that under certain conditions, people who interact will be less prejudiced or perceptually biased toward one another.
106. Which of these statements about the contact hypothesis is true?

A. It states that in increasing contact with someone, the most recent information dominates our perception of that person.

B. Increased contact with someone tends to reduce our tendency to use stereotypes to perceive that person.

C. By reducing our contact with people, we develop more accurate perceptions of them.

D. It states that the more we interact with someone, the more prejudiced we will be against that person.

E. Increased contact with someone tends to change our stereotype of the group to which that person belongs and to reinforce our tendency to use stereotypes to perceive that person.

The contact hypothesis states that the more we interact with someone, the less prejudiced or perceptually biased we will be against that person.
107. Which of the following improves self-awareness and mutual understanding that is founded on the contact hypothesis?

A. Johari Window
B. Meaningful interaction
C. Implicit Association Test
D. Self-fulfilling prophecy
E. Self-serving bias

Self-awareness and mutual understanding can improve through meaningful interaction. Meaningful interaction is founded on the contact hypothesis, which states that under certain conditions, people who interact will be less prejudiced or perceptually biased toward one another.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 2 Medium
Topic: Meaningful Interaction
108. Which of the following is true about meaningful interaction?

A. Meaningful interaction relies on dialogue.
B. Meaningful interaction increases dependence on stereotypes to understand others.
C. Meaningful interaction is based on the Johari Window.
D. Meaningful interaction potentially improves empathy toward others.
E. Meaningful interaction is a way of increasing self-awareness by encouraging disclosure and feedback to increase our own open area.

Meaningful interaction is founded on the contact hypothesis. Meaningful interaction potentially improves empathy toward others.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 2 Medium
Topic: Meaningful Interaction
109. _____ refers to understanding and being sensitive to the feelings, thoughts, and situations of others.

A. Apathy
B. Contact hypothesis
C. Empathy
D. Recency effect
E. Primacy effect

Empathy refers to understanding and being sensitive to the feelings, thoughts, and situations of others. People empathize when they cognitively transpose themselves into the other person's place as if they were the other person.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 1 Easy
Topic: Meaningful Interaction
110. In organizational settings, empathy:

A. has both a cognitive and emotional component.
B. decreases sensitivity to the external causes of an individual's own behavior and results.
C. increases the likelihood of the fundamental attribution error.
D. indicates any implicit biases you might have toward others.
E. is similar to apathy.

Empathy is both cognitive and emotional, meaning that empathy is about understanding as well as feeling what the other person feels in that context.
111. Which of the following is true about a global mindset?

A. A global mindset occurs as people initially develop more of a local than a global frame of reference about their business.
B. A global mindset minimizes the capacity to empathize and act effectively across cultures.
C. A global mindset includes the ability to process complex information about familiar environments.
D. A global mindset does not include the ability to comprehend and reconcile intracultural matters.
E. A global mindset includes an awareness of, openness to, and respect for other views and practices in the world.

A global mindset refers an individual's ability to perceive, know about, and process information across cultures. It includes (1) an awareness of, openness to, and respect for other views and practices in the world; (2) the capacity to empathize and act effectively across cultures; (3) the ability to process complex information about novel environments; and (4) the ability to comprehend and reconcile intercultural matters with multiple levels of thinking.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understanding

Learning Objective: 03-05 Outline the main features of a global mindset and justify its usefulness to employees and organizations.

Level of Difficulty: 2 Medium

Topic: Global Mindset: Developing Perceptions Across Borders
112. Which of the following is true about developing a global mindset?

A. A global mindset can be developed through better knowledge of people and cultures only by formal training.

B. Deeper absorption of knowledge of people and cultures results from immersion in those cultures.

C. The last step in developing a global mindset is self-awareness—understanding one’s own beliefs, values, and attitudes.

D. Companies should restrict employees from comparing their own mental models with those of co-workers from other regions of the world.

E. Developing a global mindset excludes practices of awareness, self-awareness and meaningful interaction.

Knowledge of people and cultures is acquired through formal programs, such as diversity training, but deeper absorption results from immersion in those cultures. Developing a global mindset involves improving one’s perceptions, so the practices of awareness, self-awareness, and meaningful interaction are relevant.
113. Joanie is an engineer at an architectural firm. She is very proud of this fact and often defines herself in terms of her work to family and friends. She is very skilled at her job and confident in that fact, but often has trouble adapting to changing job duties and environmental conditions.

Most likely Joanie has:

A. high complexity.
B. low clarity.
C. low consistency.
D. low complexity.
E. All of these.

People who define themselves mainly by their work (i.e. low complexity) tend to have lower absenteeism and turnover.

AACSB: Analytic
Accessibility: Keyboard Navigation

Blooms: Apply

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

Level of Difficulty: 3 Haro

Topic: Self-Concept Complexity, Consistency, and Clarity
Joanie is an engineer at an architectural firm. She is very proud of this fact and often defines herself in terms of her work to family and friends. She is very skilled at her job and confident in that fact, but often has trouble adapting to changing job duties and environmental conditions.

Joanie always attributes her successes to her high level of personal motivation. However, when she makes a mistake, she tends to blame the situation. This is known as:

A. self-centering.
B. self-esteem.
C. self-verification.
D. **self-enhancement**.
E. self-concept.

Self-enhancement is when individuals tend to rate themselves above average, believe they have a better than average probability of success, and attribute their successes to personal motivation or ability while blaming the situation for their mistakes.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Blooms: Apply*

*Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.*

*Level of Difficulty: 2 Medium*

*Topic: Self-Enhancement*
Joanie is an engineer at an architectural firm. She is very proud of this fact and often defines herself in terms of her work to family and friends. She is very skilled at her job and confident in that fact, but often has trouble adapting to changing job duties and environmental conditions.

Although Joanie occasionally has trouble adapting to new conditions and job tasks, she believes she can do almost anything and always maintains a “can do” attitude. This is known as:

A. self-concept.
B. self-esteem.
C. self-verification.
D. self-enhancement.
E. self-efficacy.

Self-efficacy refers to a person’s belief that he or she can successfully complete a task. Those with high self-efficacy have a “can do” attitude.

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

Level of Difficulty: 3 Haro
Topic: Self-Enhancement
Joe, a production worker in a doll manufacturing plant, recently changed positions on the manufacturing line from painting the eyes, to attaching arms to each doll. In the past, his work was always impeccable with a very low rate of mistakes, but since the switch, the quality team has found numerous dolls with arms that were haphazardly attached. A majority of the flawed-arm dolls are from Joe’s assembly line.

It could probably be said that because of his history with excellent quality, in this situation Joe would be considered to have:

A. high consistency and high distinctiveness.
B. low consistency and high distinctiveness.
C. low consensus and low consistency.
D. low distinctiveness and high consistency.
E. high consensus and high distinctiveness.

If the employee consistently make poor products in a certain area (high consistency), but the employee makes good-quality products elsewhere (high distinctiveness).

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Apply

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.
Level of Difficulty: 3 Hard
Topic: Attribution Theory
Joe, a production worker in a doll manufacturing plant, recently changed positions on the manufacturing line from painting the eyes, to attaching arms to each doll. In the past, his work was always impeccable with a very low rate of mistakes, but since the switch, the quality team has found numerous dolls with arms that were haphazardly attached. A majority of the flawed-arm dolls are from Joe's assembly line.

When his supervisor approached him about his quality issues, Joe replied that lately he has been having a string of bad luck. In the past, when praised for his excellent quality doll eyes, Joe always took the credit and boasted about his abilities. This is known as:

A. the fundamental attribution error.
B. a correspondence bias.
C. a self-serving bias.
D. a self-fulfilling prophecy.
E. the halo effect.

A self-serving bias is the tendency to attribute our failures to external causes (such as bad luck) more than internal causes (e.g., inefficiency), while successes are so more to internal than external factors. Simply put, we take credit for our successes and blame others or the situation for our mistakes.
Elaine got a job transfer from Italy to New York. Soon, she started to understand the mental models held by colleagues from other cultures, as well as their emotional experiences in a given situation. Further, she started to effectively use words and behaviors that were compatible with the local culture of New York.

Before leaving Italy, Elaine believed that all New Yorkers were rude, loud, and apathetic to strangers. Her views changed after several months of close contact with her new co-workers. This change is a result of:

A. stereotyping.
B. contact hypothesis.
C. a global mindset.
D. empathy.
E. disclosure.

Contact hypothesis is a theory stating that the more we interact with someone, the less prejudiced or perceptually biased we will be against that person.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Apply

Learning Objective: 03-05 Outline the main features of a global mindset and justify its usefulness to employees and organizations.

Level of Difficulty: 3 Hard

Topic: Global Mindset: Developing Perceptions Across Borders
Elaine got a job transfer from Italy to New York. Soon, she started to understand the mental models held by colleagues from other cultures, as well as their emotional experiences in a given situation. Further, she started to effectively use words and behaviors that were compatible with the local culture of New York.

Which of the following features of a global mindset occurred in Elaine’s life?

A. The ability to process complex information about novel environments.
B. The capacity to empathize and act effectively across cultures.
C. The capacity to comprehend and reconcile intracultural matters.
D. The ability to develop more of a local than a global frame of reference about their business.
E. The ability to comprehend and reconcile intercultural matters with multiple levels of thinking.

A global mindset includes understanding the mental models held by colleagues from other cultures, as well as their emotional experiences in a given situation. Furthermore, this empathy translates into the effective use of words and behaviors that are compatible with the local culture. Here, Elaine started to understand the mental models held by colleagues from other cultures, as well as their emotional experiences in a given situation. She also started to effectively use words and behaviors that were compatible with the local culture of New York. This shows that she developed the capacity to empathize and act effectively across cultures.
An individual's self-concept can be described by three characteristics: complexity, consistency, and clarity (see Exhibit 3.1). Complexity refers to the number of distinct and important roles or identities that people perceive about themselves. Everyone has some degree of complexity because they see themselves in different roles at various times (student, friend, daughter, sports club fan, etc.). But complexity isn't just the number of selves that define who we are; it is also the separation of those selves. A self-concept has low complexity when the individual's most important identities are highly interconnected, such as when they are all work-related (manager, engineer, family income-earner). A second characteristic of an individual's self-concept is its internal consistency. High internal consistency exists when most of the individual's self-perceived roles require similar personality traits, values, and other attributes. Low consistency occurs when some self-perceptions require personal characteristics that conflict with characteristics required for other aspects of self. Low self-concept consistency would exist if you see yourself as a very exacting engineer, yet also a cavalier and risk-oriented skier. Clarity, the third characteristic of self-concept is the degree to which you have a clear, confidently defined, and stable self-concept. Clarity occurs when we are confident about "who we are," can describe our important identities to others, and provide the same description of ourselves across time. Self-concept clarity increases with age as well as with the consistency of the person's multiple selves.

Feedback: Refer: Exhibit 3.1

AACSB: Analytic
Blooms: Understand
Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual's behavior and well-being.
Level of Difficulty: 3 Hard
Topic: Self-Concept Complexity, Consistency, and Clarity
Self-verification stabilizes an individual’s self-view, which, in turn, provides an important anchor that guides his or her thoughts and actions. Employees actively communicate their self-concept so co-workers can provide feedback that reinforces the self-concept. For example, you might let co-workers know that you are a very organized person; later, they point out situations where you have indeed been very organized. Unlike self-enhancement, self-verification includes seeking feedback that is not necessarily flattering (e.g., I’m a numbers person, not a people person). Social scientists continue to debate whether and under what conditions people prefer information that supports self-enhancement or self-verification. In other words, do we prefer compliments rather than accurate critique about weaknesses that we readily acknowledge? The answer is likely an emotional tug-of-war; we enjoy compliments, but not if we believe they are contrary to our self-view.

Self-verification has implications for organizational behavior. First, it affects the perceptual process because employees are more likely to remember information that is consistent with their self-concept and nonconsciously screen out information (particularly negative information) that seems inconsistent with it. Second, the clearer their self-concept, the less people will consciously accept feedback that contradicts that self-concept. Third, employees are motivated to interact with others who affirm their self-views, which affects how well they get along with their boss and team members. For instance, new employees are more satisfied and perform better when the socialization process allows them to affirm their authentic self—they can demonstrate and receive support for “who they are” -- rather than when the socialization process mainly steers them into the company’s mold of an ideal employee.
122. Explain the process of categorical thinking.

People make sense of information even before they become aware of it. This sense making partly includes categorical thinking. Categorical thinking is the mostly nonconscious process of organizing people and objects into preconceived categories that are stored in our long-term memory. Categorical thinking relies on a variety of automatic perceptual grouping principles such as proximity to others, need for cognitive closure, and interpreting incoming information.

AACSB: Analytic
Blooms: Understand

Learning Objective: 03-01 Describe the elements of self-concept and explain how each affects an individual’s behavior and well-being.

Level of Difficulty: 2 Medium
Topic: Perceptual Organization and Interpretation

123. What is stereotyping? What are the three elements of stereotyping?

Stereotyping is an extension of the social identity theory and a product of our natural process of organizing information through categorical thinking. Stereotyping has three elements. First, we develop categories of identifiable groups and assign traits to those groups. Second, we assign people to one or more social categories based on easily observable information about them. Third, people who seem to belong to the stereotyped group are assigned non-observable traits associated with the group.

AACSB: Analytic
AACSB: Diversity
Blooms: Remember

Learning Objective: 03-02 Outline the perceptual process and discuss the effects of categorical thinking and mental models in that process.

Level of Difficulty: 2 Medium
Topic: Stereotyping in Organizations
A supervisor receives regular information about a sales employee's performance (e.g. sales volume, incomplete paperwork, etc.) and must complete a performance appraisal of the person's work. The supervisor has a complete description of the employee's job but has never worked in the field as a sales representative. Moreover, the supervisor is relatively new to this job and therefore has little experience observing or appraising the performance of salespeople. What attribution error is likely to occur under these conditions and what effect would it have on the performance appraisal results?

The fundamental attribution error is very likely to occur here because the supervisor lacks the knowledge of and empathy for the employee's position. This would cause the supervisor to be relatively insensitive to external forces on the employee's performance. Since the employee works away from the office as a field sales representative, the supervisor is unlikely to receive reliable information about these external factors. Instead, the supervisor will engage in the fundamental attribution error whereby the employee's behavior and performance is attributed more to his or her own characteristics (ability and motivation).

Fundamental attribution error can have a significant effect on the performance appraisal results. In the case of good performance, the supervisor would give the employee perhaps more credit than is due because the supporting external conditions are not apparent. Where performance is poor, the employee would be assigned more blame than is due and, consequently, the appraisal results would be lower than where the supervisor's perceptions are not biased by the fundamental attribution error.

AACSB: Analytic
Blooms: Apply
Learning Objective: 03-03 Discuss how stereotyping; attribution; self-fulfilling prophecy; halo; false-consensus; primacy; and recency effects influence the perceptual process.
Level of Difficulty: 3 Hard
Topic: Attribution Theory
Comment on the accuracy of the following statement: The self-fulfilling prophecy can be an effective management practice.

The answer to this question is uncertain. Students should be able to recognize the potentially positive side of the self-fulfilling prophecy, but also explain the problems with putting positive prophecies into practice when not naturally occurring.

The textbook explains that while most self-fulfilling prophecy incidents are negative, some prophecies improve the employee's performance beyond that levels achieved without the prophecy. Specifically, if a supervisor believes an employee will be a superstar, that employee receives positive work conditions, feedback, and training, which improves the employee's chances of actually becoming a better performer.

In theory, it makes sense that supervisors can deliberately create positive self-fulfilling prophecies. Indeed, scholars in this topic operated training programs to help supervisors develop contagious enthusiasm, which would result in positive self-fulfilling prophecies. Unfortunately, the evidence suggests that these programs usually fail. Supervisors have difficulty creating positive prophecies of people who they don't think are very good.

However, without necessarily developing contagious enthusiasm, supervisors can develop positive conditions that at least minimize the chance of negative prophecies forming early. First, the company needs to develop a learning orientation so mistakes are considered a natural part of learning rather than a sign of failure. Second, supervisors can learn how to develop an employee's self-efficacy by showing how the employee has the skills and resources to perform the job well enough.
126. A diversity awareness consultant submits a proposal to a company that wants to reduce stereotyping and prejudice. In the proposal, the consultant claims that his training program teaches employees to avoid the stereotyping process altogether when perceiving the world around them. "Our training will prevent the activation of stereotypes and other forms of categorical thinking," claims the consultant's proposal. Discuss the accuracy of this consultant's claim and explain what training programs can do regarding stereotyping.

The textbook explains how people cannot avoid stereotyping. It is a natural process (called categorical thinking) that helps us to organize information for long-term memory. Without categorical thinking, it would be difficult to retain as much information about the world around us. Thus, we cannot prevent the activation of stereotyping.

What training can do is minimize the application of stereotypic information in our decisions and actions. When perceiving someone, we can try to avoid relying on the stereotypic information that pops into our head. This involves being aware of stereotyping and consciously downplaying information that seems to be based on our stereotypes. This process — minimizing the application of stereotypic information — can be trained.

In answering this question, students might also mention meaningful interaction (based on the contact hypothesis) as a training intervention. Specifically, people who interact more often with someone from stereotyped groups are less likely to rely on stereotypes to perceive that other person.

AACS: Analytic
AACS: Diversity
Blooms: Apply

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 2 Medium
Topic: Awareness of Perceptual Biases
127. Explain the four windows of the Johari Window.

Johari Window is a model of self-awareness and mutual understanding which divides information about you into four windows, open, blind, hidden, and unknown, based on whether your own values, beliefs, and experiences are known to you and to others. The open area includes information about you that is known both to you and to others. The blind area refers to information that is known to others but not to you. Information known to you but unknown to others is found in the hidden area. Finally, the unknown area includes your values, beliefs, and experiences that aren't known to you or others.

AACSB: Analytic
Blooms: Remember

Learning Objective: 03-04 Discuss three ways to improve perceptions; with specific applications to organizational situations.
Level of Difficulty: 2 Medium
Topic: Improving Self-Awareness
What is a global mindset? What does it consist of?

A global mindset refers to an individual's ability to perceive, know about, and process information across cultures. It includes (1) an awareness of, openness to, and respect for other views and practices in the world; (2) the capacity to empathize and act effectively across cultures; (3) the ability to process complex information about novel environments; and (4) the ability to comprehend and reconcile intercultural matters with multiple levels of thinking.

Each of these features can be explained. First, global mindset occurs as people develop more of a global than a local/parochial frame of reference about their business and its environment. They also have more knowledge and appreciation of many cultures and do not judge the competence of others by their national or ethnic origins. Second, global mindset includes understanding the mental models held by colleagues from other cultures, as well as their emotional experiences in a given situation. Furthermore, this empathy translates into the effective use of words and behaviors that are compatible with the local culture. Third, people with a strong global mindset are able to process and analyze large volumes of information in new and diverse situations. Fourth, a global mindset involves the capacity to quickly develop useful mental models of situations, at both local and global levels of analysis.

AACSB: Analytic
AACSB: Diversity
Blooms: Apply

Learning Objective: 03-05 Outline the main features of a global mindset and justify its usefulness to employees and organizations.

Level of Difficulty: 2 Medium

Topic: Global Mindset: Developing Perceptions Across Borders
Discuss how a person can develop a global mindset. How can an organization help this process?

Developing a global mindset begins with self-awareness - understanding one's own beliefs, values, and attitudes. Through self-awareness, people are more open-minded and nonjudgmental when receiving and processing complex information for decision making. In addition, companies develop a global mindset by giving employees opportunities to compare their own mental models with those of co-workers or partners from other regions of the world. When companies engage regular discussions about global competitors, suppliers, and other stakeholders, they eventually move the employee's sphere of awareness more toward that global stratum.

A global mindset develops through better knowledge of people and cultures. Some of that knowledge is acquired through formal programs, such as diversity training, but deeper absorption results from immersion in those cultures. Employees need to have meaningful interaction with colleagues from other cultures in those settings. The more people embed themselves in the local environment (such as by following local practices, eating local food, and using the local language), the more they tend to understand the perspectives and attitudes of their colleagues in those situations.

AACSB: Analytic
AACSB: Diversity
Blooms: Apply

Learning Objective: 03-05 Outline the main features of a global mindset and justify its usefulness to employees and organizations.
Level of Difficulty: 3 Hard
Topic: Developing a Global Mindset

Completed instant download links:
organizational behavior emerging knowledge global reality 7th test bank pdf
organizational behavior emerging knowledge global reality 7th edition pdf
organizational behavior emerging knowledge global reality 6th edition
organizational behavior emerging knowledge global reality 6th edition pdf
organizational behavior mcshane pdf free download
organizational behavior emerging knowledge global reality ppt